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The Impact of Capacity Building in Public Institutions: A Case Study of Kasungu Police Station in Malawi

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ABSTRACT

This research examined the effects of capacity building in a public institution, specifically focusing Kasungu Police Station in Malawi. The researcher utilized both quantitative and qualitative research methodologies. The study population included police officers from Kasungu Police Station and relevant stakeholders. The research aimed to identify the training methods employed by the Malawi police Service for its personnel, explore the relationship between capacity building and employee performance, investigate the challenges encountered in providing capacity building to its staff, and outline strategies to improve capacity building for the police officers at Kasungu Police Station. A sample size of 80 respondents, were utilized as data collection instruments. The findings revealed that Kasungu Police Station is committed to offering a variety of training programs, including on-the-job training and orientation training. These initiatives are designed to equip employees with the essential skills and competencies required to fulfill their significant responsibilities. The results also indicated that Kasungu Police Station employs diverse training methods, including demonstrations, distance learning, discussions, lectures, and PowerPoint presentations. Furthermore, the findings showed that the training provided has improved service quality, contributed to a reduction in crime rates, enhanced service delivery, and assisted police officers in adhering to established protocols. However, the results also highlighted that Kasungu Police Station faces several challenges that disrupt the training schedule, including a lack of funding, limited time, and favoritism. It was recommended that the Malawi Police Service allocate a larger budget for training initiatives that will enhance employee performance.

Keywords Impact of capacity building

1. Introduction

Capacity building is an ongoing process designed to enhance employee performance by positively affecting attitudes, behaviors, and competencies (Mozael, 2015; Juneja, 2018). It is crucial for organizations to synchronize their capacity-building strategies with changing job requirements to maintain effectiveness. Numerous studies worldwide have established a connection between staff development and increased organizational productivity, shorter learning curves, and enhanced employee retention (Sambila, 2015).

In countries such as Malaysia, Kenya, Lesotho, and Tanzania, evidence has shown that training programs can improve organizational effectiveness (Shafini et al., 2016; Otuko et al., 2015; Motlokoa et al., 2018). Similarly, in Malawi, the enhancement of capacity within public institutions, including the Police Service, is becoming increasingly important due to public concerns regarding trust, accountability and effectiveness. The Kasungu Police Station, in particular, faces operational challenges that could be alleviated through well-organized training programs. The Police General Orders provide a framework for training, especially in critical areas such as crime prevention, patrol conduct and public service ethics (MPS, 2017). The success of any organization is fundamentally linked to the positive contributions of its employees, along with effective leadership and management. The Malawi Police Service functions as a government entity under the Ministry of Homeland Security. It is led by the Inspector General of Police, who is responsible to the minister in charge of police matters. This individual is appointed by the President of Malawi and must receive confirmation from the National Assembly. The Public Appointment Committee holds the power to evaluate the competence of the appointee at any time.

- Importance and purpose of the article

This article will provide insights to public institutions on the value of strategic capacity-building initiatives. It will assist policymakers in designing effective training frameworks that enhance public service delivery. Additionally, the findings will serve as a reference for future research and fulfil the academic requirements for a Master of Business Administration.

For the Malawi Police Service in Kasungu, and the government of Malawi, the findings of this study may be useful in policy formulation as it relates to capacity building for the police officers in Malawi, as well as in the development of reasonable workload and technological advancement in the service. Finally, it will serve as a starting point for future studies of this nature. This study may also help the leadership of the Malawi police service and Kasungu Police Station in particular, to make progress in strengthening the administrative capacity and performance of police officers.

The performance of police officers is ultimately assessed based on Benchmarks. There must be either explicit or implicit criteria to conduct any form of gap analysis (comparing available capacities with required capacities). If a country's police service aspires to attain "best practices," it should be restructured to align with international benchmarking standards. International benchmarks can facilitate the comparison of the administrative and operational capacities of police officers with those of other nations, enabling a gap analysis (between existing capacities and those that are necessary).

- **Objectives of Research.**

Specifically, the objectives of the study were as follows:

1. To identify the capacity building methods utilized by Kasungu Police Station for its employees.
2. To examine the correlation between capacity building and employee performance at Kasungu Police Station.
3. To investigate the challenges faced by Kasungu Police Station in delivering capacity building to its employees.
4. To propose strategies aimed at enhancing capacity building for the police officers at Kasungu Police Station.

- **Scope of the discussion**

This research was conducted at Kasungu Police Station, under the Central East Region Police Headquarters in Malawi. It focuses specifically on assessing the impact of capacity building in public institutions. The study targeted police officers stationed at Kasungu police station and involved data collection through relevant instruments. While the findings focus on this case study, they may offer broader implications for similar public institutions in Malawi.

When it comes to police officers performance, complaints rate statistics are also utilized as a gauge. The Police Service's Performance Management utilizes it to compare the number of complaints against officers to guarantee that what is valued is quantified. Because of the unique challenges of policing in big towns, such as Kasungu, it's important to focus on reducing the number of complaints filed against police officers as a way to gauge their effectiveness.

For the policy makers in the Malawi Police Service, the findings of this study may be useful in policy formulation as it relates to capacity building for the police officers in Malawi.

