



## **Effect of Basic and Expert Training on Employees' Motivation in the Public Sector: A Case Study of Kenya National Police in Eldoret Uasin Gishu County.**

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### **ABSTRACT**

The objective of the research is to investigate the effect of basic and expert training on employees' motivation in the public sector, with a focus on the Kenya National Police in Eldoret, Uasin Gishu County. The research employs a descriptive design to analyze the effect of training on employee motivation. The population size for this study is 376 employees from the Kenya National Police in Eldoret, Uasin Gishu County. The sample size for the study is 112 employees selected using a stratified random sampling technique. The procedure involved administering questionnaires to the sample of employees to gather data on their motivation levels and training experiences. To ensure the validity of the research, the questionnaires were reviewed by experts in the field of employee motivation and training. The reliability of the research was established by conducting a pilot study and computing the Cronbach's alpha coefficient, which showed a high level of consistency in the responses. The data collection tool used in this study is a self-administered questionnaire. The major findings of the research revealed a positive relationship between basic and expert training and employee motivation in the Kenya National Police in Eldoret, Uasin Gishu County. The results of the research can be applied to improve training programs in the public sector, with a focus on enhancing employee motivation. The limitations of the study include a small sample size and the potential for response bias in self-administered questionnaires. Future research could explore the effect of training on employee motivation in other public sector organizations and in different geographical locations. Others include work efficiency, insufficient socialization, weak job design and work organization, non-participatory management approach, unfavorable working conditions, and shortage of working materials. In conclusion, it is crucial to consider the importance of promoting and supporting motivation in public service sectors both in economics and countries with similar characteristics.

**Keywords:** Basic and Expert Training, Employee Motivation

### **1.1 INTRODUCTION**

Employee motivation is a key factor in improving the performance of organizations, and training is an effective way to enhance employee motivation (Huber, 2006). According to Ormrod (2008) examined the impact of training on employee motivation in public sector organizations worldwide. He highlighted the importance of training in enhancing employee skills, building confidence, and improving performance. Their findings have important implications for public sector organizations globally, providing valuable insights into the role of training in employee motivation.

According to Osterloh, & Frey, (1999) who focused on Africa, where public sector organizations are a significant source of employment and service delivery. They examine the impact of training on employee motivation, highlighting the importance of training in enhancing employee skills and building confidence. Their findings have important implications for public sector organizations across the African continent. At the regional level, the authors examine the impact of training on employee motivation in Uasin Gishu County, where the Kenya National Police is located. They identify a number of key success factors, including effective training programs, clear communication, and employee involvement. These findings have important implications for public sector organizations operating in the region (Ormrod, 2008). Schultz et. al., (2003) stated that public sector organizations are a significant source of employment and service delivery. Using the case study of the Kenya National Police in Eldoret, they explore the impact of basic and expert training on employee motivation. They identify a number of key factors that can contribute to improved employee motivation, including effective training programs, clear communication, and employee involvement. Their findings have important implications for public sector organizations in Kenya.

According to Dessler, (2011) training is a critical tool for improving employee motivation in public sector organizations, and the authors' multi-level approach highlights the importance of effective training strategies at the global, continental, regional, and national levels. Their findings have important implications for public sector organizations worldwide, and provide practical insights that can be applied by organizations seeking to enhance employee motivation through training. By emphasizing the importance of effective training in building employee skills and confidence, the authors provide a blueprint for public sector organizations seeking to improve performance and service delivery (Serekan, 2007).

The concept of motivation is a derivative from the Latin word "movere" meaning move (Huber, 2006). Motivation refers to all aspects of individual behavior and action that are generated towards the achievement of certain goals. Therefore, motivation can simply mean internally generated drive to

achieve particular course of action or goal. Traditionally, employees are perceived to be motivated if they focus on their effort on achieving specific goal, if they rarely call in sick, if they tend to stay longer in their jobs and if willing to learn from their job. Psychologist explain that motivation stimulate behavior and drives an individual forward toward achieving goals or needs. Motivation describes the process that energizes and stimulates human behavior toward achieving specific goals (Huber, 2006). In essence, motivation drives an individual to act and ensures that their goal or need is met (Slavin, 2006).

