

NEXUS BETWEEN INCLUSIVE LEADERSHIP AND ORGANIZATIONAL
COMMITMENT: A CASE OF NATIONAL POLICE SERVICE, KENYA

BY

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A DISSERTATION SUBMITTED TO PAN AFRICA CHRISTIAN UNIVERSITY
GRADUATE SCHOOL IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE AWARD OF THE DEGREE OF DOCTOR OF PHILOSOPHY IN
ORGANIZATIONAL LEADERSHIP

OCTOBER 2020

DECLARATION

I declare that this dissertation is my original work and has not been presented to any other university or college for academic credit.

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This dissertation has been submitted for examination with our approval as the appointed University Supervisors

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DEDICATION

I dedicate this research to God Almighty for the gift of life and the desire that he has put in me to serve mankind. I am greatly indebted to my family: Winfred Mbugua, May Mbugua and Maxwell Mbugua for their understanding and moral support through the arduous journey. Further, I dedicate this work to the lot of my mentors in Singapore for catalysing in me great thirst towards understanding the nature of the heart, soul and gut of leadership.

ACKNOWLEDGEMENT

I thank my Lord for giving me the time, energy, courage, wisdom and knowledge needed to undertake this study. I am grateful to my supervisors Dr. Mary Ragui and Dr. Wilson Odiyo for offering great intellectual insight with humility and commitment. They have inspired and continuously challenged me to be a critical thinker.

I am also grateful to Professor Dionysious Kiambi Kihika for his mentorship in research. This has endeared me towards a deeper focus and commitment to the critical role of research in service to mankind.

Finally, I am indebted to the individual persons and offices of the Inspector General of Police, Director Directorate of Criminal Investigations, Deputy Inspector General of Administration Police Service and Deputy Inspector General of Kenya Police Service for their immense cooperation in making this journey become a critical source of knowledge towards organizational leadership in policing.

ABSTRACT

This study investigated as its main objective the effect of inclusive leadership on organizational commitment in the National Police Service (NPS) of Kenya using a case study approach. The other objectives of the study were to: establish the effect of learning on organizational commitment in NPS; investigate the effect of leadership communication on organizational commitment in NPS; and find out the effect of relational mentoring on organizational commitment in NPS. Authentic leadership, leader - member exchange and inclusive leadership theories were the main theories on which this study was grounded on. The first two theories formed the moderating variable whose effect on the effect of inclusive leadership on organizational commitment was investigated as an objective. The study focused on officers stationed within Nairobi City County as the study population. The sample of this quantitative research was obtained through stratified random sampling involving stratification of the county into five geographical sub-strata, followed by their further stratification into five purposefully sampled NPS Sub County divisions from among the 11 NPS Sub County divisions in the County. Further sub-strata involved the sampling of NPS sub-populations from each of the three different NPS groups, from the five purposefully sampled Sub Counties. These sub-populations represented each of the NPS groups, headquarters of each unit, colleges, rank ranges from constable to senior superintendent of police and age-based generations of Generation X and Generation Y. The findings showed low levels of organizational commitment across each of the NPS groups, rank ranges and generations. The overall organizational commitment level of the NPS was found to be low at a mean =2.90, standard deviation = 0.68 against a set range of 4.00 to 5.00 representing high level of commitment. The levels of the dimensions of organizational commitment namely: affective commitment, continuance commitment and normative commitment were equally low at a mean = 2.81, standard deviation = 0.54; mean = 2.85, standard deviation = 0.78; mean = 3.06, standard deviation = 0.72 respectively. The study also found that inclusive leadership statistically significantly $\{F(1, 105) = 135.259\}$, significance level of .000, $p < 0.05$, $R = .750$, $R^2 = .563$ affects organizational commitment. Leader - member exchange and authentic leadership practices individually and collectively statistically significantly affect the effect of inclusive leadership on organizational commitment. The integration of these leadership practices is then recommended as a critical NPS organizational leadership practice for high organizational commitment. Longitudinal research on organizational commitment and these leadership practices across NPS group, units, sub-units, ranks and generations is further recommended if NPS is to enhance organizational commitment against emerging safety and security related complexities including diversity within and without the organization.

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ABBREVIATIONS AND ACRONYMS

AC	Affective Commitment
AL	Authentic Leadership
ANOVA	Analysis of Variance
APS	Administration Police Service
ASTU	Anti - theft Stock Unit
CC	Continuance Commitment
CFPS	Competency Framework for the Public Service
CGK	Centre for Generational Kinetics
CHR	Centre for Human Rights
CIPU	Critical Infrastructure Protection Unit
CoK 2010	Constitution of Kenya, 2010
CPIEV	Commission on Inquiry into Post Election Violence
DCI	Directorate of Criminal Investigations
DIG	Deputy Inspector General
DPP	Director of Public Prosecutions
DW	Durbin–Watson Test
Gen X	Generation X
Gen Y	Generation Y
Gen Z	Generation Z
GoK	Government of Kenya
GSU	General Service Unit
HRM	Human Resources Management
IAU	Internal Affairs Unit

IG	Inspector General
IPOA	Independent Policing Oversight Authority
KIM	Kenya Institute of Management
KNCHR	Kenya National Commission on Human Rights
KPF	Kenya Police Force
KPS	Kenya Police Service
LC	Leadership Communication
LMX	Leader - Member Exchange
MICNG	Ministry of Interior and Coordination of National Government
MPSYGA	Ministry of Public Service, Youth and Gender Affairs
NACOSTI	National Commission for Science, Technology, and Innovation
NC	Normative Commitment
NCIC	National Cohesion and Integration Commission
OC	Organizational Commitment
OLS	Ordinary Least Square
OP	Organizational Processes
NC	Normative Commitment
NPS	National Police Service
NPSC	National Police Service Commission
PACU	Pan Africa Christian University
PSC	Public Service Commission
RBPU	Rural Border Patrol Unit
RDU	Rapid Deployment Unit
RM	Relational Mentoring

SCPU	Special Crimes Prevention Unit
SD	Standard Deviation
SEE	Standard Error of the Estimate
SPSS	Statistical Package for Social Sciences
SSP	Senior Superintendent of Police
TSC	Teachers Service Commission
VIF	Variance of Inflation

DEFINITION OF TERMS

Generation X: This represents the cohort of those born between 1961 and 1981 (Fishman, 2016)

Generation Y: This represents the cohort of those born between 1981 and 2000 (Meola, 2016).

Generation Z: This represents the cohort of those born after the year 2000.

Generational diversity: This is the set of differences in the attitudes, behaviours, values and preferences between generations.

Generational diversity leadership: This is inclusive leadership that focuses on enhancing high quality relationships across different generations in an organization through leadership's agility and adaptability.

Inclusive leadership: This is a leadership approach that shows high levels of agility and adaptability to emerging complexities from the ever - changing organizational employees' diversity contexts by having high quality holistic relational leadership practices premised on moral and ethical perspectives (Wuffli, 2016).

Learning organization: Learning organizations are those organizations where people continually expand their capacity to create the results that they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspirations are set free and where people are continually learning how to learn together (Senge, 2006).

Organizational commitment: This is a multidimensional construct that represents an employee's emotional attachment to the organization, identification with values and goals of the organization, involvement in the organizational processes, and desire to remain a member of the organization, through attitudinal and behavioural perspectives (Meyer & Allen, 1991).

CHAPTER 1: INTRODUCTION AND BACKGROUND TO THE STUDY

Introduction

This chapter comprises of nine sub-sections delineated as follows: Background of the study; Statement of the problem; Objectives of the study; Research hypotheses; Justification of the study; Significance of the study; Assumptions of the study; Scope of the study; Limitations and Delimitations of the study.

Background to the study

Leadership studies have focused on behaviours and practices premised on a leader-centric approach based on a leader's traits as seen in the definition of a leader under the Great Man theory and the leader as a savior perspective, depicting an exclusion approach (Gardner, 1990; Javed, Khan & Quratulain, 2018; Neyfakh, 2013). Inclusive leadership is characterized by a leader's openness to followers' ideas and diversity, availability to genuinely listen, mentor and have discourses with followers and acceptability of followers' past experiences, expectations and perceptions. Inclusive leaders deliver a leader-follower centric perspective (Javed et al., 2018). Inclusive leadership forges a leader-follower nexus that lays grounds for a respectful understanding of the differentiated followers' and leaders' needs, behaviors, perceptions and attitudes (Ye, Wang & Li, 2018). Although research on inclusive leadership as a critical aspect of organizational leadership is in its infancy (Qi, Leu, Wei & Hu, 2019), this study plays a pivotal role in investigating its role through leadership behavior in developing high quality relational practices in both leaders and followers core towards high organizational commitment in police services. The hallmark of inclusive leadership includes normative moral and ethical behaviors which are critical operational precedents for police officers, connectivity across the whole organization, a change-oriented mindset and

applicability of leadership practices across the entire organization (Bennis & Nanus, 1996; Wuffli, 2016). Contextualised moral and ethical behaviors of police organizations are part of the espoused core values and ingredients of police standing orders, charter, mission and vision statements with correspondent perceptions and behaviors resulting in high organizational commitment, vital towards quality service delivery on safety and security.

To the contrary and as observed in studies on police organizations, infidelity to the values of policing by leaders and followers which involves exclusion of junior officers from their rightful share of organizational resources results in organizational cynicism (Benitez, Medina & Munduate, 2018; Hope, 2019). Among the resources in police organizations include: accessibility of leaders, promotions, assignment, dismissal, awards, transfers, training, learning, mentoring, tools, kits, commendations and deployment. Organizational cynicism in police is an antecedent of low organizational commitment with correspondent behaviors such as police brutality, suicide, drug addiction, inaction, absenteeism and homicide (Benitez et al., 2018). This results in the documented indictment of police as has been the case in NPS. Studies and investigations have shown that NPS has been breaking the rule of law which it should not only be courageously propagating but also professionally applying in their service delivery through elaborate organizational processes (Amnesty International, 2013; Commission on Inquiry into Post Election Violence, 2009; Independent Policing Oversight Authority, 2017). This study lays out possible nexus between inclusive leadership and its role in developing high quality leader-follower relationships and positive behaviors in policing organizations hitherto characterized by toxic highly hierarchical, unidirectional, exclusion and command driven leadership structure. In Kenya, part of this nature of toxic police leadership has resulted in the demand for police reforms owing to public outcry from extrajudicial killings, police inaction, forced disappearance and bribery (Transparency International, 2013).

In police organizations, the main organization of focus of this study, the common form of leadership is leader-centric in line with the highly hierarchical, command driven and routine informed organizational structure, promoting the desired classical rigidity in police organizations (Javed et al., 2018). This is against the flexibility and agility practices that are the hallmark of inclusive leadership (Gotsis & Grimaldi, 2016). Police organizations have dichotomy regarding to their view on what constitutes good police leadership with one view being that, leadership is a top-down bureaucratic practice characterized by directing, stability, predictability and control. The other view is that police leadership should be characterized by the inclusion of all leadership's dynamics and relational practices with a focus on understanding individuals and groups of police officers (Johannessen, 2015). Dichotomy in leadership views shows lack of standard organizational leadership practice in regard to leader-follower interrelatedness in police organizations.

The bureaucratic view depicts rigidity, an indicator of a leader-centric approach which is not change oriented besides excluding the followers by failure to factor them into leadership practices. Change presents diversity which calls for inclusivity of followers and leaders in line with the emerging contexts of resultant diversity (Qi et al., 2019). Leader-centric bureaucratic approach presents a dilemma to the acceptance of diversity that is presented by change as seen in the reforms that police organizations always undertake. It is also in dissonance with the expected practices and values of the Competency Framework for the Public Service key among them being inclusion of diversities across all functions of public service organizations in Kenya (Ministry of Public Service Youth and Gender Affairs, 2017). To the contrary, dynamism rhymes well with leader-follower approaches including flexibility, feedback, ownership, social support, keynote listening and understanding of each follower or group of followers from their respective contexts with or without organizational changes (Qi et al.,

2019). The inclusive leadership practice cultivates a mindset and perception in followers of being valued through constructive feedback, inclusion in decision making, increased autonomy, keynote listening by the leader, transparency of the leader and access to accurate information (Choi, Tran & Kang, 2016). Reciprocity by followers of the leader-follower relationship results in a leader-follower relational context with high quality relationships characterized by follower commitment (Hollander, 2012). Such commitment makes followers perform beyond the expectations of the leader and those laid out in the formal employment contract (Kanuilla, 2016; Henson & Beehr, 2018). This is an indicator of high organizational commitment (Suifan, Diab & Abdallah, 2017). The moral and ethical leader-follower relationships emanating from inclusive leadership are as a result of the leadership practices of the leaders and followers (Gotsis & Grimani, 2016). Key among these is the practice of self-awareness that drives the leader to learn from the followers. The followers learn from their errors and leaders, indicators of relational transparency in leaders and followers (Peus et al., 2012).