2.Literature Review

- Overview of previous studies or relevant research

Capacity Building

The notion of capacity building is frequently synonymous with human capacity building, manpower training and development, manpower development, human resource development, human capital development, human capital building, and human resource management in most literature. A number of scholars, such as Jerry, Steven, and Maycunich (2017), Muhibat and Tihamiyu (2016), and Muhammd and Javed (2015), have employed these terms interchangeably. This research adopts a comparable perspective. Additionally, capacity building is often utilized alongside capacity development. Capacity building or development serves as a crucial strategy through which organizations invest in their workforce to attain greater returns both in the present and in the foreseeable future (Williams, 2017). It can be considered organization-specific, primarily because it fundamentally depends on the organizational manpower required or the job specifications. As a result, it can be viewed as the reconfiguration of the human resources available within a nation to align with the needs, objectives, and orientation of a particular organization. Capacity building mainly concentrates on improving effectiveness, often at the organizational level. Various scholars have offered different definitions of capacity building. For example, Beesley and Shebby (2019) defined capacity building as a means of enhancing the management and governance of an organization, allowing it to effectively achieve its objectives and fulfil its mission. Paul (2018) perceives capacity building or capacity development as a process through which individuals and organizations acquire, enhance and maintain the skills, knowledge, tools, equipment and other resources necessary to perform their jobs competently. It also empowers individuals and organizations to function at a higher level. Capacity building, as a practice, tends to link the array of skills and expertise required with the immediate task at hand (Nussbaum, 2011).

Benefits of Training

The main goals of training are to improve knowledge and skills, as well as to change attitudes or behaviours. It acts as one of the most vital potential motivators and provides a wide range of positive results for both individuals and the organization. With the rapid advancements in technology, employees are required to have the essential knowledge, skills and competencies to adapt to new processes and manufacturing methods. Cole (2015) asserts that training can result in:

- Enhanced morale - employees who participate in training experience increased confidence and motivation;

Lower production costs - training reduces risks as trained staff can use materials and equipment more effectively, thereby minimizing and preventing waste;

- Reduced turnover - training creates a sense of security in the workplace, which decreases labour turnover and helps prevent absenteeism.

- Change management - training aids in managing change by enhancing employees' understanding and involvement in the change process, while also equipping them with the skills and abilities required to adapt to new circumstances;
- Provision of recognition, greater responsibility and the potential for increased pay and promotions;
- fostering a sense of personal satisfaction and achievement, while expanding opportunities for career advancement.

Employees Training

Training is a process of learning that equips individuals with the knowledge, skills, experience and attitudes necessary for performing their jobs effectively and assisting their organization in achieving its goals. Therefore, employee training is a structured learning process through which employees acquire the information, skills, experience and attitudes essential for fulfilling both their personal and organizational objectives (Ngirwa, 2015). Employee training is a deliberate intervention aimed at improving the factors that influence individual job performance and ensuring that police officers receive adequate training is the most critical challenge faced by a department (McNamara, 2016). There are three primary training methods typically utilized in the police service: on-the-job training, off-the-job training, and field training. On-the-job training is designed to equip employees with specific knowledge and skills pertinent to their work environment. The knowledge and skills imparted are directly aligned with job requirements. The most prevalent forms of on-the-job training include drills, induction, case studies and mentoring. As noted by Schofield (2014), a drill involves the establishment of habits through the consistent practice of standardized exercises. Through practical exercises, the mind internalizes these habits and expresses them actively through physical actions. Drills transform activities into routines, becoming increasingly automatic as they are practiced. In the Kenya Police Service, drills are frequently employed to develop psychomotor skills, such as issuing commands to a troop during marching and the handling of rifles and other military equipment.

Training Methods

Hassan (2016) emphasizes that training programs enable employees to stay updated with new technologies and methodologies, helping them adjust to the rapid shifts in workplace demands. Effective learning occurs when theoretical knowledge is integrated with practical application. Various training methods are employed by different organizations. As noted by DeCenzo et al (2014), the most widely utilized training and development methods in organizations are on-the-job and off-the-job training. Training methods frequently adopted in organizations consist of ;

1. On-the-Job Training – Learning occurs directly in the work environment.
2. Demonstration – A skilled worker shows how tasks are performed.
3. Coaching – One-on-one guidance by an experienced professional.
4. Job Rotation – Employees are moved through different positions.
5. Mentorship – Junior staff are guided by senior, experienced employee.

On-the-Job Training Methods

This refers to the methods employed in the workplace when employees are attempting to acquire specific skills. This approach is essential for assisting individuals who have underperformed at work due to insufficient academic qualifications. In accordance with the organization's policy, it is also classified as training. This training method is provided to employees while they are engaged in their work. The primary objective of this training is to familiarize employees with their existing work environment. During the training period, trainees will receive direct involvement. This assists employees in learning how to address challenges that may arise during the execution of their tasks. In this training approach, supervisors or managers demonstrate how to perform a particular task to the employee. Following this guidance, the learner assumes responsibility for executing that specific task. DeCenzo et al (2014). Frequently, this method is utilized by organizations to train both current and prospective employees. On-the-job training encompasses apprenticeship, coaching, internships, job rotation and other methods. (DeCenzo et al, 2014).

Demonstration

This method is often utilized, where a trainer or experienced employee shows a trainee the process of completing a particular task. This technique is essential for machinery and equipment operators.