### **1.2 STATEMENT OF THE PROBLEM**

Employees' satisfaction and job performance are determined by how employees are motivated in the workplace. Motivation is the key factor in the survival of an organization. The National Police Service as a body in charge of security in Kenya has been in the spotlight due to insecurity, lack of reward and recognition, low pay, poor leadership, increasing corruption cases, minimal chances of promotion, unfavorable working environment, and insufficient training and education. Kenya's national police service complains often about government not appreciating their efforts and giving them minimal safety in the line of duty. Little attention has been paid to the motivation of the Kenya police officers and this has reduced their working morale severely.

Despite the crucial role that employee motivation plays in the performance of public sector organizations, there is limited research on the impact of training on intrinsic motivation among employees, specifically within the context of the Kenya National Police in Eldoret, Uasin Gishu County. The Kenyan National Police is facing numerous challenges in terms of employee motivation, including high levels of stress, low job satisfaction, and poor performance. This lack of motivation among police officers is a concern as it affects their ability to carry out their duties effectively, thereby affecting public safety and security. There is a need to understand the impact of basic and expert training on intrinsic motivation among police officers in Eldoret, Uasin Gishu County. While basic training is aimed at providing police officers with the essential skills and knowledge to perform their duties, expert training is designed to help officers develop advanced skills and specialized knowledge. However, it is unclear whether these training programs are effective in increasing intrinsic motivation among police officers in Eldoret, Uasin Gishu County.

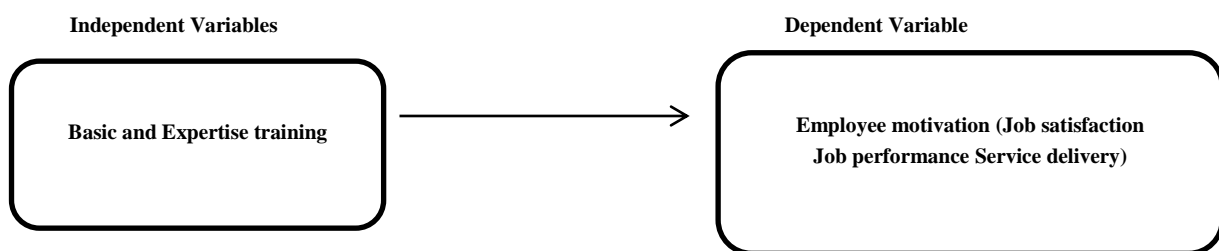
The results of this study will have important implications for the Kenyan National Police, as well as other public sector organizations in Kenya. By understanding the impact of basic and expert training on intrinsic motivation, organizations will be better equipped to design and implement training programs that effectively increase employee motivation, improve job satisfaction, and enhance performance. This will contribute to the development of a more effective, efficient, and motivated public sector, thereby improving public safety and security, and providing better services to the citizens of Kenya. This study aims to fill this gap in knowledge by exploring the relationship between basic and expert training and motivation among police officers in the Kenyan National Police in Eldoret, Uasin Gishu County.

### **1.3 Specific Objectives**

To establish influence of basic and expertise trainings on employee motivation in Kenya National Police Service

### **1.4 Conceptual Framework**

The conceptual framework depicts the relationship between the variables that are explained and the variables that are explanatory. It elucidates the relationship between the independent factors and their impact on employee motivation.



**Figure 1:** Conceptual Framework

## **2.0 LITERATURE REVIEW**

### **2.1 Theoretical literature review**

The study was based on the two theories that include self-determination theory and reinforcement theory.