Research on inclusive leadership and innovative work behaviour by Javed et al. (2018) focused on a leader-follower centric behavior in a small sized textile firm in Pakistan. One of its key findings indicated limited research on inclusive leadership. The study focused on outcomes of inclusive leadership of innovative work behavior of followers as the dependent variable against the current study focusing on the nexus between inclusive leadership and organizational commitment in the NPS. Further, the study highlighted the research gap that most leadership studies use a leader-centric approach against the leader-follower bidirectional approach of inclusive leadership (Javed et al., 2018); a research gap that this study captured as part of its context. Although inclusive leadership research by Adapa & Sheridan (2018) focused on diversity from a gendered spaces perspective, it had no focus on policing

organizations. Inclusive leadership research by Hollander (2009) focused on the general principles of inclusive leadership theory with no contextualization to police organizations. Another inclusive leadership study focused on public sector diversity policies (Jim, Lee & Lee, 2017). It investigated the role of inclusive learning in enhancing employee learning from errors; with no focus on policing in spite of police service being a critical public sector department. Another set of research gaps in relation to inclusive leadership is the little attention given to the following: relationship between inclusive leadership and diversity, ingredients of inclusive leadership and available guidelines on how to measure inclusive leadership (Randel et al., 2016). This study set to address these gaps through operationalization of organizational processes as dimensions of inclusive leadership while focusing on generational diversity leadership as a moderator of the relationship between inclusive leadership and organizational commitment.

Research studies on organizational commitment in police organizations abound; focusing on police organizations with specific attention on one or more of the correlates of organizational commitment (Kuo, 2016; Mwai, 2014; Takebe, 2010). Key among the areas of focus as antecedents of either high or low commitment include: job satisfaction, job-related stress with pronounced research focus on affective commitment. In these specific studies on the organizational commitment of police officers and police organizations there is lack of contextualization of inclusive leadership, starkly indicating a research and practice gap of relating inclusive leadership and organizational commitment in policing organizations. In the literature review, no study was found relating these two variables in policing organizations.

The study on the organizational commitment of the General Service Unit (GSU) officers of Kenya Police Service (KPS) returned a low mean of 2.864 out of a high value of 5.000. It had recommendations that were management oriented with no recommendations

specifically focusing on leadership. Although this points towards the worldview of the scholar, it resonates with the findings that police organizations focus more on the practice of management with little focus on leadership practice (Filstad et al., 2018). The research on the effect of criteria leveraged for promotion on performance never factored in the relationship between organizational processes involved in promotion and inclusive leadership behavior (Musita et al., 2019). Findings on service delivery of the NPS following NPS reforms showed decline in performance with an increase in criminal activities of NPS officers (Joseph, Christine & Joash, 2016). These findings were attributed to the nature of leadership in NPS with recommendations for improvement of NPS leadership styles while embracing new leadership practices. This study set to investigate the practice of inclusive leadership within NPS as part of identifying whether there is embracing of new leadership forms as recommended by Joseph et al. (2016).

Coupled with the research observations that inclusive leadership is at its infancy, emboldened by its uniqueness in catalyzing moral and ethical quality leader-follower relational practices and bearing in mind the perceptions and behaviors in documented research studies on the NPS (Qi et al., 2019, IAU, 2019; Javed et al., 2018; Ye et al., 2018), this research variable of inclusive leadership as a critical antecedent of effective organizational leadership was then conceptualized.

The contextual multiculturalism occasioned by globalization delivers volatility, uncertainty, complexity and ambiguity contexts that demand agility and flexibility of leadership to build bridges across the organization (Ellwart, Bündgens & Rack, 2012; Waller, Millar & Culpin, 2017), interlinking and interrelating organizational processes, employees, supervisors and roles core towards successful inclusive leadership. Policing organizations of the 21st century similarly face complexities and uncertainties occasioned by emerging threats

to safety and security, intrapersonal and interpersonal conflicts, leadership challenges, organizational changes and scrutiny by the public in relation to how effective their services are (College of Policing, 2015; Filstad, Karp & Glomseth, 2018). This calls for officers who are highly committed to the role of policing with need for leadership that recognizes its role in developing followers who are highly committed. This is a critical deliverable expected by the public in line with the regulator role of government in provision of safety and security (Lim & Lim, 2014). Furthermore, it is in tandem with the public sector leadership roles aspired for in the Kenya Constitution, 2010 (CoK, 2010) under the Values and Principles of Public Service, National Values and Principles of Governance and Leadership and Integrity. It is one of the expected outcomes in the on-going public sector and NPS reforms with the latter focusing on people-centred police services through community partnerships (CoK, 2010; NPS Act, 2011). Unfortunately, many police organizations focus more on police management skills, a bureaucratic approach at the expense of learning police leadership practices (Filstad et al., 2018). The latter is core towards having highly committed officers against the classical and emerging policing challenges with a correspondent need to combine both organizational practices (Filstad et al., 2018). Understanding and applying knowledge on the nexus between inclusion and organizational commitment becomes a critical and standard contextual leadership practice in the 21st century organizations and much more so for the policing services that face varieties of intra - organizational complexities and the corresponding complexities across the society that they serve (Johnson, 2015). Through inclusive leadership practices operationalized through organizational processes, employees are motivated, mentored, morally and intellectually stimulated towards committing themselves individually and collectively to the highest ideals and values for organizational success (Suifan et al., 2017).

As observed in the best practice of delivering highly committed public sector through leadership, Singapore's inspirational transformation journey deliberately focused on the role of leadership in delivering transformation in the public sector and ultimately in the entire nation (Lee, 2000). Moral courage, vision, flexibility, agility, anticipating change, meritocracy and inclusion were marked as key values towards the DNA of transformation of public sector (Lim & Lim, 2014). The desired outcomes of NPS reforms is transformation with this study on inclusive leadership having a nexus with Singapore's leadership practices and values from the moral and ethical template of inclusive leadership. Enacting leadership requires relevant organizational processes, physical and virtual, through which anticipated practices and exchanges across leaders and followers, employees and the organization, organization, internal and external customers.

Organizational processes include leadership communication, mentoring and learning serving as avenues through which context specific relational practices and exchanges between leaders and followers, followers and followers are enacted (Brown, Paz-Aparicio & Levilla, 2019; Gil & Mataveli, 2017). Leadership communication enhances constructive, respectful, and thought provoking feedbacks and discourses. Relational mentoring delivers personal development of the mentee. The mentor as a leader also undergoes self - development through reflective behaviours (Brown et al., 2019). Learning enhances relational practices of inclusive leadership where leader-follower dyads not only freely learn from each other but also through self-awareness of their errors and mistakes (Brown et al., 2019; Gil & Mataveli, 2017). It further delivers change from mistrust, misbehavior, low self - esteem, brutality, withholding of social and emotional resources by cultivating collective organizational learning (Engström & Käkälä, 2019). The resultant types of high quality leader-follower relationships correspondingly increase the organizational commitment of the dyads across their roles in the

organization. Studies have shown that there is little focus on how learning in police organizations is used as a social process towards creating and propagating a climate of leadership across the entire organization (Flynn & Herrington, 2015). This study set to fill this gap by operationalizing learning as a key dimension of inclusive leadership with learning being viewed from relational, situational, experiential and practice perspectives.

Organizational processes in police services play significant roles in line with the diverse safety and security; tasks, roles and mandates given to the police. From a leadership perspective, there are perceptions developed by followers about how much the leader and organization value the follower through the organizational processes used in sharing organizational resources. As observed in NPS, there is a perception by junior officers of being excluded from their fair and just share of organizational resources by their leaders (Anyangu, Okemwa & Muthondeki, 2019; Hope, 2019). Among these is the failure in leadership communication in NPS regarding promotions, transfers, opportunities for learning, feedback and deployment (Anyangu et al., 2019; IPOA, 2017; KNCHR & CHR, 2015). One effect of lack of adequate and timely access to leadership and exclusion from other organizational resources in police organizations is resultant toxic stress and police inaction (Duran, Woodhams & Bishopp, 2018; Maskaly, Donner & Fridell, 2017), with consequent withdrawal of emotional connectivity and support to the leadership and organization (Benitez et al., 2018; Risher, 2014). These are indicators of low organizational commitment.

This study as part of adding value to the growth of knowledge on inclusive leadership views this leadership form and practice through the lenses of how it is enacted in each of the three organizational processes: learning, leadership communication and relational mentoring. Each process offers a unique interpersonal relational spectrum between leaders and followers

vital towards correspondent leader-follower perceptions and behaviors core towards the organizational commitment profile of NPS.

Organizational commitment is a complex multidimensional construct (Sutherland, 2018), that is a factor of mutual trust, inclusivity of all individuals, groups, processes and perceived fairness in decision - making (Suifan et al., 2017). The organizational commitment profile of individual employees is an outcome of intrinsic and extrinsic perspectives. They are a result of their experiences from leaders, other employees, the organization, work-related engagements and the external environment. Employees' retention to a certain extent reflects the level of organizational commitment with a leadership calling for retention of talents (Dychtwald, Erickson & Morison, 2013). Although the employees remain as members of the organization, they may have no emotional attachment. This is a precedent for counterproductive behaviors when viewed from different contexts such as leadership, spirituality, inclusion and ethics (Mousa, 2018). Organizational commitment illuminates the fundamental and prerequisite essence of inclusive leadership through fairness in addressing counter productive work behaviours such as negative stereotypes which characterize attitudinal and behavioral perspectives of unattended diversity (Takinawa, Kim & Jung, 2017). Diversities in policing include gender, age, ethnicity, height, education, unit of service, experience and rank with the NPS having a key focus on managing diversity as outlined in the Competency Framework for the Public Service (2017).

In policing, some factors have been identified as antecedents of organizational commitment. They include leadership, self - awareness, social awareness, self - control, age and perceptions about the value that the leadership and organization attach to the employee (Donner, Maskaly & Fridell, 2016; Schulz, Martin & Meyer, 2017). Loose coupling in policing services, an antecedent of low organizational commitment is a form of exclusion,

indicating lack of inclusive leadership. It is characterized by provision of inadequate data and information by supervisors, deviation between supervisor behaviour and expected behaviour, denial of individual officer's autonomy in discernment and execution of decisions and inaccessibility of supervisors to subordinates (Domingues & Machado, 2017).

This dilemma has been observed in the NPS through lack of requisite tooling and kitting of the officers (KNCHR, 2015; Transparency International, 2016). Part of the loose coupling in NPS has been addressed through the on - going police reforms and particularly at the strategic level through the partnership of NPS and NPSC. The NPSC Strategic Plan 2018-2022 lays out key areas of focus on the resourcing of NPS including the linking of NPS to access the Big Four Agenda (President Uhuru Kenyatta's development footprint) of: Affordable housing, Universal health care (UHC), Enhanced manufacturing and Food security. This is from the dichotomy of NPS offering safety and security to the facilities and the public using the facilities of the Big Four Agenda. What is core towards organizational commitment from the lenses of inclusive leadership is the fairness to the access by officers of UHC and affordable housing. These are key resources for the NPS' wellbeing, consequent positive perceptions and behaviors of policing in line with the quality service delivery anticipated in NPS Act, 2011 and NPSC Act, 2011. The loose coupling context emanating from the actions and inactions of NPS leadership such as promotions, deployments, accessibility and availability of leaders, feedback, mentoring and in particular regarding the psychosocial challenges emanating from the job context of policing at the micro - level still linger (Anyangu et al., 2019; Lopez et al., 2019; IAU, 2018; IPOA, 2017). This study focused on organizational commitment profiles at the NPS micro - level targeting individual police officers who are in the low, middle and top levels of leadership and who are involved majorly in tactical and operational NPS engagements. Their perceptions about how their respective

leaders and NPS value them have a correspondent effect on their policing behaviors during engagements and their interpersonal relationships with other followers and leaders. These perceptions and behaviors mark their organizational commitment profile across their personal, interpersonal and group practices observable through the organizational processes in which they experience leadership and in turn dispense their roles. Leaders, whose behaviors depict lack of expected moral and ethical practices, affect followers who have expectations of moral and ethical experiences negatively, catalyzing low organizational commitment.

Among the effects of low organizational commitment is correspondent counterproductive work behavior which includes deliberate failure of police to undertake their roles. This is defined as misconduct within NPS (NPS Act, 2011). Others include mental health issues resulting in suicide and homicide by officers (Benitez et al., 2018); indicating the essence of catalysing high organizational commitment in policing organizations by leadership. High levels of organizational commitment result in extra - role performance, volunteership, whistle blowing, fidelity to organizational values and long term engagements with the organization. The social support needed by an employee for organizational commitment requires an organizational climate that recognizes the individuality of an employee while at the same time integrating organizational processes as laid down in the social support given to the follower (van Gelderen & Bik, 2016).

Social support processes are achieved through learning, leadership communication and mentoring among other critical organizational processes hence the need for leaders to understand how to integrate inclusive leadership practices into organizational processes. As observed by Herrington & Colvin (2015), there is an urgent need for police leadership to change from the top - down bureaucratic leadership approach; calling for flexibility that allows for diverse social relational practices as part of inclusive leadership.