Coaching

Coaching is a developmental process where an individual known as a coach assists a learner or client in reaching a specific personal or professional objective by offering training and guidance. This method involves an expert teaching a trainee how to execute particular tasks within the organization. As the instructor provides direction, feedback, encouragement, and aids the learner in overcoming challenges, being mentored by a seasoned professional enhances comprehension and accelerates the learning process. This technique is commonly employed to equip staff members with new skills and methods. In this scenario, a novice employee observes a skilled senior worker in action and acquires valuable insights. The effectiveness of this approach, which has been proven successful for the organization, is a significant benefit. However, the senior worker often lacks formal training in instructional techniques, which can prolong the time it takes for a new employee to grasp the senior worker's explanations. Engaging a senior or experienced employee who possesses training in instructional methods, whose teaching skills align with a structured program linked to off-the-job training, proves to be considerably more effective.

Job rotation

This method, primarily utilized for on boarding new employees in entry-level roles to impart essential skills needed by the organization, involves assigning a trainee to different roles across various departments or units within the organization. It serves to prepare an employee with the diverse skills necessary for multiple positions within the organization. The primary goal is often to give prospective managers an understanding of the company by enabling them to engage with several divisions. For the training to be effective, it is crucial that trainees do not perceive their time as wasted, and that the personnel in the different departments where they are temporarily placed feel a sense of commitment and engagement. Regrettably, trainees are often not warmly received and are viewed as a disruption to the normal workflow by both managers and staff. However, this approach can provide a valuable learning experience if it is well-structured and organized with the collaboration of all departmental leaders. Another training method that became popular in the 1970s to help alleviate monotony and ultimately enhance the productivity of shop floor workers is job rotation. This management technique involves shifting employees from one role to another, from one department to another, or from one facility to another across various geographic locations.

Mentorship

This method allows younger employees to receive guidance from more experienced and senior colleagues. Both groups benefit from this arrangement, as the younger employees gain knowledge from their seasoned counterparts, who also offer support and innovative ideas.

This system involves a senior or experienced worker supervising the on boarding and training of a new employee. It fosters a relationship that goes beyond the traditional master-apprentice dynamic, resembling more of a father-son bond, where the mentor acts as an advisor and protector for the trainee.

Training, Performance and Productivity

The long-term profitability and optimal performance of businesses are significantly affected by the quality of personnel and their development through training. Investing in the enhancement of employees' skills, knowledge and capabilities is prudent for attracting and retaining top talent, ultimately leading to increased productivity for both individuals and the organization. Typically, training is only offered to new employees, which is a misstep, as ongoing education for existing staff allows them to swiftly adjust to evolving job demands. Organizations that prioritize excellence allocate resources towards employee training and development.

It is essential for employees to understand what is required for them to execute their roles effectively. Establishing performance expectations and objectives for both individuals and teams is crucial to direct their efforts towards fulfilling organizational goals (Amadi, 2014). As noted by Armstrong (2015), referencing Brumbach (2014), performance encompasses both behaviors and results. Behaviors arise from the individual and transition from concept to action. Behaviors are not merely tools for achieving results; they are also outcomes in their own right—products of the mental and physical effort applied to tasks—and can be evaluated independently of results. He further indicated that individuals require both ability and motivation to perform effectively; if either is lacking, performance will be ineffective.

The disparity between the current and anticipated performance levels of employees necessitates the development of training programs, both on an emergency basis and regularly (Joshi, 2015).

Garner (2014) posted that individuals' performance at work can be assessed in one of three manners: targets, standards and competence.

- Targets – Assigning an individual a target to achieve and subsequently measuring whether they attain it, is one of the most straightforward methods to evaluate performance.
- Standards – Enable us to compare the performance of different individuals against predetermined levels, such as average, high and low levels.
- Competence – Refers to the capability required to meet a standard and consequently, a target. We can assist someone in improving their performance by enhancing their skills or by guiding them to meet established standards and targets.

Joshi (2015) noted that in numerous organizations, the absence of training is a significant factor contributing to the decline in service quality. He further mentioned that there may be a discrepancy between the actual job roles defined by the organization and those perceived by the employees. In such cases, training plays a vital role in clarifying this role ambiguity. While training addresses some of these issues, others can only be resolved through effective management of personnel.

The relationship between Employee performance and training

Numerous prior studies have demonstrated a robust positive correlation between human resource practices and organizational performance. In his research, Guest (2015) indicated that training and development programs significantly enhance the quality of employees' knowledge, skills and capabilities, leading to improved job performance. This relationship ultimately fosters superior organizational performance.

As illustrated by Harrison (2016), learning through training positively impacts organizational performance by enhancing employee performance, which is considered a crucial element in achieving corporate objectives. Addressing the performance gap involves implementing appropriate training interventions aimed at developing specific skills and abilities of employees, thereby improving their performance. He further elaborated that training enables organizations to identify underperforming employees, necessitating adjustments in their knowledge, skills and attitudes to align with the company's requirements.

Wright and Geroy (2015) asserted that employee competencies evolve through effective training programs. Such programs not only enhance the overall performance of employees in their current roles but also improve their knowledge, skills and attitudes for future positions.