### **2.1.1 Self-determination theory**

Self-determination was developed by Deci & Ryan (1985) in their book, self-determination and intrinsic motivation in human behavior. Self-determination refers to individual efforts to make choices and manage their own life. Self-determination impacts employees' motivation since it makes them realize the effect of their actions on the outcome of what they do. According to the theory people need to grow and gain fulfillment. Self-determination theory suggests that for individual to attain psychological growth the following three basic needs should be fulfilled; competence, autonomy and connection. The theory focuses primarily on internal intrinsic motivation which is the need to gain knowledge and independence. It focuses on the degree to which the behavior of human beings is motivated and determined. In relation to Kenya's police service, the police officers must be competent in their tasks and master different skills in job operation. Competence enables employees to make actions necessary for the achievement of their goals. The second psychological need that employees should fulfill in their workplace is autonomy. In reference to Kenya police officers, it is believed that control of behavior and goals plays major role in helping people feel self-determined and motivated. Autonomy provides an employee with sense of making direct action that will result in actual change. In order for the employees to be passionate of their job, there should need to show a sense of belonging and recognition to other workmates. Ryan and Deci (1985), also proposed that being self-motivated is also determined by the social circumstances in which people are brought up. Therefore, employees' relationship with others fosters well-being and personal growth.

### **2.1.2 Skinner's reinforcement theory of motivation.**

Skinner's reinforcement theory argues that individuals engage in behavior that produces positive results and avoids the one with negative outcomes. The theory focuses on the consequences of human behavior and not on the state or attitudes of individuals (Schultz et. al., 2003). The theory, therefore, postulates that people tend to increase rewards and reduce punishment. They continue to perform certain duties they have a past history of being rewarded. This means that a highly Kenya police officers are those who have been rewarded for good job performance and hence they continue to commit and passionate about their job.

Schultz et. al., (2003), state that reinforcement theory focuses on work environment and on its application of rewards and discipline in enhancing behavior. Therefore, the behavior that leads to rewards is likely to be repeated and behavior that are punished are likely to be stopped. According to Robbins (2001), reinforcement is categorized into two, positive reinforcement and negative reinforcement. Positive reinforcement happens when individual receives a pleasurable sensation in what he or she does and because of the pleasure associated with the action, the individual is motivated to repeat what caused it. According to this view, Kenya police officers tend to perform duties that they enjoy, duties that rewards positively, duties that brings praise and duties that builds ones reputation in workplace. They will be more motivated to continue performing their role positively because they are called by extremely reinforcing effect associated with the job, the more they are rewarded the more effort they put and the greater the motivation to perform their role accordingly.

Negative reinforcement occurs when individual does something to seek relief and avoid pain. Thereby being rewarded and motivated to do whatever it is to relieve pain. For instance, in Kenya's police service, an officer who is dependent on his job can avoid punishment by becoming committed to his job and thus becomes motivated. As such an officer will always continue avoiding negative rewards associated with the job.

## **2.2 Empirical literature review**

### **2.2.4 Basic training and Expertise training**

Basic training and Expertise training have been found to have a significant effect on employees' motivation in the public sector, particularly in organizations such as the Kenya National Police. A case study conducted in Eldoret Uasin Gishu County found that providing basic training to police officers improved their confidence and knowledge in carrying out their duties, which in turn led to an increase in job satisfaction and motivation. Additionally, offering expertise training to experienced officers helped them acquire new skills and kept them up-to-date with the latest policing methods, which also contributed to their overall motivation in the job. This shows that investing in employee training can lead to improved motivation and job satisfaction, resulting in a more productive and efficient workforce.

#### **2.2.4.1 Basic training**

Basic training is a general police training for newly recruited police members of commissioned or non-commissioned groups upon joining the police service. The training aims at teaching basic police capabilities. It does not include any separate special courses or training that focuses on providing specific knowledge and skills for law enforcement personnel in a specific area of policing for example, in the sphere of drugs, trafficking in human beings or management (OSCE Reference Guide to Criminal Procedure (2006). The training includes policing skills as well as values and ethics. Uniformed police must master arrange of baseline skills in order to perform their duties. These involve the use of equipment, communication, self-management skills, and the proper use of firearms. Front-line police personnel need patrolling skills to perform their daily jobs. These include general procedures, traffic law, knowledge of conducting searches as well as what to do as a first responder to a major incident. Uniformed personnel needs in-depth knowledge of state and local police-related laws and applicable policies. They must have knowledge of criminal investigation and procedure as well as the gathering and evaluation of evidence.