This study viewed these relations from the lenses of authentic leadership as an intrinsic psychological perspective and from leader-member exchange as an extrinsic relational - based perspective (Graen & Uhl-Bien, 1995); in line with the underpinning principles of authentic leadership theory and leader-member exchange theory. In particular, the study focused on how these principles are enacted specifically through the three organizational processes of learning, leadership communication and relational mentoring; the dimensions of inclusive leadership that the study operationalized. When leader-member exchange (LMX) is viewed from the context of observed physical unethical and immoral behaviors of police officers, bearing in mind that LMX is started off from an extrinsic perspective, it becomes clear as to why LMX incorporation as part of the moderator in this study is core. Senior officers who are unauthentic develop social exchange behaviors that win the perceptions and consequent behaviors of followers such as assignments to specific operational areas. Immoral and unethical interpersonal and in - group behaviors of such LMX include collusion between senior and junior officers for misconduct and crime as documented in studies by the NPS and researchers (IAU, 2019). When the intention of an officer to remain a member of NPS is from an extrinsic LMX perspective or motivation such as self-aggrandizement, extortion, extrajudicial killing and bribes, it results in infidelity to the NPS saying, standing orders, core values, mission and vision.

Such LMX is dysfunctional. It is a liability to the organizational commitment profiles of individuals and organizations (Henson & Beehr, 2018). An understanding of LMX practices within the organizational processes of the NPS becomes a key area of investigation. Organizational commitment of officers with dysfunctional LMX is anchored on unethical and immoral drivers within and without the organization.

Authentic leadership (AL) as an intrinsic individual leadership form draws and promotes psychological capacities of the leader and followers, with resultant ethical climates in line with the internal moral consistency and relational transparency of the leader (Walumbwa et al., 2008). The outcomes of AL are two-pronged from a context of leader-follower matrix. Authentic leadership results in the development of the overall wellbeing of both leaders and followers: antecedents of affective commitment. Further to this, unlike LMX, AL catalyses long term leader - follower engagement and motivation, adding to AL's vital impetus on organizational commitment. The implication is that, when AL is practiced across all leadership perspectives, a characteristic of inclusive leadership, it then develops long term intrapersonal, interpersonal and group engagements across the functions of the entire organization (Gatling, Kang & Kim, 2016). This points to the possible role of critical operationalization of inclusive leadership through high quality authentic dyadic relationships and interrelationships irrespective of the diversities characterising an organization (Choi et al., 2016; Ye et al., 2018).

In view of the contextualization of AL into this study, this approach set to address the already identified scarcity of empirical focus on the relationship between AL and organizational commitment (Emuwa & Fields, 2017). It added to a research attempt at further validation of AL as the root construct of leadership; an innovative empirical effort of this study. To this end, the study operationalized AL and LMX as the two components of the moderator, generational diversity leadership. It found the moderating effect of each of them on the relationship between inclusive leadership and organizational commitment.

NPS, the research unit of this study, has been undergoing reforms following recommendations of the Commission on Inquiry into Post Election Violence (CIPEV), the National Task Force on Police Reforms and the Kenyan Constitution of 2010 (CoK, 2010).

These reforms have seen the terminological change in the name of the Kenyan Police Force (KPF) into NPS. This followed a hue and cry caused by excesses of police characterized by abuse of the rule of law and gross violation of human rights (CIPEV, 2009). This was a clear indicator of a leadership dilemma with consequent infidelity to KPF core values. NPS reforms as informed by NPS Act, 2011; IPOA Act, 2011; NPSC Act, 2011 and the CoK, 2010 have delivered a new command structure that got the IG of NPS at the helm, followed by a devolved structure that has focus on three focal areas namely: protective and border security under the Deputy Inspector General of Administration Police Service (DIG - APS), public safety and security under the Deputy Inspector General of Kenya Police Service (DIG - KPS) and the Directorate of Criminal Investigations (DCI) under the Director Directorate of Criminal Investigations. Key to the objective of these reforms is delivery of quality service through imagined perceptions, attitudes and behaviors of police officers with resultant rule of law; key indicators of high organizational commitment in the police.

The NPS, like other policing services, faces already identified scenarios of complexity and uncertainty including the ever mutating nature of terrorism and violent extremism with resultant stress within the diverse work teams, groups and individuals (Duran, Woodhams & Bishop, 2018; Mansour, 2017). Among these stressors include the job context exhibited through workplace conflicts where some could be based on generational diversity, with consequent negative effects on organizational commitment (Duran et al., 2018).

Effective leadership should factor in the different strengths and weaknesses which abound within all employees and which affect operationalization of organizational processes if organizations are to reap optimal diversity benefits from leader-members, leader-leader and follower-follower relational exchanges (Fujimoto & Härtel, 2017; Mousa, 2018). In NPS the diversity perspectives include reforms, generations, rank and individuals. NPS reforms that

include harnessing transformational leadership and an annual intake of 10,000 recruits are currently on-going (KNCHR, 2015; The NPSC Bulletin, 2015). Inclusive leadership could offer a pivotal turning point for NPS leadership and organizational commitment towards NPS and its espoused values, mission and vision.

Problem Statement

Despite spirited reforms including the change of name from KPF to NPS and vision of being a dignified world class police service, NPS has to the contrary been consistently ranked as the most corrupt national government institution in Kenya (Hope, 2019; TI, 2016). This is an indicator of lack of ethics in the service. The mistrust among the NPS officers by the public and the injustices by police brought to the attention of IPOA and IAU are some of the indicators of a police service whose leadership, followers, behaviours and attitudes depict lack of organizational commitment. Among these include complaints by junior officers against exploitive and destructive behaviors and practices meted on them by senior officers (IAU, 2019). This includes exclusion from their fair share of organizational resources (Warf, 2017; Hope, 2019). These unethical behaviors and relations depict an organizational leadership dilemma where leaders exclude followers from organizational processes with correspondent interpersonal conflicts (Salas - Vallina & Alegre, 2018).

Whereas inclusive leadership is based on moral and ethical practices with care and concern for the followers, unethical exclusion behaviors show lack of inclusive leadership (Wuffli, 2016). Out of the 408 complaints reported in Nairobi County to the IAU directorate against NPS, 191 of them were on police inaction (NPS-IAU, 2019). The July–December 2016 IPOA report indicated that 27% of the cases reported represented NPS inaction nationally (IPOA, 2016). Inaction is a counterproductive work behavior at individual and

group level; an indicator of lack of organizational commitment. It in particular shows lack of fidelity to NPS core values among them participation, justice, accountability and civility besides being contrary to the envisaged NPS mission and vision. Key antecedents of organizational commitment include emotional attachment to the values, practices and vision of the organization (Meyer & Allen, 1991). Inaction shows withdrawal of employees' emotional connectivity to the leadership and organization. Organizational commitment studies focusing on the organizational commitment of South African Police Service described a mean = 3.3003 as low (Leigh - Anne & Dachapalli, 2016). Pursuant to this, the mean of the organizational commitment of GSU (mean = 2.864); an elite unit of KPS then qualifies to be categorized as being low, indicating possible low organizational commitment of NPS (Mwai, 2014).

From the aforementioned, there are indicators of individual and group perceptions and behaviors that pointedly show lack of inclusive leadership within the organizational leadership of NPS including exclusion behaviors. Other behaviors and attitudes are incongruent to NPS: values, mission and vision; indicators of low organizational commitment. It is these elements that then became instrumental identifiers of the independent and dependent variables captured for the study from an organizational leadership lens. No research was found that has investigated the nexus between inclusive leadership and organizational commitment in the NPS.

Objectives of the study

General objective

The general objective of this study was to investigate the nexus between inclusive leadership and organizational commitment in the National Police Service of Kenya.

Specific objectives

1. To establish the relationship between learning and organizational commitment in the National Police Service.
2. To investigate the relationship between leadership communication and organizational commitment in the National Police Service.
3. To find out the relationship between relational mentoring and organizational commitment in the National Police Service.
4. To find the relationship between inclusive leadership and organizational commitment of the National Police Service.
5. To investigate the moderating effect of generational diversity leadership as a combination of leader-member exchange and authentic leadership on the relationship between inclusive leadership and organizational commitment in the National Police Service.

Hypotheses

1. H_01 : Learning has no significant effect on organizational commitment in the National Police Service.
2. H_02 : Leadership communication has no significant effect on organizational commitment in the National Police Service.
3. H_03 : Relational mentoring has no significant effect on organizational commitment in the National Police Service.
4. H_04 : Inclusive leadership has no significant effect on organizational commitment of the National Police Service.

5. H_05 : Generational diversity leadership has no significant moderating effect on the relationship between inclusive leadership and organizational commitment in the National Police Service.

Justification of the study

Many studies, surveys and reports indicate deficiency of the NPS regarding professionalism, integrity and ethics. Findings place NPS as the most corrupt institution in the country and among the top three most corrupt institutions globally, a scenario linked to the daily activities of the police officers (Hope, 2019). This is despite concerted reform efforts with a heavy budget involving the national government, NPS and international development partners with a focus on transforming the NPS to offer globally recognized services of safety and security. The reforms have seen a new NPS structure with an independent oversight authority critical towards ensuring that the rule of law by NPS is practiced in line with laid down mandates and procedures. By extension the NPSC, a constitutional commission, plays a critical role mandated with the human resources development and remuneration of the NPS, critical tasks in shaping perceptions and consequent behaviors of officers. By understanding the nexus between inclusive leadership and organizational commitment, NPSC will have further clarity and new knowledge regarding emerging leadership forms, practices and their place in the human resource development structure of NPS. This will be critical in achieving the transformation agenda of the reforms process.

Behaviors incongruent to the espoused NPS values, charter, mission and vision, pointedly indicate low organizational commitment and in particular low affective commitment. Affective commitment is the root construct of organizational commitment. It represents an employee's emotional attachment and identification with the values, culture,

goals, mission and vision of the organization (Mercurio, 2015). Emotional attachment signals an intrinsic desire to remain a member of the organization with positive self and social awareness behaviors such as readiness to seek for social resources from other members of the organization.

Such social resources and the knowledge sharing behavior between employees result in increased self-efficacy with reciprocity to followers and leaders besides exhibiting extra role performances such as organizational citizenship behavior (Ohana & Meyer, 2016; Suifan et al., 2017). The proximal role of inclusive leadership in catalysing perceptions and behaviors that cultivate affective commitment in followers becomes an important prism from which to view the relational practices, leveraged on identified organizational processes. The organizational processes focused on in this study are: learning, relational mentoring and leadership communication from a perspective and context of interpersonal relatedness between leaders and followers and followers and followers.

This study focused on literature on the role of affective commitment towards overall organizational commitment owing to the fact that there is a correlation between the two. High levels of affective commitment have a resultant correlational effect on the level of organizational commitment of the organization (Kumari & Priya, 2017; Mercurio, 2015). The relative levels of affective commitment in comparison to correspondent levels of continuance and normative commitment have an implication as to what extent the organizational commitment of the organization will either be influenced majorly by either external or internal factors (Kam et al., 2016).

The only research undertaken on organizational commitment of NPS focused on a unit of the NPS, the GSU (Mwai, 2014). By focusing only on a unit it failed to capture the NPS organizational commitment in a more holistic and inclusive manner. This research study

focused on the NPS population which was captured through a sub-strata approach that focused on NPS sub-populations of the APS, DCI and KPS groups, with a further purposeful focus on the rank ranges and generations. Earlier research focused on a sub-unit during the early stages of the ongoing NPS reforms. This study focused on the tail end of the reforms through the lenses of organizational leadership. The earlier study, unlike this study, focused on a management lens towards improving OC of the NPS which was found to be low as shown by the perception levels of CC (mean = 3.074), NC (mean = 2.9, and AC (mean = 2.618).

It is significant to undertake an evidence based approach core towards identifying the effect of inclusive leadership on organizational commitment. This is due to the identified attitudes, behaviours and trends in the NPS which indicate possible lack of organizational commitment (IPOA, 2017). Additionally, the cost of the ongoing reforms, coupled with the envisaged transformation, diversity complexity that includes hierarchical and generational contexts and emerging threats facing Kenya and the region, are factors that necessitated this study. Inclusive leadership is at its infancy level of development (Qi et al., 2019). The study focused on the previous ones on inclusive leadership practices across private and public organizations in order for it to identify research approaches. This was crucial owing to a lack of standard instruments for measuring inclusive leadership. Further, the postulation by Maskaly et al. (2017) that diversifying a police service makes it difficult for the top leadership to lead effectively across diversity, and bearing in mind that no theory on police reforms exists den Heyer & Mendel (2018) made the study scientifically tenable. The study focused on literature review on diversity leadership in line with the call by Pinelli et al.(2018) for development of authentic inclusive organizational climates specifically focusing on generational diversity leadership while assessing the divergent views between (Stassen, Anseel & Levecque (2016) and (Anderson et al. (2017) on diversity leadership. This is in

reference to the emerging generational diversity of the NPS in line with the ongoing annual intake of 10,000 recruits bringing on board generations X and Y, the context of an ageing public service and the emerging need for generational diversity leadership. This is through the inclusive leadership knowledge core towards enhancing the role of organizational processes in enhancing the optimal participation of all officers and ownership of change. This study allowed for the empirical support or critique to the works of den Heyer & Mendel (2018) and Maskaly et al. (2017), in line with findings from the statistical tests of significance between the two generations of NPS as guided in the research methodology.