2. Challenges faced in delivering capacity building to Police Officers.

Financial Remuneration

The majority of police officers are reluctant to work without compensation and similarly expect a fair salary that corresponds to their efforts (Grubb et al., 2019). Financial remuneration, as a form of payment, is the most sought-after compared to any other incentive method or motivational strategy regarding its impact on police officers (Grubb et al., 2019). To enhance duty performance, police leadership must be prepared to compensate officers fairly and in a timely manner (Bodziany et al., 2020). Studies have indicated that timely rewards for officer's lead to increased satisfaction and improved performance (Bodziany et al., 2020). It is essential for police leadership to recognize that rewarding officers serves as a tool that, when utilized correctly, can enhance security effectiveness by shaping individual or collective behaviour (Bodziany et al., 2020). Leaders within the police service employ rewards to boost performance. Research has shown that just as corporations utilize salaries, promotions, bonuses and various other rewards to motivate and enhance employee performance, police officers should adopt similar practices (Khedhaouria et al., 2017). In leveraging salaries as a motivational instrument, police leadership ought to consider designing the pay structure to encompass performance-related pay, personal or special allowances, fringe benefits and pensions (Bodziany et al., 2020).

For the government to achieve its intended outcomes, leaders must inspire police officers to gain their support (Oppong et al., 2017). Police leadership that empowers officers provides advantages to their states and nation, fostering a sense of belonging among the officers (Bodziany et al., 2020). Empowering officers leads to the realization of the objectives that the government aims to achieve (Abdelmotaal & Abdel-Kader, 2016). Lee (2018) argued that empowering police officers enables the workforce to focus on their tasks, resulting in ongoing progress and smoother governance.

Organized Corruption

The corruption that has infiltrated the Nigeria Police Force has increasingly escalated in recent times (Enweremadu, 2019). Enweremadu (2019) suggested that not only are individual officers engaged in corrupt activities, but there is also substantial evidence indicating that officers are involved in organized negligence and collusion with unidentified individuals to carry out the following offenses: (a) escaping from lawful custody, (b) soliciting money from suspects to close case files, (c) providing escorts for contraband and stolen goods, and (d) stealing from suspects and victims of accidents. Additional corrupt practices include accepting bribes to avoid arresting crime suspects, taking bribes from individuals to arrest innocent citizens who are at odds with the bribe payer, supplying police weapons and uniforms to armed robbers for a fee, leaking information about complainants to criminals for payment, stealing from crime scenes and accepting bribes while neglecting to enforce the law against motorists who violate regulations or failing to inspect vehicles that may be transporting prohibited items (Akinlabi, 2017).

In-Fighting Among Senior Officers for Promotion

One of the concerning issues that has obstructed effective relationships among senior officers and hindered collaboration between them is the internal competition for promotions and postings (Mortlagh et al., 2017). Steps are being taken to rectify this situation by ensuring that fairness, seniority, federal representation, commendable performance and most importantly, merit are prioritized in promotions, postings, appointments and disciplinary actions by the Police Service Commission (Mortlagh et al., 2017). In all such processes, due diligence will be exercised, and all deserving officers will receive the necessary consideration, except in cases where it has been determined that an officer is either undergoing disciplinary proceedings or has an unresolved disciplinary issue against him or her (Mortlagh et al., 2017). Once the pending matter against the officer is resolved in their favour, their rightful rank will be restored to them without delay (Mortlagh et al., 2017).

Leadership and Motivation

Police officers seek fair compensation for their efforts, while government officials' aim for personnel to feel their needs are being met (Abdelmotaal & Abdel-Kader, 2016).

Financial remuneration serves as the primary tool for engagement within organizations (Abdelmotaal & Abdel-Kader, 2016). Monetary incentives are the essential means employed by strategic business leaders to motivate and engage their workforce (Abdelmotaal & Abdel-Kader, 2016). Financial compensation is a crucial element in fostering employee engagement and motivation, ultimately leading to enhanced productivity (Lee, 2018).

Research indicates that providing rewards to police officers can lead to increased job satisfaction, positively influencing their performance (Abdelmotaal & Abdel-Kader, 2016).

It is advisable for police leadership to implement employee rewards as a strategy that may enhance performance, organizational effectiveness, and profitability (Silvius et al., 2017).

Numerous organizations utilize salaries, overtime compensation, and promotions to motivate and engage their staff in achieving high performance levels (Petcharate & Zaman, 2019).

Absence of Leadership Support. In 1978, Thomas F. Gilbert introduced the behaviour engineering model. As an engineer, he applied his insights from technological advancements to human behaviour. Gilbert asserted that the lack of performance support, rather than an individual's deficiency in knowledge or skills, represents the most significant obstacle to outstanding performance. He recommended that business leaders prioritize environmental factors before addressing individual attributes. Gilbert (1978) formulated the behaviour and environment components of the behaviour engineering model based on the foundational principles of the Skinnerian operant behavioural model. He characterized this framework as the ABC theory: Antecedents lead to

behaviours, which subsequently result in consequences. Gilbert posited that behaviours can produce stimuli, which may lead to either reinforcing or aversive outcomes. The value of these consequences, whether rewarding or punitive, influences the likelihood of the behaviour being repeated in the future.

However, a study by Maduka (2015) on the effects of training within the Nigeria Police Force, which encompassed the five states of the Zone 9 Command in Umuahia, highlights the consequences of insufficient training for officers and the improper assignment of trained personnel to roles where they can effectively apply their skills and competencies.

The author emphasized that the development of human resources, which updates the knowledge, skills and behavioural attitudes of workers, is essential for improving the current performance of police officers and preparing them for the near future.