Segal, et. al., (2013) mentioned the significance of initial and continuing education as well as academy and in-service training in preparing law enforcement officers to equip them with the necessary information and skills to meet the demands and challenges of trending issues in the world. Furthermore, education adds value to police training of officers as it enhances the development of critical thinking skills and value systems to meet the needs and demands of modern-day society, particularly in the areas of professionalism, accountability and legitimacy. Segal, et. al., (2013) noted that police work has become more intellectually demanding and the police officers must be able to demonstrate their legitimacy, accountability, and professionalization as well as use critical thinking skills when responding to a variety of situations (Ghosh, Haynes, & Kram, 2013).

Hess, (2004) did a study to examine if the recruits educational level as a personal qualification could influence performance during training, but found that it was not related to the measures used in their analyses when looking at predictors of academy or job success. Herrington and Colvin, (2015) did a study on recruit training at a police training academy that had newly introduced a community-oriented policing curriculum for training. They found out that the lessons learned in a paramilitary bureaucratic organizational environment were strongly emphasized in the recruits, despite the philosophical emphasis of the curriculum used in training. This could be related not only to the environment of the training, and the immersion into police subculture, but also to the instructional techniques adopted during training.

### 2.2.4.2 Expertise training

Expertise training involves unique skills of a profession. It includes continuous education at every level beyond their graduation from the academy (Dessler, 2011). The training is vital for "tactical" skills that are related to weapons employment, expert driving, or other tough technical abilities. Police officers are as skilled in communications as they are in physical tactics and are frequently in the business of convincing people to do what they otherwise would not be inclined to do. The officers must be skilled at understanding and try solving all those in the communication continuum, individuals ranging from those with whom they must work to resolve immediate community cases to representatives of the mass media who will report or interpret their actions (Peterson, 2011).

Police officers should be skilled in management since their profession encompasses managing people using scarce resources that are available to provide better services to the people. Leadership training is another important, it is the expectations we have of leaders at each rank that will change, as would their day-to-day activities (Groot & Maassen, 2002). Modern policing organizations need to recognize the importance of the leader as administrators of learning, innovation, and adaptation required rather than the top-down bureaucratic administrator of technical fixes to well-known problems (Hurst, 2013). Groot & Maassen, (2002), argue that leaders fail by handling leadership problems with management solutions. This is particularly tempting, as management problems even complicated ones have a known explanation and resolutions or set of solutions. A leader can rely on using his or her authoritative expertise can solve the issue, also there are complex issues that only a group that has learned new ways of operating can tackle those. Leaders also need to experiment and engage with stakeholders rather than simply apply technical and authoritative expertise, because complex problems do not have straightforward answers, leaders do not necessarily have the answer, and they achieve nothing by using their authority to dictate what should be done (Dessler, 2011).

## 3.0 RESEARCH METHODOLOGY

The descriptive research design was used since it determines and reports the way things are, (Mugenda & Mugenda, 2003). According to Orodho (2002) used a descriptive research design in his study. Descriptive research is a type of research design that aims to describe the characteristics of a population or phenomenon being studied. It is used to gather information about the current status of a population or phenomenon and to provide a detailed account of the characteristics, patterns, and relationships present. The descriptive research design is particularly useful for exploring and describing phenomena that are difficult to observe or measure, such as attitudes, beliefs, and behaviors.

The population for this study was uniformed officers of the National Police Service specifically the Kenya police working in Eldoret, Uasin Gishu County. The population composed of uniformed police officers with motivation related issues within the organization. The target population includes 376 Kenya police officers working in Eldoret, Uasin Gishu County.

**Table 1:** Target Population

Category	Frequency	Percentage (%)
Commissioned Officer	19	5
Non-Commissioned Officer	60	16
Gazetted Officers	11	3
Constables	286	76
<b>Total</b>	<b>376</b>	<b>100</b>

Sample refers to the number of respondents obtained from a target population used in the study where numbers are too much to be included. A total of 30% of the employees were studied from population of 376 which consisted of 112 employees as a sample size. Officer from different ranks were grouped into stratus, each stratum of the same ranks. The study used stratified random sampling technique for selection respondents from the stratus based on proportional allocation to get the sample (Serekan, 2007).