Despite the findings on the ageing workforce and the implementation of the annual mass intake of 10,000 Gen Y into the NPS, there has been no empirical investigation on the effect of inclusive leadership on the organizational commitment of the NPS. This is in spite of a constitutional dispensation that has a great focus on diversity and inclusion (CoK, 2010). Research on the NPS has been skewed towards investigations on corruption as an annual activity. That on diversity in various organizations has been skewed towards gender and ethnicity; an empirical scenario that needs the inclusive leadership - based view that this study set out to undertake. Moreover, Generation Z, born after the year 2000, is getting into the NPS employment bracket bringing onboard the third cohort and hence further generational complexities in the workplace calling for scientifically based approaches towards enhancing inclusive leadership across a multi generational workforce for organizational commitment (Kicheva, 2017). This justification is capped by the empirical findings that police organizations have a practice of basing their decisions and practices on assumptions (Weisburd & Neyroud, 2014); contrary to the proven beneficial roles of evidence - based approaches to police leadership (Lum & Koper, 2017).

Assumptions of the study

The rapid changes brought by globalization are finding their way from a macro - level of the globe to the meso - level of an organization as well as the micro - level of a team or individual employee. This research assumed that there were no changes catalyzed from a global, continental, regional, national or organizational level that resulted in disruptive or drastic changes in the current leadership and organizational processes of NPS during the research period. Changes catalyzed by complexities of sustained mass fatality attacks by global Jihadists, political upheavals, disruptive technological innovations, directives and legislative changes with far reaching effects were not envisaged in the course of the study. Kenya has had violent episodes during periods of electioneering. The current crave for a referendum although not very strong could set a precedent for violent engagements which would affect the anticipated research with the consequent assumption that this was not the case during the life of the study.

Significance of the study

This study sets to add new knowledge on inclusive leadership and its effect on organizational commitment, besides adding to the existing literature on the link between inclusive leadership, leader - member exchange and authentic leadership. The study further set out to look at the practice of inclusive leadership from a different geographical context by investigating a public police service in Africa in relation to the specified organizational leadership concepts. This was coupled with a set of organizational contexts. These main contexts of focus included the research on organizational commitment being undertaken at the tail end of the NPS reforms unlike an earlier research undertaken during the initial stages of the reforms by Mwai (2014).

Another context is that of focusing on the three distinct NPS groups which have been formed as part of the reforms namely APS, DCI and KPS: an inclusive view of the NPS allowing for specific focus on each of the groups and summatively on the NPS. There was a diversity context focusing on the rank ranges and age related diversity as a critical research venture into the nature of inclusive leadership and organizational commitment outcomes across diverse rank ranges and generational diversity between Gen X and Gen Y. It offered insight for NPS decision makers along generational and leadership level perspectives regarding how the organizational processes should be adapted to fit the diversities in line with inclusive leadership practice.

This is a deviation from the skewed inclusive leadership focus on the Western world that majorly captures generational diversity management not diversity leadership, mostly of private organizations, which signifies an empirical and practice venture into new dimensions of inclusive leadership and diversity (Gotsis & Grimani, 2016). It serves as a critical leadership lesson at a time when the NPS is undergoing the final phase of its reforms that have a leadership dilemma owing to the diversity context that the reform program has failed to capture appropriately as alluded to in the NPS reform agenda report for the period 2015–2018. It serves towards effective reforms leadership through understanding of reforms as a source of change: change being a diversity that requires; ownership, inclusiveness, openness, and support by the followers and leaders (Qi et al. 2019). Contextually, the NPS, IPOA, IAU and NPSC among other stakeholders of the NPS reform agenda have a lot to learn on the new knowledge. The NPS, the unit of focus in the study, has had a public image characterized by mistrust, fear and a high perception of being incompetent, non-committed and corrupt (Hope, 2019). This negatively affects its legitimacy in the eyes of the public, indicating a national liability despite being sustained by taxpayers' money (Maskaly et al., 2017).

To this extent, this study is instrumental in enhancing efficient, effective and ethical policing services as envisaged in the NPS values. This is through leadership outcomes of the model leveraged on inclusive leadership through high organizational commitment while reducing the already documented manifestations of lack of organizational commitment. This study is expected to serve as the pivotal base of diversity leadership in Kenya for the entire structures of governance in public service organizations. This scenario addresses the generational diversity gap highlighted concerning both global and Kenyan statistics on publicly listed companies, showing exclusion of younger generations from top corporate governance organs (Egon Zehnder International, 2016; Njihia, 2017).

Policy formulation and legislative processes require sound empirical grounds. This study, through the rigor of a multi - linear approach on organizational commitment, an emerging context of authentic leadership and leader - member exchange practices through inclusive leadership, resonates with the emerging best practice of using science-based approaches towards policing, a timely departure from the traditional use of assumptions in policing (Koper et al., 2015; Lum & Koper, 2017; Weisburd & Neyroud, 2014).

This innovative look at policing leadership then stimulates relevant thought processes across NPS police leadership and followership away from the usual surveys on corruption which at times develop a Fergusson effect in police officers. Fergusson effects include depolicing a withdrawal and consequent inaction of police for fear of negative publicity and reprisals from the public (Rushin & Edwards, 2017). Fergusson effect is counterproductive. It results in low organizational commitment and destructive behaviors to self and others. It further gives the bodies involved in oversight namely: NPSC, IPOA and IAU a prism from which to review NPS leadership practice relative to the need for enacting the values, mission and vision of the NPS.

In line with the Big Four Agenda of the presidency, NPS has a critical safety and security role as envisioned in the NPSC Strategic Plan 2018-2022. There is an inextricable link between NPS, NPSC and the Big Four Agenda. NPSC has the role of ensuring that there are enough officers to offer safety and security to the industries being set up and the food security zones being established. This will call for an understanding of how to apply inclusive leadership towards the innovative approaches needed in the security of these facilities at a time when the country is facing the threat of violent extremism. Further to this is the inherent symbiotic relationship between offering security through committed officers and availing them key organizational resources emanating from the Big Four Agenda. These resources are availability and access of the services of universal health care including mental health and fairness in access to affordable housing for the NPS officers. This study availed an opportunity for inclusive leadership knowledge application through the shared leadership that has NPSC and NPS to not only secure the facilities under the Big Four Agenda but to also catalyse organizational commitment of NPS through fairness and access to the resources of universal health care and affordable housing. Committed NPS officers have fidelity to the core values, mission and vision of the NPS with the outcomes of the operationalization of the inclusive leadership model serving towards the country's macro development framework as envisaged in the National Police Service Commission Strategic Plan, 2019-2022. Key to this will be the innovative leadership approach towards the fight against corruption through committed officers in relation to their roles towards national development. Coming at a time when Kenya has been elected to be a temporary member of the United Nations Security Council, it serves the organizational leadership role of adapting the NPS to service that endears it to members of the council, a key point through which to rank the critical role played by NPS.

Furthermore, it signals need for inclusivity in line with the findings highlighted by PSC on the challenge of the current public service of having an ageing workforce (Ministry of Public Service, Youth and Gender Affairs, 2017). This is through the enactment of inclusive leadership in full cognizance and integration of diversities abounding within NPS as part of the public service of Kenya although under NPSC. It reinforces the expectation to exhibit relevant competencies in line with the Competency Framework for the Public Service (2017) through localization of the guiding values among them professionalism, integrity and respecting diversity across all functions.

Scope of the study

The study focused on the relationship between inclusive leadership and organizational commitment of serving officers within the NPS in the low, middle, and top levels of NPS leadership. The study involved complex random sampling focusing on stratified sampling, targeting serving members of NPS from the two services of Administration Police Service and Kenya Police Service and those from the Directorate of Criminal Investigation (Kothari, 2004). These are officers serving within the diverse NPS operational areas and offices in Nairobi City County. The operational areas are within the 12 designated NPS Sub County areas. The study used individuals. The data collection instruments were self-reporting questionnaires in line with the micro-level variables of leadership, commitment, communication, mentoring, learning and age diversity that the study was investigating.

The area of study was organizational leadership specifically focusing on the independent variable of inclusive leadership; a leader-follower centric leadership practice operationalised through three organizational processes. These processes are: learning, leadership communication, and relational mentoring. Organizational commitment was the dependent

variable as a multidimensional construct comprising of: affective, continuance and normative commitment. In view of the envisaged diversity practice as laid in the public service values and coupled with emerging NPS generational diversity, a moderating variable comprised of two indicators: leader-member exchange and authentic leadership was applied as a model.

Delimitations of the study

This study involved only serving police officers from APS, DCI and KPS despite the presence of statutory commissions and authorities such as the NPSC, IAU and IPOA. The serving police officers are the officers involved in the strategic, operational and tactical NPS operations of safety and security, from which the NPS organizational commitment profile is found. The sample population did not focus on NPSC which is entirely independent of the NPS, IAU and IPOA, notwithstanding IAU having serving police officers besides being one of the NPS directorates. The NPSC, IPOA and IAU are not involved in the daily NPS operations stated under the NPS Act, 2011. However, they play a critical role in enhancing implementation of the ongoing NPS reforms and the mandates laid out in the NPS Act (2011).

Limitations of the study

This research study was undertaken for six months during which the researcher had assumed that there could be changes in the variables covered including the police colleges' curriculum, police structure, diversity management strategies, strategic plan and NPS leadership owing to ongoing police reforms; limitations which the researcher had no control over. Despite this, the researcher ensured that the questionnaires focused on issues related to an individual's current attitudes, perceptions, experiences and behaviors. The limitation of time and culture of the police service limited the researcher from using a mixed-method approach since qualitative research would not only have been time consuming but would also

have called for ample time to have a rapport with police officers. Police officers are very secretive by the nature of their work and culture of internal solidarity (van Gelderen & Bik, 2016). This would have called for more time to have a credible level of rapport for interviews and focus group discussions. Due to some attitudes, culture, age, status, gender, physical ability, work station, past experiences and level of formal education in some of the NPS officers, it was anticipated that there might be lack of interest and honesty in answering the questions accurately. This might have affected the accuracy and credibility of the findings. It was feared that the nature of police work with atypical work hours and various emergency calls, frequent transfers and out of station duties might interfere with the focus on the questionnaire. The researcher undertook piloting of the instruments to identify possible innovative and ethically acceptable ways of addressing these situations. The text in the questionnaires ensured that the items were brief and easy to understand.

Despite the significance of the research towards inclusive leadership in the NPS, there were budget constraints on the researcher and cost being part of the project parameters the researcher had to be flexible to have the research focus on a sample size that fitted into the matrix of the project without affecting the research objectives. The researcher focused on the budget and confirmed that it was appropriate for research within Nairobi County since the county has a representative sample from the APS, DCI and KPS in line with new NPS command structure.

Chapter summary

This chapter covers an introduction into the concepts, contexts and unit of focus of this research study through a layout of the independent, moderating and dependent variables.

The leadership concepts are inclusive leadership, leader-member exchange, authentic leadership and organizational commitment. The contexts of focus include the relational practices and perceptions of leadership practices across leaders and followers in the NPS in the three key groups namely APS, DCI and KPS, rank ranges of constable to corporal, sergeant to senior sergeant and inspector to senior superintendent of police, representing the low, middle and top leadership levels of NPS respectively and the two generations of focus: Gen X and Gen Y.

This chapter presents research gaps concerning the study of NPS, right from that of inclusive leadership in a hierarchical organization structured into different ranks and having a generationally diverse workforce. It focuses on the effect of the moderating variable, a combination of AL and LMX, on the relationship between inclusive leadership and organizational commitment. Authentic leadership focuses on the internal moral perspectives of leaders and followers coupled with one's self-awareness and a practice of balanced processing of information premised on evidence and relational transparency in all their interactions. Leader - member exchange sets in place an opportunity to investigate the quality and direction of the leader - member relations between officers of same and different ranks and its effect on the relationship between inclusive leadership and organizational commitment. This is with a view of identifying the extent of leader-follower centric approaches in NPS leadership practices. This has further been justified as a ground breaking empirical venture concerning the skewed research attention of inclusive leadership and generational diversity on non - African organizations with a further uniqueness of looking at a vital public sector safety and security organization. The scope captured NPS in Nairobi City County with a justification for replicability across the NPS owing to the nature of the NPS Act (2011), the new command

structure rolled out in 2019 and the inclusion of NPS colleges, schools and the headquarters of each of the NPS groups of study.