- Theoretical framework

Experiential Learning Theories by David Kolb

Experiential learning is a cyclical process that utilizes participants' experiences to facilitate the acquisition and application of knowledge. This process includes goal setting, contemplation, planning, experimentation, reflection, observation, application and review. Through these activities, learners construct meaning in a way that is distinct to them, integrating cognitive, emotional, and physical aspects of learning and application (Mwagisa, 2015). Experiential Learning Theory provides a thorough model of the learning process and a multilinear approach to adult development, reflecting the results of skills and knowledge acquired for work performance (Croom, 2015). This theory aims to clarify the importance and differences among adult learners within a cohesive framework in an organization. It highlights experiences gained from an individual's job, which serves as the primary driver for learning, as knowledge is developed through transformative reflection on personal experiences. In the realm of public organizations, this theory asserts that each member should receive training customized to their specific role within the organization to enhance their existing knowledge and skills based on individual experiences. A trainee who experiments with models and manipulates them during the learning process must also be able to conceptualize and formulate observations based on their experiences (Mwagisa, 2015). As a result, the training and development of staff follow this theoretical model, where the trainees involved are adults aiming to enhance their existing knowledge and skills for improved work performance.

Adult learners (trainees) should be given opportunities to improve their existing knowledge and skills, while also cultivating an environment that supports the acquisition of essential skills and knowledge for effective service delivery. Training ought to be delivered in a theoretical manner, yet practical applications should be prioritized to a greater degree (Kolb, 1983). A notable strength of the Experiential Learning Theory is that every adult has a distinct set of experiences and learning capabilities that they are comfortable utilizing (Komba, 2015). Kolb's theory recognizes this fact and demonstrates how the learner or trainee can draw upon their experiences and learning strengths during the knowledge construction process. Moreover, Kolb successfully integrates the two dialectical elements into the model, forming a comprehensive learning cycle that allows for the entire learning process to be traced. Additionally, Kolb skilfully illustrates how learners can effectively harness their learning strengths while concurrently applying underdeveloped skills to complete the learning cycle and fulfil their responsibilities efficiently and effectively (Salehe, 2015).

Despite the shortcomings of this theory, it continues to be utilized in adult training even today. The Experiential Learning Theory within organizational training systems outlines acceptable outcomes, particularly in off-job training scenarios. Examples of this include field courses, study abroad programs, and mentor-based internships (Millenbah, Campa and Winterstein, 2018). Furthermore, well-established applications of experiential learning encompass cooperative training, internships, and service learning. Additionally, there are numerous instances of computer-based interventions grounded in experience (Cole, 2015). Cooperative training (co-op) represents a structured training approach that integrates training with work-based learning, closely linked to the tasks of the worker.

Social Learning Theory

To explain and forecast how individuals acquire knowledge via observation, social learning theory was developed (Bandura, 1977). According to this theory, the processes of attention, retention, and production are fundamental to observational learning. From social learning theory, several principles for optimal training conditions can be derived. For example, providing the student with a verbal model can assist them in completing a task. The most effective verbal models will offer clear and straightforward guidelines for the expected responses to the task. If the learner perceives the task as significantly important to both themselves and the organization, which exerts considerable influence over the outcomes of their work, they are more likely to learn how to self-reward for a job well done. Training methods have been employed to implement social learning theory within organizations. This concept has been utilized to predict which subordinates are likely to emulate their supervisors' behaviour and to instruct managers on how to more adeptly address interpersonal issues that may arise in the workplace. Bandura's Social Learning Theory (1977) underscores that learning transpires through observation, imitation, and modelling. The key processes involved include attention, retention, reproduction, and motivation. In workplace environments, this theory proves beneficial in influencing behaviour through role modelling, feedback, and reinforcement. It holds particular significance in police training, where junior officers frequently learn from senior personnel through observation and interaction (Renzetti, Curran & Maier, 2015).

Performance Theory

Performance theory originates from various disciplines, with significant contributions from Turner (1988) and Richard Schechner (1985). These two authors have highlighted how performative cultures globally are governed by a performance code in activities, rituals and daily life. The principle of performance indicates that everyone in our culture engages in performance. Whether it is through clothing, conversations, or food, all these elements serve as performances that convey messages to ourselves and others within our social circles (Goffman 1969). Consequently, quality theory facilitates an

assessment of how individuals behave and respond in the world. It provides insight into how people perceive themselves and their interactions with others. Performance studies present an opportunity to investigate societal behaviours and reactions. The language we use to communicate in this manner also serves as the medium through which we act. This concept aligns with the work of Austen (1962), who put forward that, under specific conditions, declaring objects can be akin to creating certain objects. Thus, it necessitates an analysis of how terminology is employed to elucidate and define performativity. This analysis is crucial when reflecting on the past, as the language and framework of our historical representations ultimately enable the public to 'perform' the past. This is particularly relevant when considering the role of context and history in contemporary identity and representation challenges. The terms we utilize both include and exclude; they shape and define, serving as a means of accomplishment for ourselves and others. They articulate our identity and beliefs.