**Table 2:** Sample size

Category	Frequency	Percentage (%)
Commissioned Officer	5	4
Non-Commissioned Officer	18	16
Gazzetted Officers	4	3
Constables	85	77
<b>Total</b>	<b>112</b>	<b>100</b>

Self-administered questionnaire was used for data collection since it is the best for broad investigation, consumes less time and also relatively cheap and also because it consists of a series of questions to be responded by the respondents (Mugenda & Mugenda, 2003). It is also appropriate tool that can be used to collect responses from a large sample which can be further subjected to qualitative analysis. The questionnaires contained a series of questions which were close and like questions which made it easier to analyze, administer and also in terms of time.

Pilot Study was conducted by the researcher in such way that he can evaluate the resources, the time and feasibility taken in adverse events in order to improve the research design and performance in full scale. (Mugenda & Mugenda, 2003). Through the pilot study much of Pre-testing was conducted before the actual study through a pilot study using questionnaire which is a 10% of the sample (Mugenda & Mugenda, 2003). The pilot study assisted on the improving the questionnaire by identifying and removing errors as well as testing their reliability before the actual study. The researcher excluded participants who participated in pilot study in the actual study.

According to Mugenda & Mugenda (2003), the validity of research instruments is the extent in which a specific research equipment (questionnaire) measures what it was intended to measure and is reliable checked on a regular basis to ensure accuracy. According to Singh (2014), research instrument reliability comprises consistency in measuring the objects of study and generating the same results even when the tests are repeated. The Cronbach's Alpha was used to assess the dependability of the data gathering equipment, and an alpha of 0.6-0.7 is considered normal. A value of 0.8 indicates that the data is highly reliable (Mugenda and Mugenda, 2003).

Questionnaires were filled by all officers from top management level to lower management level in the Kenya police department in Eldoret police station in Uasin Gishu County. In this case the top management level means the highest-ranked officer in the sub county and lower management level implies the lowest ranked office in the sub county. The questionnaire was sent by hand delivery for officers to complete in private. The data collection included officers situated at different locations or police post in the Sub County. The questionnaires were collected after respondents filled them and ample time are given for them to understand and answer the questions.

The acquired data was evaluated using both quantitative and qualitative techniques. To help the researcher describe the descriptive statistics such as mean and standard deviation which were employed to analyze the data. Tables and figures were used to present the findings. This will make it easier to grasp and analyze the study's findings.

## 4.0 RESEARCH FINDINGS AND DISCUSSION

### 4.1 RESPONSE RATE

Among the 112 sampled respondents, 88 questionnaires were returned showing a response rate of 78.23%. The rate of response of 50% was an average, 60% was moderate while 70% and above is very good (Best & Khan, 2006) the researcher was much impressed with the responses from the respondent which enabled him to go on analyzing and presenting the data in tables and figures below.