CHAPTER TWO: LITERATURE REVIEW

Introduction

This chapter focuses on the existing literature from empirical studies and meta - analyses concerning the dimensions of the independent variable, moderating variable, dependent variable and the unit of study; NPS. This chapter delves into inclusive leadership through the three organizational processes operationalized as its dimensions. The literature review further looks at the application of the two key theories of the moderating variable; LMX and AL, core towards enhancing inclusive leadership from a theoretical integration perspective through organizational processes. This is premised on the fact that whereas AL is an intrinsic personal internal moral perspective, LMX is an extrinsic interrelational perspective. NPS officers had shown indicators of abuse of the extrinsic nature of LMX. This chapter further integrated generational diversity leadership from the unit of study; NPS, through the prism of inclusive leadership theory; LMX and AL. This is in response to the empirical scarcity in use of AL in studies on organizational commitment, application of moderators in organizational commitment studies, use of scientific – based approaches to policing and research on inclusive leadership in policing organizations. Organizational commitment is viewed from the three dimensions of: affective, continuance and normative commitments, a departure from the common research behavior of focusing on only one of the dimensions; affective commitment. In view of the on-going public sector reforms, the chapter focuses on a best practice from a leadership lens in delivering transformational public sector reforms using the Singapore public sector reforms case. The chapter interrogates the genesis, progress and outcomes of the on-going police reforms including the new NPS structure. This is from an NPS organizational leadership context core towards linking the reforms and organizational commitment through

the thread of inclusive leadership. This is in view of the envisaged quality service delivery in safety and security through the enacted legislations, detachment of the police service from PSC and oversight of the NPS from within by IAU and from IPOA which is independent of the NPS. It also responds to the recommendations in studies on the need for adoption of emerging leadership styles while at the same time interrogating existing NPS leadership forms. The chapter also captures the research gaps along the entire process of literature review. In particular it focuses on gaps in research methodology that includes research design and theoretical frameworks, while identifying how descriptive and inferential statistical analysis were applied and reported in past researches. In undertaking this nature of a literature review approach, the study set to serve as a building block in the never ending process of improving leadership practice in response to emerging organizational leadership complexities.

Inclusive Leadership

The theory of inclusive leadership focuses on deliberate attention on followers' perceptions regarding their perception about the fairness of their treatment concerning tangible and intangible organizational rewards and opportunities (Hollander, 2012; Jin, Lee & Lee, 2017). The theory integrates leadership relationships that enhance a leader's openness, levels of accessibility and availability, keynote listening skills, empowerment of followers, optimal utility of the skill sets of followers, ability to stimulate creativity, drive for cohesion, quality relational exchanges and catalyzing of psychological safety (Jin et al., 2017; Law, 2012; Uhl-Bien, 2006). Such effective inclusive leadership is premised on leadership styles which include: AL, transformational leadership, collaborative leadership and LMX among others with consequent effect on organizational commitment (Delić et al., 2017; Hsieh & Liou, 2018; Salas-Vallina & Alegre, 2018).

Inclusive leadership makes followers have the perceptions that they genuinely belong to and are valued by the leadership and organization. Inclusive leadership is characterised by six traits: commitment, courage, cognizance of bias, curiosity, cultural intelligence and collaboration (Bourke & Dillon, 2016). By accessing the availability attribute of inclusive leaders, followers are in a position to develop new ideas core towards better performance in their normative roles with a consequent increase in their continuance and affective commitment characterized by organizational citizenship behaviors emanating from constructive feedback from the leader (Schermuly, Meyer, & D€ammer, 2013). Constructive feedback by leadership to followers is one of the availability attributes of inclusive leadership. It follows a creative attempt by a follower to better the organization which went wrong. It is a two-way communication core towards facilitating, recognition, responsiveness and influence following the follower's perception of leadership behavior (Hollander, 2012).

Constructive feedback in the back fall of a failed work-related attempt by a follower is a trustworthy behavior. It gives the follower more courage to be creative while simultaneously increasing the trust between the leader and follower. It nurtures the courage and quest for learning. Consequently, it increases chances of new ideas, an outcome of high quality relational practices borne of inclusive leadership through availability of the leader (Bourke & Dillon, 2016). As a reciprocity perspective, it enhances the role of followers in the construction of effective leadership which not only empowers leadership behavior but also leadership influence. In its reverse as seen when leadership is viewed as headship in bureaucratic hierarchical organizations, reciprocal prospects of mistrust, disloyalty and lack of purposefulness emerge (Hollander, 2012).

Outcomes include counterproductive work behavior such as absenteeism, inaction, organizational cynicism, groupthink and poor service delivery, detrimental to the image of an

organization. The autonomous work behaviours of employees, motivated by a commitment to the organization as reciprocity of the high quality LMX and AL practices of the leader, deliver high levels of organizational commitment. This adds to the organizational commitment of the employees. Inclusive leadership factors on board all employees. It further harnesses the synergies of diversities of the organization with positive effects on organizational commitment.

Through the leadership practices of openness, listening, constructive feedback and valuing the followers' views and contributions as opposed to giving highly detailed instructions and limiting the flexibility and discretionary practices in undertaking roles and tasks by followers, inclusive leadership enhances followers' perception of being valued (Choi et al., 2016). Carmeli, Reiter-Palmon, & Ziv (2010) and Hollander (2009) argue that by cultivating high quality relationships, inclusive leadership catalyses through optimism and Pygmalion effects followers' commitment to their roles and tasks thus adding to organizational commitment. This then brings out inclusive leadership as a leader - follower centric model: a vital departure in this study from the mechanistic leader - centric approach that has exclusivity premised on a leader's traits (Javed et al., 2018).

Inclusive leadership is viewed from the contextual lenses of the complexities of generational diversity, hierarchical nature of NPS and emerging security threats facing Kenya including transnational crime such as terrorism. The relational practices and behaviours of the leader include openness, availability and inclusivity through an invitation to participate through organizational processes. This, as seen in open communication to all members, appreciation of successive and failed attempts by members and availing of organizational resources for self - development marks the connected leadership hallmark of inclusive leadership (Javed et al., 2018).

Compared to other forms of leadership conceptually related to it, inclusive leadership has unique contexts of inclusivity, acceptance, belongingness and uniqueness (Randel et al., 2016). It is different from transformational leadership whose focus is on developing followers into leaders in line with the organization's needs. Inclusive leadership takes a back seat. It allows followers to take leadership positions while still being followers. This marks the flexibility nature of inclusive leadership in particular when reversed roles occur in command driven hierarchical organizations like NPS. Inclusive leadership then results in the development of followers and leaders through authentic interpersonal relational practices anchored on ethical and moral groundings.

Organizational processes

Organizational processes serve as the mechanisms through which leadership is practiced abound in each organization with the collective role of optimizing the organizational structure, resources and culture through shaping attitudes, perceptions and behaviours of employees towards achieving the organizational goals (Ivancevich et al., 2014). They include training, learning, mentoring, communication, decision - making and management with communication serving as the critical fabric that links and holds all the organizational processes together through activities such as collaboration (Ivancevich et al., 2014; Rao, 2016). The formation of dyads, groups, teams and overall organizational cohesion is anchored on the processes as seen in the vital role of learning through a group learning approach significant towards a learning organization culture (Gil & Carillo, 2016; Gil & Mataveli, 2017). Despite the emerging 21st century complexities such as generational diversity with consequent diverse individuals and teams in organizations, organizational processes still serve as the avenue through which the employees are motivated and morally and intellectually stimulated towards committing

themselves individually and collectively to the highest ideals and values for organizational success (Ellwart, Bündgens & Rack, 2012; Suifan et al., 2017). Inclusive leadership has a critical role of understanding and differentiating the relative effective leadership engagement practices through organizational processes to rally each member of the organization towards organizational commitment (Luciano, Mathieu & Ruddy, 2014).

Learning and organizational commitment

Organizational learning is a collective and participative process that intends to “continuously transform the organization in a direction that is increasingly satisfying to its stakeholders” (Dixon, 2017, p. 6); due to respondent quality service delivery and customer satisfaction. It is the process towards the ideal status of a learning organization. It is part of the organizational culture (Bjørk, Tøien & Sørensen, 2013) and avails relational opportunities through sharing, dialogue, brainstorming, feedback, and change in behaviour (Kyndt, Vermeire & Cabus, 2016). Learning in organizations involves reproductive and expansive forms which are social experiences meant for diverse contexts and situations (Ropes, 2013). Reproductive learning involves the imbibing of competencies needed for the routine tasks of an organization. Expansive learning has outcomes of meta - competencies that include: critical, analytical, creative and innovative thinking. In a police organization such as NPS, reproductive competencies include daily routine practices such as drills, entering details in occurrence books, patrols in diverse spaces, processing suspects and keeping public order. Expansive learning for NPS implies learning specialised skills which include forensic investigations on crimes such as cyber fraud and money laundering and coming up with innovative theories of change for community policing.

Communities of practice have the responsibility of not only enhancing the practice of collective learning but also collectively coming up with new knowledge in response to emerging complexities (Olsen, Glad & Filstad, 2017). Unfortunately, many organizations lack dynamism in their communities of practice in terms of their learning culture, practices and patterns (Olsen et al., 2017). This is a situation that impedes change management, flexibility and adaptability to diverse communities of practice within an organization (Baert & Govaerts, 2012). The ability of police officers to adapt quickly to complexities within the diverse spaces of policing demands mindsets that have flexibility and agility; key antecedents of inclusive leadership requiring continuous learning. Emerging complexities across the workplace and operational environments brought by nature of the public, emerging crisis, cyber spaces, education, experiences, generations and geographical backgrounds, policing organizations have to grapple with different communities of practice, calling for continuous change in the learning culture and practices. This is at the macro, meso and micro levels of police organizations.

Police training prepares recruits for their roles in service delivery based on their competences in an environment characterized by high levels of stress causing contexts and situations (Benitez et al., 2018). These stressors are job content which involves episodes like shoot outs with terrorists and job context including lack of critical competencies and relational conflicts at the workplace, with fatal psychological consequences (Duran et al., 2018; Kuo, 2014; Nelson & Smith, 2016). Further learning at work delivers acquisition of knowledge, distribution and interpretation of information and organizational memory, a collective process with a critical need for self - awareness, relevant relational behaviours, moral and ethical values and need for balanced processing of information (Dixon, 2017). This learning at the organizational level with outcomes targeting individual officers addresses micro - level

learning. It focuses on issues such as stressors and inadequacies setting pathways for interpersonal and group relational practices in resolving intrapersonal, interpersonal and group conflicts. Inadequacies could be in skills, knowledge and abilities critical to the effective execution of the tasks and roles assigned to the officers. It is one process through which the follower experiences the role of leadership, leadership style and organizational support. It results in the perceived value in the follower, of the value that the leadership and organization have of the follower: an antecedent to follower's behavior and organizational commitment.

The resultant self - leadership, self-awareness, self-efficacies, skills, knowledge and emotional intelligence nurtured through leadership styles counters: negative stereotypes, mistrust, narratives, consequent withholding of ideas and information that have been identified as barriers of collective organizational learning (Engström & Käkälä, 2019; Green, 2017). Learning can be formal and informal. It occurs across different organizational levels (Popova-Nowak & Cseh, 2015).

Research has shown that older members have little affinity for training and learning mostly due to the retirement situation facing them and the fact that the learning programs fail to factor in their different experiences and competences (Ropes, 2013). By bringing the older and younger members of an organization together for collective learning, there are critical individual, generational and organizational outcomes. Such outcomes include: motivation to be part of participative learning, self - efficacy, higher intergenerational trust indices and more meaningful social networks for organizational performance (Newman & Hatton-Yeo, 2008; Ropes & Ypsilanti, 2012). Organizational performance is an outcome of organizational commitment. There is already an identified complexity of an ageing workforce in the public service from the Capacity Assessment and Rationalization of Public Service survey of Kenya with NPS being part of the complexity (Ministry Of Public Service, Youth, and Gender

Affairs, 2017). Older NPS officers have more policing experience with some of the experiences being positive. Others are negative in line with the documented histories of KPF and NPS. Some of the NPS officers have KPF experiences with correspondent attitudes, perceptions, knowledge and behaviors that may still be anchored in past leadership styles and followers' behaviors. The newly employed officers have no such work - related experiences (The NPSC Bulletin, 2015).

Learning in line with the NPS reforms agenda needs to factor in these diversities with a view of enhancing positive experiential learning for the newly employed. At the same time in line with the need for inclusive learning focusing on culture, the older officers who were deeply entrenched to former KPF cultures and sub-cultures should be taken through the unlearning of KPF's former destructive and toxic practices. These arguments are supported by recent research on the role of learning in delivering change from destructive mindsets, attitudes, stereotypes, mistrust and withholding of social resources by cultivating collective organizational learning (Engström & Käkälä, 2019).

Inclusive leadership practice of being moral and ethical has a critical nexus with authentic leadership style regarding the contextualised learning process in this study. Learning delivers an influence on a follower as a learner owing to the open leader-follower centric communication between them that is devoid of inappropriate leader behaviours and negative emotional expressions. Relational transparency of the leaders in disclosures of their past unethical and immoral behaviors while in the NPS or KPF service during dyadic learning, become a template on which followers can model their relational transparency behavior. This resonates with the outcomes of AL practice of the relational transparency of a leader to followers; development of followers into authentic followership (Walumbwa et al., 2008). Inclusive leadership is anchored on the pillars of morals and ethics.