Capacity Building in the Police Service

In the late 1990s, several donor agencies introduced the concept of security sector reform, which concentrated on enhancing capacity (Brzoska, 2016). The definition of the reconstruction of the security sector pertains to reinstating the official monopoly on power. The term reform highlights the necessity to alter the governing principles of domestic security institutions. The objective of security sector reform is to integrate and safeguard the operational systems of the police and military, along with the functioning judicial and penitentiary frameworks (Brzoska, 2016). India's police force has remained largely unchanged for the last 200 years regarding its institutional values and traditions. The Indian police force is characterized by a lack of training, professionalism, and often exhibits violent behavior, typically operating under contemporary law enforcement standards (Shinar 2019). Shinar (2019) further notes that, while a consensus was achieved in India among NGOs, the reform process aims to assist the police in recognizing the public's needs for police services and to motivate and empower them to address these needs (Rauch et al 2016). Public institutions play a vital role in the social fabric of democratic societies (Jones, Newburn & Smith 2015). Consequently, democratic reform entails liberating the police from political influences and enabling them to fulfil the diverse needs of the public (Jones, Newburn & Smith, 2015). Democratic reform facilitates the police in adhering to new guidelines and acquiring innovative methods to perform their duties (Rauch et al 2016). Reforms aimed at promoting compliance with human rights are crucial for integrating measures that assist the police in honing their skills to effectively execute their responsibilities within the constraints imposed by human rights standards. Implementing these reforms is imperative; otherwise, the police may regress or become merely reactive and ineffective. During the transition, the focus of learning was predominantly on political demands, such as crowd control, while neglecting fundamental investigatory techniques (Davis, 2015)

Performance of Police

The quality of employment serves as an indicator of the organization's workload. The service sector is one where productivity is evaluated. This encompasses economic activities, client performance, and other company sectors that contribute value to the organization's leadership, structure, and customer relations (Edwardsson, 2015). A radical reform agenda focuses on eliminating regulatory barriers, unsustainable practices, and workplace safety measures (Grosii, 2015). It has established the Kenya National Police Service (2015) and the Law on National Police. The objective is to ensure that, whenever feasible, the public is safeguarded, law and order are maintained, peace is preserved, life and property are protected, and crimes are investigated, detected, and reported, with criminals apprehended according to the rules and regulations governing the charges against them. The station represents a division of service delivery. The Police Inspector General is dedicated to ensuring that the police service is motivated, supportive, transparent, and honest with everyone. The police should take pride in their identity and the work they perform (Ransley 2019). Despite this issue persisting for an extended period, little attention has been given to the underlying causes of uncommitted police forces, even as efforts to enhance the sector have included extending training periods and the government's acquisition of modern police equipment.

The Knowledge Based Theory

The gathering and safeguarding of essential knowledge and skills is a fundamental duty of every manager. The corresponding levels of capability direct the organization's effectiveness in converting its resources into sustainable and high-value results. Pedler et al. (1997) posits that organizations naturally evolve into learning entities. They consistently embrace learning and record achievements to facilitate their transformation. Consequently, such organizations are distinguished by a collective vision, systems thinking, mental models, personal mastery, and team learning. The dedication of an individual to the learning process is what constitutes personal mastery. An organization whose employees can learn more swiftly than those in competing organizations enjoys a competitive edge (Eisenhardt & Martin, 2015). Organizations often possess memories that retain the assumptions of individuals, as well as norms, values, and specific behaviours. These elements form the organization's mental model. In cultivating a shared vision, employees are encouraged to learn and align their personal objectives with the corporate aims. A team composed of individuals who are perpetually learning is recognized as a learning team, thereby making the organization a learning entity as a whole. The focus on learning, development, and the sharing of lessons through professional networks, mentoring, and coaching within DFID effectively supports this theory and is designed to promote continuous learning and enhance service delivery at all staff levels.

Human Capital Theory

This research is based on human capital theory. The concept of investing in human capital was initially introduced by Adam Smith, who contended in the *Wealth of Nations* that the "Differences between the ways working of individuals with different levels of education and training reflected differences in the returns necessary to defray the costs of acquiring those skills." Economists like Elliot further developed the human capital theory, focusing on the quality rather than the quantity of the labor supply. The first perspective is the investment view, which regards human capital as a product of investment, suggesting that the value of human capital is equivalent to the expenditures made to improve personal physical strength and intelligence, as well as to acquire knowledge, skills and competencies (Schultz 1961).

The second perspective is the view of part outputs, which posits that "human capital is proprietary knowledge, skill, experience and the relevant workplace competencies of managers and technical innovators" (Weijie and Zhao, 2015). The third perspective is the holistic output view, which defines human capital as "the total value of personal physical strength, intelligence, knowledge and skills for utilization. The total output is the sum of labour abilities of a particular population" (Wang et al., 2005). There is a strong belief and support for the third perspective, which asserts that human capital represents the labour ability of any individual.

Therefore, if organizations embrace the principles of this theory in their workforce development policies and strategies, it will lead to improved performance.

3. Main Content / Discussion

- Explanation of key concepts

Capacity building refers to a method of enhancing the management and governance of an organization, allowing it to effectively reach its goals and fulfil its mission.

Training: The process of instructing an individual in a specific skill or type of behavior.

Learning: The method through which an individual acquires and develops new knowledge, skills, capabilities, and attitudes.

Employee: An individual who is employed for wages or salary, particularly at a non-executive level.

Employee performance: A record of an individual's achievements.

Performance: Involves dedicating time and effort to achieve a goal or complete a project. You will learn how to do everything from executing the task to finalizing it and implementing it. Alternatively, it can be seen as the completion of a task utilizing knowledge, skills, and abilities.

Police station: Refers to the fundamental unit of police service provision in a region, which is often comparable in size to an administrative ward.