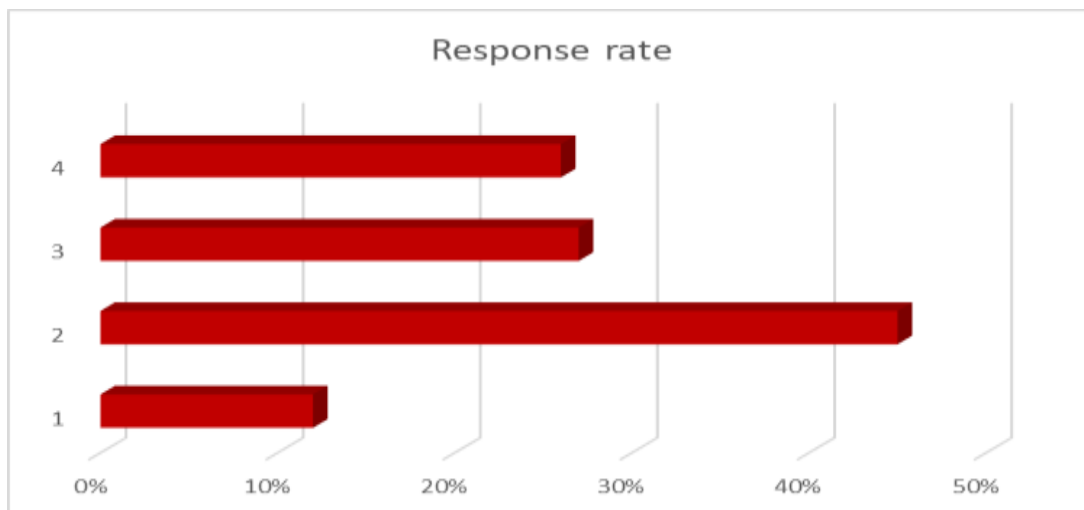


Figure 2: Response rate

## 4.2 EXPERT TRAINING

The study sought data on special training apart from the national Police Service basic training. All employees indicated that they had special training. This was an indication that the police service offered short courses and some of the employees were enhancing their education and presented findings in table 3.

**Table 3:** Special training apart from the national police service basic training

Response	Frequency	Percentage
Yes	112	100%
No	0	0%
<b>Total</b>	<b>112</b>	<b>100%</b>

### 4.2.1 RATE THE EFFECTIVENESS OF EXPERTISE TRAINING

The study sought data on rate of effectiveness of expertise training in relation to the motivation of employees in the National Police Service and presented findings in table 4.

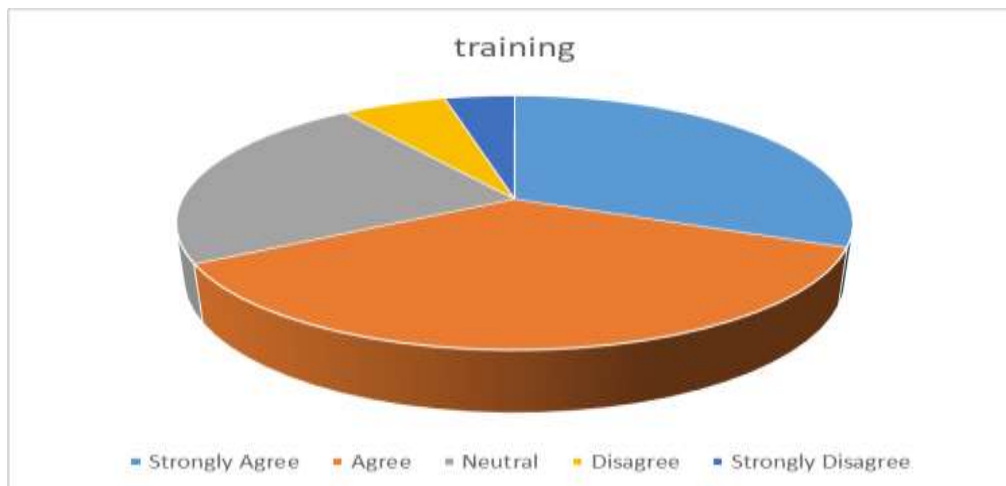
**Table 4:** Rate the effectiveness of expertise training in relation to the motivation of employees in the National police service

Response	Frequency	Percentage
Not effective	14	12%
Effective	50	45%
Very effective	30	27%
Extremely Effective	19	26%
<b>Total</b>	<b>112</b>	<b>100%</b>

The table illustrates that 26% of the respondents accepted in relation to effectiveness of expertise training in relation to service delivery was extremely effective, 45% indicated that it was effective, 27% indicated that it was very effective while 12% indicated that it was not effective. This implied that expertise training was extremely effective to motivation since some of the officers undertook expertise training and focused on that line of duty which automatically enhances service delivery.

### 4.2.2 EXPERTISE TRAINING ENHANCES PRODUCTION AND GROWTH

The study sought data on whether expertise training enhances production and growth in Kenya Police Service and presented findings in Figure 3



**Figure 3:** Expertise training enhances production and growth

The figure indicates that majority 39% strongly agreed that expertise training enhances production and growth, 30% agreed, 18% were not sure agree nor disagree while 6% strongly disagreed. This was a clear indication that expertise training enhanced production and growth which led to improvement of motivation of employees.