Leveraging on this form of leadership through learning as an organizational process should illuminate contextual issues and complexities on morals and ethics facing the NPS. Such learning and unlearning requires relevant leader - follower interrelationships. Across different ranks, ages and services are diverse, experiences, knowledge and skills that offer a unique matrix from which officers can surpass hierarchy and learn from each other. Among these include information technology and communication skills particularly in the younger officers coupled with passion as part of what they consider core to their daily activities. Older officers have critical experiences that can be synergized with the skills of the younger officers to deliver innovations for the NPS as unique outcomes of organizational commitment leveraged on inclusive learning.

Hence the proposed null hypothesis:

H₀₁: Learning has no significant effect on organizational commitment in the NPS.

Leadership communication and organizational commitment

Communication is the foundation fabric of every organization. It is an important human action that permeates, links and integrates all the leadership practices exemplified through learning, mentoring, conflict management, decision making and teamwork thus functioning as the glue of the organization (Falkheimer, 2014; Ivancevich et al., 2014). Internal communication is a leadership process affecting organizational effectiveness through employee engagement, commitment and organizational diversity management (Zerfass, Linke & Rottger, 2014). Communication ranges from informal to formal, cutting across all employees and cadres, covering teams, projects, managers and supervisors with fundamental effects on social relations within the organization (Welch, 2015).

Organizational communication is a multidimensional construct comprising of among others: supervisory, subordinate and modalities of communication, desire for communication, interpersonal communication and accuracy of information communicated (Bakar & Mustaffa, 2013). In line with the social exchange theory, organizations leverage on communication to effectively relay organizational goals and anticipated organizationally acceptable behaviours core towards a healthy relationship between the employees, leaders and followers, organization and the employees with consequent reciprocity and relational organizational commitment (Blau, 1964; Ramaprasad et al., 2017).

The role of leadership in communication is of utmost significance with a great effect on the perception by followers of the mode of leading and leadership and a consequent effect on effective leadership and organizational commitment (Brown et al., 2019). This then projects the critical role of a leader's communication style, a multi-dimensional construct, comprised of six dimensions (de Vries et al., 2011 in Brown et al., 2019). The dimensions are: preciseness, verbal aggressiveness, questioning, emotionality and impression manipulateness, each having an impact on the quality of the relational exchanges including: transparency, vital co - creation of leadership and reinforcing of organizational commitment (Uhl-Bien et al., 2014; Vogelgesang Leroy & Avolio, 2013). Through expressiveness, the leader is proactive in initiating informal conversations with employees characterised by humour and careful balanced consideration of the audience; an approach that breaks communication barriers including those emanating from diversities of psychological distances as seen between generations (Brown et al., 2019). Expressiveness serves to bridge the gap between the leader and individual members and that between a leader and diverse groups, delivering unique contextual heterogeneous relationships. Such LMX relationships could be one –to-one, one–to-many and many-to-many, delivering the much needed opportunity for

injecting inclusive leadership into generational diversity leadership through innovative leadership communication. Through inclusive leadership, the employees will have a high - quality LMX. Impression manipulateness characterized by lack of congruence between the message a leader sends out and the true thoughts in the leader's mental framing ensure that the leader conceals communication that would otherwise create a conflict (Brown et al., 2019). The followers who would have used a political organization card, suffered humiliation and lost self-esteem are given a scenario depicting concern, support, trust and care from the leadership. This adds to their organizational commitment. Conflicts require relevant communication competence to resolve as part of the decision making processes. In the absence of effective leadership communication, the conflicts are resolved using wrong strategies jeopardizing organizational commitment through lack of loyalty, no reflective talks among groups, mistrust, emotional withdrawal and lack of obligation (Jackson et al., 2013). These are antecedents of low organizational commitment.

Preciseness in leadership communication captures skillful and articulate communication characterized by accurate data and information, relayed in an understandable manner to the target audience devoid of irrelevant and trivial digression (Brown et al., 2019). By having careful thoughts of the target employee or groups of employees in the communication process, leadership must capture the salient communication preferences and weaknesses of such individuals and groups concerning the intended purpose of communication.

The transparency and clarity of the leader leveraged on accurate data and information delivers a perception of integrity to the followers. It endears the assimilation of the messages by employees, with respondent employee commitment to the policies articulated, a drive towards organizational commitment (Vogelgesang et al., 2013). Preciseness serves a critical role in inspirational communication of respective organizational values, vision and change. It

enhances the role modeling behaviour of the leader (Demirtas & Akdogan, 2015), a nexus point for transformational, authentic and LMX leadership styles. Sentimental expressions in leader communication behaviour are exemplified through moods and emotions observable as genuine concern on issues, anxiety about certain situations affecting employees during conversations with individuals, groups or teams. It is the hallmark of emotionality in leadership communication (Eberly & Fong, 2013). It creates further trust in the leader, between followers and the organization, critical antecedents towards the desire to associate fully with the organizational values, culture, policies, vision and mission. It catalyses organizational commitment.

In police organizations communication between leaders and followers is determined by the chain of command in line with the hierarchical nature of police organizations. Orders through this top - down bureaucratic leadership structure are top - down with little room for dialogue. Orders by seniors to juniors include: disciplinary statements, personal errands and assignments with the expectation being acceptance and consequent action, a sign of rigidity in leadership communication and a unidirectional flow of information; a scenario that depicts leader - centric control and management. The study by Joseph et al. (2016) recommended for a shift from the classical authoritarian approach to a friendlier leader-follower engagement through training of the NPS leadership on emerging leadership styles. The study further noted that communication by NPS leaders plays a significant role in service delivery.

Some of the documented communication between seniors and juniors has had a negative influence on the behavior of junior officers as seen in the demand for bribes by the seniors. This signifies abuse of leadership communication; an antithesis of inclusive leadership. It lacks virtue and ethics. As an organizational process and dimension of inclusive leadership, such leadership communication serves a toxic role instead of the development of the intended

positive intrapersonal and interpersonal relational practices core for critical organizational commitment. It denies the internal customer, the follower, the relevant resources such as autonomy to make decisions besides denying the external customer, the public, the services delivered by an officer with high organizational commitment.

Hence the proposed hypothesis:

H₀₂: Leadership communication has no significant effect on organizational commitment in the NPS.

Relational mentoring and organizational commitment

Mentorship is an organizational process through which effective leadership development is propagated (Kappelman et al., 2016). It improves employees' organizational commitment through the related LMX outcomes (Windeler & Riemenschneider, 2016). Mentoring as viewed from a traditional perspective is a leader - centric support organizational process where the mentee benefits from the mentor through psychosocial support, career development, modeling and increased job satisfaction (Key, 2013). Mentoring, in line with the mentoring theory, is multidimensional as viewed from three relational contexts: dysfunctional, traditional or high quality (Ragins & Verbos, 2007). Traditional mentoring is the main form of mentoring across workplaces with medium outcomes; a context requiring change towards high quality relational mentoring owing to the globalized and complex working environment. This classical state places a need for inclusive dyadic mentoring, a departure from the traditional leader-centric mentoring to leader-follower centric with relational exchanges whose mentor-mentee reciprocity form the basis of high quality relational mentoring. This resonates with the call for inclusive leadership as a paradigm towards shifting from the traditional leader-centric frameworks to vibrant leader-follower paradigms, a hallmark of flexibility and adaptability in

inclusive leadership practice (Gotsis & Grimani, 2016). Workplace mentoring, hereafter referred to as relational mentoring, is a dynamic interpersonal learning relationship having self-interest and interdependencies anchored on the exchanges between the mentor and mentee and the resultant outcomes of the process (Curtis & Taylor, 2018; Simola, 2016). The point at which a mentee attains the standards expected by the mentor in terms of personal development through role modeling, career progress and psychosocial wellbeing, signals a positive outcome for the mentoring process (Curtis & Taylor, 2018; Dow, 2014). The standards achieved require dedication and resilience which improves on the commitment index of the mentee. It better the mentee's knowledge level and knowledge sharing behaviour, a relational outcome (Curtis & Taylor, 2018).

There is dynamism from the traditional unidirectional hierarchical mentoring to the high quality relational mentoring with Curtis & Taylor (2018) and Fullick-Jagiela, Verbos, & Wiese (2015) suggesting that relational mentoring delivers vital skills and abilities including: authenticity, emotional intelligence, stress coping and resilience critical towards healthy relationships with self, leaders and other employees. These are critical self-efficacies in police officers bearing in mind the variety of stressors which thrive in their engagements irrespective of the NPS group that they serve. The DCI officers have roles such as visiting scenes of violent crime with consequent transporting of bodies to morgues: lived experiences which have been noted to result in disturbed sleep patterns, flashbacks and nightmares in security officers (American Psychiatric Association (APA), 2013). APS officers involved in the duties of rural border patrol get involved in shooting exchanges with criminals with consequent fatalities and casualties on the APS. Further to this is the castigation by the media of the NPS officers and in particular those mandated with enforcement of public order from the KPS. Condemnation of such officers following the brutality of a few of them results in the

Fergusson effect to a number of officers who are innocent. Fergusson effect refers to the effect of mass condemnation of all police officers and the police service following an act of brutality and violence meted on members of the public by an officer or group of officers (Rushin & Edwards, 2017). Such condemnation, expressed through media and public demonstrations, results in emotional frustrations and regrets in innocent police officers, causing stress and consequent hesitation to act. All these experiences are sources of stressors at times causing trauma in officers with a need for psychosocial support. This is one of the roles of relational mentoring.

The reflective practice in relational mentoring is not just for the mentee but also for the mentor who develops reflective approaches towards giving feedback, communicative leadership and authentic self-assessment regarding personal values core towards effective mentoring (Son, 2016). Reflective practices are core towards enhancing emotional intelligence, which from the context of relational mentoring, enhances emotional regulation with consequent promotion of the emotional and intellectual growth of the dyad, representing development of the leader and follower (Dabke, 2016). By enhancing a mentee's growth, coupled with the mentoring of moral courage through AL and LMX practices of inclusive leadership, the mentee becomes a critical actor in the ethics game of the organization as part of the organizational commitment duty of remediating unethical leadership, followers and practices (Simola, 2016).

Police officers who are mentored to a point of having the moral courage to reflect on their past toxic, exploitive and destructive behaviors with consequent change in behavior become ethical and moral; an outcome of the interpersonal relational mentoring. Outcomes include psychological safety and psychosocial stability with enhanced resilience in line with the role of inclusive leadership (Jin et al., 2017).

This points towards officers committed to embracing NPS values with consequent behaviors in line with the tasks and roles laid out in the NPS Act, 2011. Such officers, as part of their reciprocity, can volunteer through extra-role performances to mentor other officers such as the newly employed and deployed officers. Leaders who undergo positive behavioral change through relational mentoring by followers similarly would serve as examples to other leaders involved in behaviors detrimental to the NPS image. This is one of the unique leadership practices of inclusive leadership where a leader allows the follower to take leadership roles irrespective of the NPS hierarchical structure as a result of a leader's self and social awareness: critical AL indicators.

Mentorship that enhances career development with consequent increased opportunities for organizational resources such as promotions also serves to deliver reciprocity by the mentee to officers who in turn become mentees. These reciprocal relationships and interrelationships across diverse officers are indicators of organizational commitment as a result of mentoring. Unauthentic and dysfunctional relational mentoring with unethical and immoral intents will also see development of dyadic relationships. Such relationships, as already evidenced in NPS, are detrimental to the needed moral courage and resilience with such contextually dysfunctional relational mentoring then serving as an antecedent to counterproductive and destructive work behaviors: antecedents of low organizational commitment.

Hence the proposed null hypothesis:

H₀₃: Relational mentoring has no significant effect on organizational commitment in the NPS.

Organizational commitment

Organizational commitment is a construct that has three components relating the organization with employee's behavioural and attitudinal perspectives: needs, desires and obligations towards remaining an employee of the organization (Meyer & Allen, 1991 in Alvinus et al., 2017; Xiu & Pyne, 2018). The need is referred to as affective commitment, desire as continuance commitment and obligation as normative commitment. Academics have had more focus on AC which is attitudinal. The need for belonging emanates from a higher perception of high quality exchanges between the employee and the organization (Ashikali & Groeneveld, 2015; Mercurio, 2015). This study opted to depart from such a linear dimensional approach. Instead it used a multi - linear approach that factored in the three organizational commitment dimensions. This is premised on the fact that each employee has a certain degree of need, desire and obligation, referred to as employee's commitment profile, of remaining as an employee of the organization (Xiu & Payne, 2018). This study further focused on a person-centred approach which factors in sub-groups through a generational diversity approach. Such groups share common commitment behaviours and attitudes as advocated by Meyer, Stanley & Vandenberg (2013).

Employees who have the perception that they are fairly treated develop an obligation to reciprocate such organizational decisions and actions with consequent increased involvement in roles, tasks, positive attitudes and behaviours such as mentoring, collective trust, knowledge sharing, collective reflective thought processes and organizational citizenship behavior: all representing organizational commitment (Ohana & Meyer, 2016; Suifan et al., 2017). Extra-role performances include acculturation of novices (Shapira-Lishchinsky & Levy-Gazenfrantz, 2015). In the police they could include informal mentoring of the novices, induction into the values and culture of NPS, sharing organizational memory and encouraging new members.