Police: Refers to a governmental agency responsible for enforcing laws and identifying and preventing criminal activities. For the purposes of this study, any police officer in Malawi is referred to as "a police officer."

- Analysis with supporting evidence

The training offered by Kasungu Police Station to its officers plays a role in reducing crime rates, as indicated by 40% of respondents who agreed, while 50% disagreed with this statement, 7% strongly disagreed, and 3% strongly agreed that police officer training helps in decreasing crime rates.

This suggests that, despite the advancements made by Kasungu Police Station in reducing crime rates related to theft, robbery, drug abuse, and sexual harassment, the training has not had a substantial impact on the overall effectiveness of the organization.

4. Findings / Observations

- Key insights derived from the discussion

The findings indicated that the Kasungu Police Station is committed to offering a variety of training programs, including on-the-job training and orientation training. These initiatives aim to equip staff with the vital skills and competencies required to carry out the essential functions of the Kasungu Police Station, which involve formulating crime prevention strategies and collaborating with the community in response to crime.

Additionally, the findings disclosed that the Kasungu Police Station utilizes multiple approaches to train its personnel. These approaches include demonstration, lecture, discussion, PowerPoint presentations, and distance learning. The findings revealed that the demonstration training method, which closely resembles the actual tasks that police officers are expected to perform, was predominantly employed, and followed by the lecture method.

The findings demonstrate that the demonstration method was the most frequently used, achieving a rating of 50%, with the lecture method following at 28% and the discussion method at 15%. In contrast, the distance learning method received a rating of 5%, while the use of PowerPoint presentations was rated at 2%, indicating that these were less frequently utilized training methods at the Kasungu Police Station. For further details, please refer to table 2 below.

Table 1: Training Methods Used to Train the Employees

SN	Training methods	Frequencies	Percentage
1.	Lecture method	22	28
2.	Distance learning	4	5
3.	Discussion	12	15

4.	Demonstration	40	50
5.	Presentation on Power Point	02	2
	Total	80	100

The second objective was to investigate the connection between capacity building and employee performance at Kasungu Police Station. The results indicated that the training provided at Kasungu Police Station enhances service quality, leads to a reduction in crime rates, improves service delivery, and assists police officers in adhering to established protocols. This improvement has fostered better collaboration with the community to more effectively prevent crimes. Nevertheless, the training appears to have a moderate impact on employees' ability to manage criminal cases and other related duties.

The findings revealed that the training offered by Kasungu Police Station to its officers plays a role in reducing crime rates, as 40% of respondents agreed, while 50% disagreed with this statement, 7% strongly disagreed, and 3% strongly agreed that police officer training helps in lowering crime rates. For further details, please refer to figure 1 below.