### 4.2.3 SUCCESS STORIES IN KENYA POLICE SERVICE

The study sought data on use of case studies and success stories in Kenya Police Service and presented findings in table 5.

**Table 5:** Use of case studies and success stories in Kenya Police Service

Response	Frequency	Percentage
Strongly Agree	44	39%
Agree	34	30%
Neutral	20	18%
Disagree	7	6%
Strongly Disagree	7	6%
<b>Total</b>	<b>112</b>	<b>100</b>

The table indicates that majority 39% strongly agreed that there is use of case studies and success stories in Kenya police service, 30% agreed, 18% neither agreed nor disagreed while 6% disagreed and strongly disagreed. This implied that the use of case studies and success stories during expertise training helps the officers improve on the services they give to their clients.

#### **4.2.4 MEDIA AND PUBLIC RELATION TRAINING ARE ESSENTIAL IN KENYA POLICE SERVICE**

The study sought data on whether media and public training are essential in Kenya Police Service and presented findings in table 6.

**Table 6:** Media and public relation training are essential in Kenya Police Service

Response	Frequency	Percentage
Strongly Agree	34	30%
Agree	34	30%
Neutral	24	21%
Disagree	13	12%
Strongly Disagree	7	6%
<b>Total</b>	<b>112</b>	<b>100%</b>

The table indicates that majority, 30% of the respondents indicated that they strongly agreed and agreed that media and public relation training are essential in Kenya police service, 21% were neutral, 12% disagreed while 6% indicated that they strongly disagreed. This was an indication that media and public relation are essential in enhancing service delivery in the Kenya police service.

#### **4.2.5 APPLICATION OF VARIOUS SERVICE DELIVERY METHODS**

The study sought data on whether there is wide application of various service delivery methods in Kenya Police Service and presented findings in table 7.

**Table 7:** Application of various service delivery methods

Response	Frequency	Percentage
Strongly Agree	54	48%
Agree	34	30%
Neutral	24	21%
Disagree	0	0%
Strongly Disagree	0	0%
<b>Total</b>	<b>112</b>	<b>100</b>

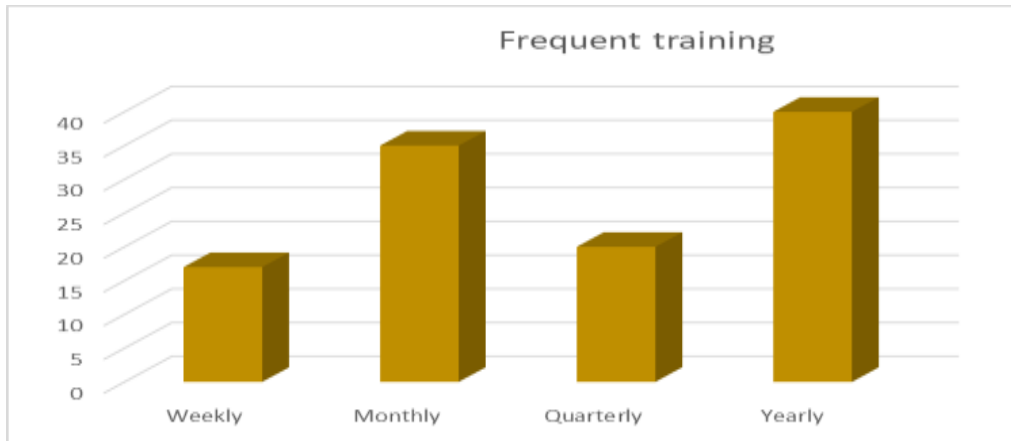
The table indicates that majority 48% indicated that there is wide application of various service delivery methods, 30% agreed while 21% indicated that they neither agreed nor disagreed. This was an indication that there was a wide application of various service delivery methods which varied with the region and the communities and the emerging trends of service delivery.

### **4.3 BASIC TRAINING**

The study sought data on basic training apart from the national Police Service. All employees indicated that they had basic.

#### **4.3.1 FREQUENCY IS BASIC TRAINING**

The study sought data on how frequent basic training is done Kenya Police Service and presented findings in Figure 4.