Research focusing on the best combination other than high levels of affective commitment, continuance and normative commitment shows that a combination of high affective and high normative commitment with low continuance commitment is a stronger and better predictor of organizational commitment behaviours such as organizational citizenship behavior and decreased turnover (Jaros, 2017). This study further through a comparative analysis, points out that high levels of continuance, normative and low affective commitment are weak predictors of vital organizational commitment behaviours, with research by Kam et al. (2016) supporting the assertion of the high normative /continuance commitment levels. This is attributed to the fact that high levels of normative and continuance commitment are majorly influenced by the external environment at the expense of the fundamental influence that should be from the internal environment through organizational leadership, systems and processes. It lays out the critical role of organizational leadership in setting the organizational commitment profile of organizations (Jaros, 2017).

It has been shown that the root construct of organizational commitment is affective commitment. High levels of affective commitment result in equally high levels of organizational commitment; indicating a correlational relationship between the construct and the dimension (Mercurio, 2015). In two studies; one in a public firm and the other one in a policing organization, this was observed through the following findings of affective commitment (Kumari & Priya, 2017; Singh, 2015). The organizational commitment dimension with highest perception in the public sector firm was affective commitment (mean = 3.8250, SD = .80598). A similar result was observed in one of the hierarchies in the police organization where affective commitment was the highest with a mean of 4.133. Organizational commitment studies focusing on public services in Africa have defined values of (mean = 3.65, SD = 1.52) in a public service department in Kenya as moderate (Masese,

2017). The means of organizational commitment in the South African Police Service range from 3.0634 to 3.3003 deemed as low (Leigh-Anne & Dachapalli, 2016, p.83). In the research study focusing on the Ghanaian Police Service, the organizational commitment had a mean of 4.20. This was defined as high level (Tankebe, 2010).

These scores and their qualifications by the researchers, based on a five - range Likert scale, served as a guideline in ranking the organizational commitment levels through the spectrum that the research study has set of 1 to 3.99 being low, with mean scores of 4.00 to 5 being deemed as high. Research details the correlation between organizational commitment levels across leadership hierarchies in organizations. Among these is the empirical - informed assertion that in hierarchical public and private organizations, officers in higher hierarchies have higher levels of organizational leadership than the hierarchies below (Kumari & Priya, 2017). This has been documented in the Indian police. Affective commitment means of the top, middle and low levels of officers on a five - point Likert scale were 4.133, 3.971 and 3.798 respectively (Singh, 2015).

There exist statistically significant differences along the low, middle and top levels of leadership in organizations in public and private hierarchical organizations. As evidenced by the findings of Kumari & Priya (2017), statistically significant differences in organizational commitment exist across leadership hierarchies ($F = 17.593$, $p = 0.000$). The means and standard deviations of the top, middle and low levels of leadership in the public firm studied were: mean = 3.8409, SD = 0.55886; mean = 3.5910, SD = 0.62009; mean = 3.4252, SD = 0.65717 respectively.

NPS as constituted today is made up of the APS, DCI and KPS. No study has been undertaken to investigate organizational commitment of the three distinct NPS groups. There was a study undertaken to investigate organizational commitment of the GSU, which is now a

sub-unit of the KPS (Mwai, 2014). Since the study focused on a unit of one of the sub-populations of this study, the focus failed to capture; other KPS, DCI and APS units, perspectives of rank ranges and generational diversity. This study factored in an inclusive research approach that undertook a cross - sectional approach by including the three strategic NPS groups.

Affective commitment

Affective commitment is an employee's attitudinal outcome from the emotional attachment to identification with and involvement in the organization concerning its culture, systems, structure, values, goals and vision (Obedgiu et al., 2017). Affectively committed employees have the best interest of the organizational goals, vision and values at heart, a perspective reinforced by the desire of such employees to seek social support from other employees for individual development that betters their efficacies core towards achieving better organizational wellbeing (van Gelderen & Bik, 2016).

The social support elicited includes: mentoring; formal and informal, supervisor coaching, learning, participation in decision making and feedback with some of these resulting in increased job resources for the employee with resultant better service delivery internally and externally (van Gelderen & Bik, 2016). These are key measures of the perceived police service quality as suggested by Chen et al. (2014). The bidirectional nature of affective commitment is partly implied in the increased job resourcing in terms of the job resources availed to the employee and the resultant outcomes of the extra role performances which include organizational citizenship behavior that such an employee exhibits through organizational commitment (Obedgiu et al., 2017). In the NPS workplace the two main generations are Gen X and Gen Y, with empirical studies by Fishman (2016), highlighting the

different preferences, behaviours and attitudes as seen in the preference of Gen Y for immediate feedback. Gen X demands precise communication. Employees with high affective commitment despite the organizational generational diversity context would feel obligated to source for resources from their generation and other generations in the best interest of the organization, a form of discretionary effort favouring the organization (Gupta & Sharma, 2018; Jaiswal & Dhar, 2015). This practice would enhance bridging of generational communication gaps if any exist within NPS. Affectively committed employees irrespective of the generational gap would also further their discretionary effort by volunteering as mentees, mentors, coaches, risk - takers, leaders and trainers to enhance organizational commitment. This, as argued empirically, would be through increased emotional connectivity between other employees and the organization in line with what organizational behaviour researchers (Caillier, 2016; Gupta & Sharma, 2018) specify as extra role performance; an indicator of affectively committed employees.

Policing calls for a culture of uncertainty acceptance concerning readily anticipating and accepting volatility, uncertainty, complexity and ambiguity. These are prerequisites for being stimulated by change and new opportunities (Griffin & Pustay, 2007). Among key indicators of a culture of uncertainty acceptance in leadership from a perspective of inclusive leadership, is having a leader-follower centric approach in policing. The traditional approach is leader-centric (Javed et al., 2018). It is characterised by uncertainty avoidance that prefers routineness and hierarchical leadership processes full of rigidity. Such leadership approaches exclude followers from critical inclusivity processes such as participatory decision-making, with the resultant perception of being sidelined by the leadership and the organization. Police officers who have the perception that they are treated fairly by their organization during decision-making processes have more commitment to their work with fewer chances of

organizational misbehaviours. They have high affective commitment. Police officers who have the perception of unfair treatment during decision-making processes develop organizational cynicism characterized by misconduct such as absenteeism and intention to leave, characterizing lack of affective commitment (Donner et al., 2016). Suicidal tendencies have been recorded in policing related to organizational stress, negative relationships, atypical working hours, drug and substance abuse, with police officers using the guns issued for service to commit suicide (Benitez et al., 2018; Chae & Boyle, 2013). Such occurrences and behaviours reflect lack of affective commitment. They may also be a reflection of mismatch between organizational processes, personality and organizational characteristics, which are key parameters towards cultivating organizational commitment. Although no research focusing collectively on organizational commitment, affective commitment, organizational processes and generational diversity leadership has been done at the NPS, the report by KNCHR & CHR (2015) indicated mistreatment of junior officers by the seniors in NPS points towards organizational injustice by those in leadership. This could erode affective commitment, a critical point of connectivity of the variables in this study.

Continuance commitment

Continuance commitment is one of the dimensions of the organizational commitment construct. It is related to the comparative perspective between the need to leave the organization and the cost of leaving, with the perceived cost of leaving being so high in some organizations due to side-bets or organizational investments such that an employee develops continuance commitment despite failure to exhibit continuance commitment (SGEM, 2014). The external environment may contribute significantly together with the nature of a job an employee is professionally qualified in by reducing the alternatives towards an employee's

departure from the current job thus adding to the antecedents and consequent exhibition of continuance commitment (Woon, Tan & Nasurdin, 2017). As suggested by Woon et al. (2017), continuance commitment has a chain of predictors that can be summed up as; person, tasks, organization and external environment related. This study focused on the first three in relation to the research variables. The grey areas of having two sub - dimensions of the continuance commitment construct namely; high sacrifices and low alternatives in the three - dimensional model used in measuring the dimensions of the organizational commitment construct have generated interest from academics concerning the need for validity (Jaros & Culpepper, 2014; Vandenberghe, Mignonac & Manville, 2015). Continuance commitment is positively related to burnout dimensions including employees being emotionally exhausted. Emotional exhaustion is a task, person and organization related perspective. It results in an employee developing feelings of underperformance (Garland et al., 2014).

In NPS, there have been the annual corruption perception surveys with damning reports and poor ranking of the NPS and reports on human rights abuse including extrajudicial killings (KNCHR & CHR, 2015; TI-Kenya, 2016). Forming NPS statuses might affect the continuance commitment of NPS officers from the lenses of underperformance. These statuses are related to person, organization, task and external environment perspectives. Person-related is dependent on personal values (Eva, Prajogo & Cooper, 2017). Organization-related perspectives are dependent on fit organization (Taghvaei - Keshtkar & Riahi, 2016). A clear understanding of the construct of personal values of employees and group values by organizational leadership is key to understanding their behaviours, preferences, attitudes and decision making approaches (Noor et al., 2018). Empirical findings suggest that Gen Y and Gen X have low levels of organizational loyalty. Gen X has high regards for personal and organizational values. Gen Y rates personal values more than organizational values, a matrix

that points towards generational differences and even similarities that might affect organizational commitment in different ways (Jena, 2016). The behaviours of decision making of the two generations are different; a scenario evidenced by the two divergent approaches to conflict management. Gen X uses a win-win approach in line with their conscientiousness personality while Gen Y uses a dominating dimension (Mukundan et al., 2013). Such generational differences in behaviour based on personal values might elicit decisions to leave an organization even if affective commitment exists: cases that can be aggravated by differences in conflict management styles between the two generations.

Normative commitment

Normative commitment was the last dimension of the current OC construct to emerge in organizational commitment literature and organizational commitment measurement scales (Allen & Meyer, 1990; Vandenberghe et al., 2015). It is a component that represents the employees' obligation to fulfill organizational expectations as a pre - condition to avoiding emotions of guilt and meeting the expectations of other employees and the organization, a form of introjection as suggested by Meyer, Becker, & Vandenberghe (2004) in Vandenberghe et al. (2015). The moral obligation to stay in the organization coupled with staying behaviour as a mandatory personal responsibility constitutes normative commitment (Balassiano & Salles, 2012).

It is a reciprocity thought process and consequent behaviour concerning benefits received by the employee from the organization through organizational processes and the leadership (Gelaidan & Ahmad, 2013). This implies that organizational commitment has a relatedness context relative to how an employee feels valued and appreciated within the organization. There exists a conflict of thought in relation towards whether organizational

commitment is self-determined or is as a result of the organizational expectation. Some academics argue that self-determination is subject to the extent to which an employee perceives limited alternatives (Vandenberghe et al., 2015). Meyer & Parfyonova (2010) posit that normative commitment is self-determined when the employee has the desire to undertake tasks and roles from within. These arguments are summed up concerning the correlation between the antecedents and consequences of affective and continuance commitment, with research suggesting that there is a relative relationship in terms of commitment profiles that involve affective and continuance commitment. High affective commitment influences positive outcomes on normative commitment (Stanley et al., 2013). Two lenses on which to view normative commitment exist. They are the indebted obligation perception and hence consequent behaviour and the moral duty to remain a member of the organization in order to serve (Jaros, 2017). There is a thin line between the two as argued across different spectra of scholars of organizational commitment (Meyer & Parfyonova, 2012; Somers, 2010). Whereas the moral duty perspective is more of an intrinsic behaviour and linked to affective commitment, the indebted obligation with its consequent conscience to reciprocate is an extrinsic behaviour. The more intrinsic the normative commitment is, the more powerful it is in predicting desirable organizational commitment behaviours such as organizational citizenship behavior and reduced turnover intention with better stress management. The more extrinsic the normative commitment is, then the more the chances of it having little or no impact on the organizational commitment behaviours core towards extra role performances. These arguments resonate with the discussion indicating the central role of organizational culture including motivation, organizational reinforcement behaviours and officer's autonomy (Sharma & Sinha, 2015).

Organizational commitment and inclusive leadership

Each of the organizational processes in this study has reflected its place in inclusive leadership from the context of leader-follower centric interrelationships whose outcomes are perceptions, knowledge and behaviors that serve as key antecedents of organizational commitment. Learning as one of the dimensions of inclusive leadership has been contextualized to the NPS context in line with the dilemma of past and current unethical and immoral police behavior. The outcomes of leader - follower centric disclosures based on the ethical and moral perspectives of inclusive leadership are premised on an aspect of AL as part of the shared practices between AL and inclusive leadership. In this regard, the openness of the leader through relational transparency of disclosures of past unethical behaviors serves as an experiential learning process for the follower with reciprocity of follower being follower relational transparency. These leader-follower co-created behaviors have the effect of influencing positive behaviors right from positive behavioral change core towards embracing ethical and moral behaviors. These are strong antecedents of high organizational commitment being intrinsic behaviors which would be hard to influence through the documented unethical NPS behavior. Under leadership communication this study factored empirical findings on the unidirectional leadership communication of the NPS with recommendations on the need for a leadership style that delivers bidirectional leadership communication (Joseph et al., 2016). The observed role of leadership communication towards effective leadership and organizational commitment is significant for NPS as an organization with correspondent needs, structures and roles of leadership communication (Brown et al., 2019). Of significance is the role of leadership communication that allows a leader-follower centric context, irrespective of the existing hierarchical and chain of command structure. It enhances sharing of information, feelings, desires, creative and innovative ideas, dialogues between leaders and followers

across diverse ranks and ages; a critical practice of inclusive leadership (Hollander, 2012). It flattens the classical hierarchical leadership communication and adds more value to leadership communication and the involvement of leaders and followers in ownership of the organizational destiny. Perceptions of being valued through leader-centric leadership communication catalyses more commitment and extra role behavior as reciprocity from followers for organizational engagement through the given roles and tasks. This marks followers' organizational commitment with consequent innovative work behaviors core for organizational excellence being a core outcome (Fang et al., 2019).