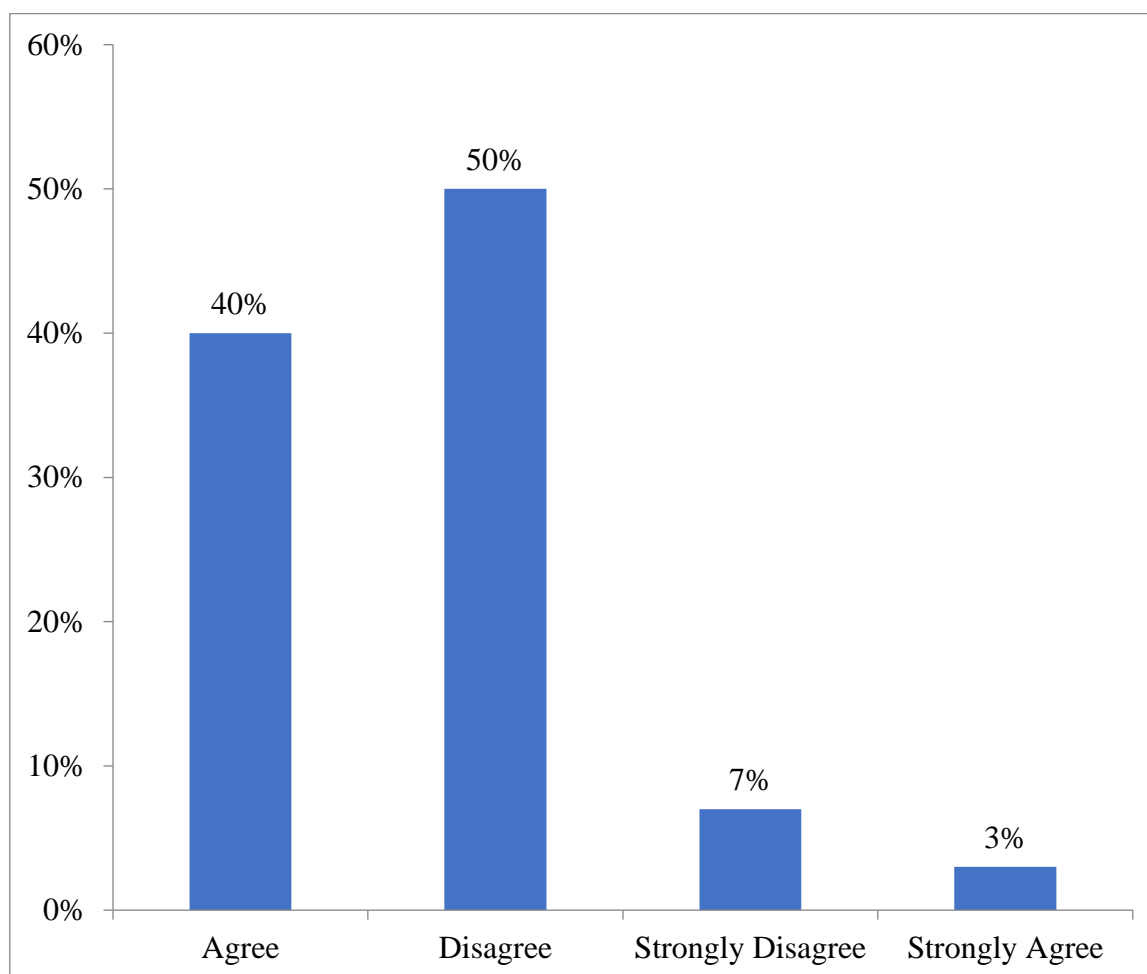


Figure 1: Training of police officers helps in reducing crime rates

The third research objective was to investigate the challenges faced by the Kasungu Police Station in training its staff. The results indicated that the Kasungu Police Station occasionally encounters problems that disrupt the training timetable. These problems included inadequate funding, insufficient time, and favouritism among senior officers. Consequently, the Kasungu Police Station sometimes had to modify or postpone the training schedule. The participants were asked about their level of agreement regarding whether favouritism is a factor that impedes training at Kasungu. The findings revealed that 30% of the respondents strongly agreed, 40% agreed, while 10% strongly disagreed and 20% disagreed. This indicates that favouritism does indeed obstruct training at Kasungu. During interviews, several participants communicated to the researcher that there is an absence of a streamlined process for training programs at the Kasungu Police Station. For further details, please refer to figure 2 below.

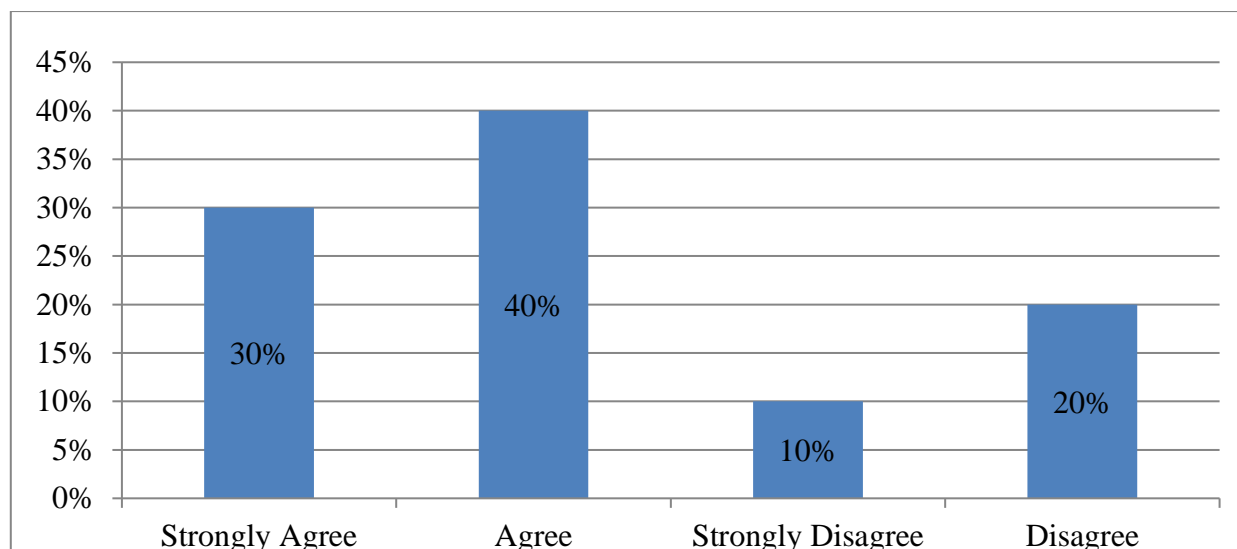


Figure 2: Favoritism as Factor Hindering Training at Kasungu Police Station

5. Conclusion and Recommendations

- **Summary of the main points**

In conclusion, the research findings revealed that capacity building within the Malawi Police Service positively impacts the nation; it has boosted work morale, improved the quality of services, contributed to a decrease in crime rates, enhanced service delivery, and supported police officers in following established protocols. Overall, capacity building has empowered employees at the Kasungu Police Station to align with the goals of improving organizational performance. This outcome indicates that the Kasungu Police Station is diligently working to provide its employees with the essential knowledge, skills, and motivation required to sustain high performance, thereby ensuring effective and efficient coordination and oversight of all safety and security issues within their policing jurisdiction. It is recommended that the Malawi Police Service increase its budget for training programs aimed at improving employee performance, and that it should establish a training policy that benefits all police personnel, thus minimizing grievances and complaints.

- **Suggestions for future research or actions**

The study analysed the impact of capacity building on employee performance in public institutions, with a specific focus on Kasungu Police Station in Malawi as a case study. It is recommended that a subsequent study should examine the effects of training on organizational performance. Moreover, an additional investigation could assess how training may improve organizational performance. Furthermore, analogous research could be performed in various sectors, including both public and private organizations, as well as in private enterprises. The researcher underscores the necessity for further studies to collect data on related subjects, such as workplace environments, to ascertain if training yields similar outcomes.

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