**Figure 4:** The frequency of basic training done in the organization

The figure indicates that 36% indicated that basic training was done yearly, 30% indicated that it was done monthly, 18% indicated that it was done quarterly while 15% indicated that it was done weekly. With a mean score of 28.2 and a standard deviation of 4.09 this was an indication that basic training was essential in the provision of effective service delivery.

#### 4.3.2 THE BENEFITS OF BASIC TRAINING

The study sought data on benefits of basic training in Kenya Police Service and presented findings in table 8.

**Table 8:** Benefits of basic training in the organization

Response	Frequency	Percentage
Represents management's position in a convincing manner	41	36%
Try to motivate people to make decisions	27	24%
Placing staff in their work places of expertise	24	21%
Praise staff for their good work	14	12%
The staff should be receiving feedbacks after any activity done	6	6%
<b>Total</b>	<b>112</b>	<b>100</b>

The table indicates that majority 36% indicated that the major benefit of basic training was that it represents management position in a convincing manner, 24% indicated that helped to try to motivate people to make decisions, 21% indicated that it helped to sell the staff in their own ability to do the job, 12% indicated that it helped to praise staff for their good work while 6% indicated that it provided the staff with feedback on how they are doing. This implied that basic training in an organization was beneficial to the organization since it improved service delivery.

#### 4.3.3 EFFECT OF BASIC TRAINING ON MOTIVATION OF EMPLOYEES

The study sought data on the effect of basic training on motivation of employees in Kenya Police Service and presented findings in table 9.

**Table 9:** Effect of basic training on motivation of employees

Response	Frequency	Percentage
Basic training increases competency	40	36%
Basic training develops will power to learn new skills	27	24%
Basic training improves the Techniques used by the coaches	24	21%
Basic training positively embraced by employees	20	18%
<b>Total</b>	<b>112</b>	<b>100%</b>

The table indicates that majority 36% indicated that basic training increases competency, 24% indicated that basic training develops will power to learn new skills, 21% indicated that basic training improves the techniques used by the coaches, 18% indicated that basic training positively embraced by employees. This implied that basic training effects helped to improve work performance and motivation of employees at the Kenya police service.



#### 4.3.4 INFLUENCE OF BASIC TRAINING ON EMPLOYEE PERFORMANCE

The study sought data on whether basic training has positively or negatively enhanced your duties in the organisation and presented findings in table 10

**Table 10:** How basic training has positively or negatively enhanced your duties in the organization

Response	Frequency	Percentage
Positively	112	100%
Negatively	0	0%
<b>Total</b>	<b>112</b>	<b>100%</b>

The table indicates that all the respondents agreed that basic training positively enhanced the duties of the employees in the organization. This was an indication that the benefits of basic training highly improved service delivery.

## 5.0 SUMMARY, RECOMMENDATION AND CONCLUSION

The majority of the officers indicated that basic and expertise training were done yearly. Therefore, the study indicated that basic and expertise training were essential in the motivation of employees. The benefits of the training to the police officers are increasing competency, representing management positions in a convincing manner, it develops will power to learn new skills, improving service delivery, and it enhances the duties of employees in an organization.

All the police officers indicated that they had special training and this is an indication that the police service offers those short courses and some of the employees were enhancing their education. The rate of effectiveness of expertise and basic training was extremely effective. Therefore, expertise and basic training is influential to the motivation of police officers.

Basic and expertise training are very important in promoting motivation in the national police service. Basic and expertise training improves service delivery. Trained police officers are more willing to continue working in the same department so that they make what they have learned during their training in practice. This will motivate other officers to follow the right path in their job.

Police officers should not be trained in weapon-based tactics basically meant for recruitment purposes but the training should consider expertise training like effective communication as vital to their job performance and motivation. Police officers are frequently known for making sure they have to use their tactics to deal with people in order to achieve what they require and that is why the study recommends that police officers to be skilled at addressing all kinds of communication continuum. Some of the issues that can be resolved before its being publicized to be addressed by their representatives to counter being aired elsewhere for action.

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