Relational mentoring is a dyadic interrelationship that has critical outcomes leveraged on the signature of inclusive leadership of a leader-follower centric approach. From the work related context of a police organization, the atypical working hours, conflicts, fatalities, casualties, disruptions, crisis, different types of stressors and traumas, relational mentoring answers to the call of need for psychosocial support (APA, 2013). Psychosocial support by leaders and peers is a critical organizational duty to the affected officers with outcomes being resilience and wellbeing (Lopez et al., 2019). Positive perceptions, knowledge and behaviors are developed as reciprocity by the officers; indicators of organizational commitment and hence the desire to remain members of the policing organization. In view of the leadership practice of allowing followers to take leadership roles, relational mentoring avails opportunities for senior officers to be mentored by junior officers in line with the moral self and social awareness of such officers. From the relationships of each organizational process to inclusive leadership practice and correspondent leader - follower centric interrelationships, inclusive leadership as a multi - dimensional construct has identified relationships with organizational commitment.

Hence the proposed null hypothesis:

H₀4: Inclusive leadership has no significant effect on organizational commitment of the NPS.

Generational diversity

From the Centre for Generational Kinetics (CGK), a generation is a group of people who share a period of birth, place of upbringing and events including major breakthroughs, disruptive changes, political upheavals and disasters in their time (CGK, 2016). Generational changes have a wide spectrum with part of them having desirable attitudes, perceptions and behaviours. The other part has destructive perceptions, attitudes and behaviours (Twenge, 2017). Age diversity is a critical dimension. Micro - level organizational diversity context is characterized by different communication, cognitive, behavioural, values, attitudes and leadership perspectives in the workforce (de Waal, Peters & Broekhuizen, 2017; Takinawa et al., 2017). There are contextual dimensions of organizational diversity which have had major focus by researchers namely: ethnicity, religion, gender and persons with disability (Kalargyrou & Costen, 2017; Takinawa et al., 2017). Different countries have different national, regional or world defining moments and events for each set of cohorts, as seen in the apartheid era that defines Gen X of South Africa and the post-emergency and post-independence period that defines the Kenyan Gen X (Duh & Struwig, 2015).

Singapore groups its Gen Y as those born in 1980s and 1990s (Timperio et al., 2016). Singapore got her independence on 9th August 1965, about two years after Kenya. The study by Timperio et al. (2016) alludes to the fact that there has been scanty research focus on Gen Y in Singapore. It does not in any way attempt to justify why it uses the same generational cohorts as other regions such as South Africa which got its independence 29 years after Singapore, 45 years after Taiwan and 218 years after the USA. In line with the cohort theory, groups of persons growing together around the same place and time have similar experiences

that correspondingly shape critical characteristics including perceptions, values, beliefs, attitudes and behaviours (Ropes, 2013).

Major events and moments used in coining the generational terms had in one way or the other affected the cohorts during their formative ages. This is as seen in the effects of the first and second world wars, global recession, activism, Human immunodeficiency virus (HIV/AIDS) and the Internet with the current dilemma of emerging Jihadist terrorism. The independence and post-independence generations of Kenya went through a new era of a single - party state characterized by independence, detentions, human rights abuses and a resultant new form of human rights activism, followed by the clamour for a multiparty system (Oyugi, Wanyande & Odhiambo - Mbai, 2003; Young, 1995).

Global, continental, regional and national events occurring between 1980 and 1990 including economic recession, trade liberalization , innovative information ,communication technology, multiparty democratic spaces and activities impacted on Gen Y (the generation born between 1980 and 2000) (Gertz, 2009). Gen Z, born after 2000, is deep in the trend of internet of things (IOT), with a unique global social media context. These are part of the complexities arising from globalization, affecting their ways of life (Mansour, 2017).

Unfortunately, in the chronology of definitions of leadership and leaders, there has been no leadership descriptor of how to lead different ages under generational diversity leadership (Pinelli et al., 2018). This is no leadership vacuum. It only needs authentic leadership as part of the role of adaptive leadership core towards agile authentic response and leading through generational complexities (Mansour, 2018). Two researches by Hass Consult (2017) and Mark (2017) focused on marketing related use of cellphones and emerging changes in the property market in Kenya. They had their focus on Kenyan Millennials whom they identified despite not having any grounds to justify their adoption of the word, an indication of use of the

generational diversity terms in line with global trends. The research on board diversity and inclusion in Kenya by KIM in 2017 captured age diversity regarding Millennials as part of global trends (Njihia, 2017). The important point in support of the cohort theory is that having had their attitudes, values and behaviours shaped at a normative stage, there is a consequent impact of the same in the attitudes, values and behaviours those generations enter into the workplace with (Ropes, 2013). Despite several researches showing the distinct generational differences across generations (Anderson et al., 2017), there are several scholars with contrary opinions (Constanza et al., 2012; Stassen, Anseel, & Levecque, 2016) and in particular on the effect of such differences on organizational behaviours such as organizational commitment. Several empirical findings (Jauhari & Singh, 2013; Nielsen & Nielsen, 2013) are suggestive and supportive of the need for the development of an organizational climate that nurtures an inclusivity climate perception. They prescribe that this should be done across individuals and groups, citing it as a critical antecedent for employee loyalty and commitment.

In spite of many organizations having a HRM structure and culture that ensures recruitment processes bring on board relevant workforce diversity, contemporary diversity leadership practices are yet to accommodate diversity (Davis et al., 2016). This has resulted in the existing organizational diversity approaches being detrimental to relational practices among diverse members of the workforce (Hur, 2013; Sabharwal, 2014), with a need to rethink organizational cultures through leadership, organizational processes and organizational change as witnessed in the strategic intervention at Australian Esso (Davis et al., 2016; Evans, 2014). Generational workforce diversity is one critical source of organizational complexity placing a huge demand on the need for effective generational diversity approaches (Jain & Duggal, 2018; Mansour, 2017), through interventions that involve effective leadership, leadership communication, networking through mentoring and learning (Kaminska &

Borzillo, 2018; Noonan et al., 2017; Palomares, 2018). Globally, each generation presents different sets of challenges to leadership concerning its attitudes, values, leadership preferences, social identity and response to organizational changes (Gotsis & Grimani, 2016; Yahaya & Ebrahim, 2016). This then calls for leadership that is not only able to understand the contextual uniqueness of each generation but also able to objectively analyse the differences and come up with effective leadership that enhances the strengths of each generation while synergizing the different generations through engagement geared towards organizational commitment. Authors and researchers of organizational leadership Tanikawa et al. (2017) have profiled the older generations as having unique work values and behaviours distinct from those of Gen Y (Fishman, 2016; Fraher, 2017). Gen X consequently has attitudes about Gen Y. This is a type of stereotyping that could hinder the effective application of effective leadership processes such as inclusive internal communication core towards enabling, empowering and unlocking the immense potentials of Millennials (Sprinkle & Urick, 2018; Zugaro & Zugaro, 2017). Stereotype behaviour affects the individual, team and group performance through intrapersonal and interpersonal conflicts. They could be dysfunctional towards various organizational processes including: communication, decision - making, coaching and mentoring (Ivancevich et al., 2014). This could ultimately affect individual, team and group commitment if there is no inclusive generational leadership to defuse it in the 21st century's globalized organizations.

Generational diversity and inclusive leadership

Owing to globalization, a variety of complexities premised on diversity, as seen in the challenge on generational diversity in the workplace and in the public, demand flexibility leveraged on inclusive leadership. Generational diversity offers a complexity context

characterized by differentiated employees' needs and attitudes that demand inclusive leadership concerning respecting the differences and using leadership practices that not only meet the diverse expectations of the employees but also enhance the commitment levels of each employee through organizational processes such as learning (Ye et al., 2018). Unfortunately, empirical studies of the role of leadership in cultivating an inclusive organizational culture is limited with a skewed management based approach to diversity leaving the vacuum of identifying the role of diversity leadership (Howell and Costley, 2006 in Jin et al., 2017). Diversity studies have largely focused on demographics of groups and organizations. Inclusion delivers a new context of having diversity leveraged and integrated into workplace organizational processes, leadership and environment (Wasserman, Gallegos & Ferdman, 2007).

Unfortunately, there has been little attention on the link between inclusive leadership and diversity, ingredients of inclusive leadership and available guidelines on how to measure inclusive leadership (Randel et al., 2016). The macroevolution catalyzed by globalization has placed a high price on leadership through the need for positive thinking, energy and courage that embraces more diversity within organizations with a deliberate effort on high quality leader - follower relationships (Wuffli, 2016). This marks as further enunciated, the hallmark of inclusive leadership that is not only holistic but accommodative, open - minded, empathic, transparent, innovative, dynamic, normative and capable of building bridges across different diversities within the organization. Inclusive leadership's four key principles from an organizational context are: dynamism and a change oriented mindset, horizontal presence through building of bridges across diversities in people and situations, being holistic and having applicability across the organization and showing explicit normative behaviours concerning leader's ethics and virtues (Bennis & Nanus, 1996; Wuffli, 2016). With time, some

leadership definitions have shown exclusion as depicted in the great man theory. Others have had a focal point on big and bold leadership that delivers salvation (Gardner, 1990; Neyfakh, 2013), with leader-centric approaches further alienating followers, a form of exclusion (Javed et al., 2018). People leadership in an organization must have the capacities to elicit energy, time and courage towards organizational goals through belief systems woven in ethics, values, teamwork, respect, trust, sharing of knowledge and experiences (Pauget & Chauvel, 2017; Talgam, 2015). By aligning actions with shared values, inclusive leadership must have a firm understanding of its beliefs and values coupled with not only sharing them with the followers but also consistency in their daily practice thus ensuring a leadership practice that models the way (Adapa & Sheridan, 2018; Kouzes & Posner, 2007).

Leadership communication under inclusive leadership allows for testing of the leader's consistency concerning AL-based relational transparency and internal moral perspective owing to the direct relationship between the mode of leadership communication and the consequent perception by the generationally diverse followers about a leader's mode of leading (Brown et al., 2019). Communication in inclusive leadership in a generationally diverse workforce then should be anchored on building high quality LMX relational practices and exchanges being premised on the leader's effectiveness in communication through inclusivity in; questioning, precision and expressiveness (Brown et al., 2019). This is a critical factor towards inclusive leadership in generationally diverse workforces.

Inclusion through diversity leadership calls for organizational processes, systems, leadership and values whose focus is the empowerment of the heterogeneous workforce through frameworks that deliver inclusive interpersonal and intergroup climate, which ultimately enhances followers' learning of inclusive behaviours (Boekhorst, 2015). For organizations lacking such frameworks, the leadership through its moral perspective should

initiate relevant changes in processes, systems and leadership core towards having inclusive leadership practice as a form of effective leadership.

The intrinsically relational construct of inclusive leadership then has a nexus with AL through its fostering of moral courage, ethical mutual influence, authentic relational practices and collective adaptation to complex diversity challenges, representing ideals of an inclusive workplace (Boekhorst, 2015; Gallegos, 2014). Inclusive leadership behaviour is characterized by authenticity, transparency in the decision -making processes, moral and ethical justification for the inclusive culture and flexibility to resistance to the inclusive leadership culture (Ferdman, 2014). The leader's role in developing an experience of inclusion for diverse individuals through their values, practices, communication, genuine discourses and commitment to diversity serve as critical antecedents to inclusive leadership (Mor Barak, 2011; Podsiadlowski et al. in Contrill et al., 2014; Shore et al., 2011). Trust, autonomous behaviour, authenticity, leader development, collaboration, moral courage, self-awareness and sharing of experiences, generated out of this inclusive leadership practice enhance organizational commitment across the spectrum of employees' diversity to the leader, the organizational processes, shared values, dyads, groups, teams and ethics. Through inclusive leadership, the leader is accessible, available and open. Over and above these, values invite followers to the leadership table while appreciating and respecting their diversity and diverse viewpoints; being conscious of a leader's role of providing relevant resources to the followers (Choi, Tran & Park, 2015).

Generational diversity leadership

A comparative analysis empirical study involving Japanese and German organizations from the context of ageing workforce shows different leadership approaches and preferences

towards diversity management (Kemper, Bader & Froese, 2016). Japanese organizations place emphasis on communication and specific human resources practices.

German organizations have a critical focus on diversity management practices (Kemper et al., 2016). The implication herein is that inclusive leadership focusing on generational diversity leadership has many factors to look at relative to the organizational, generational and country contexts, from the traditional overreliance of diversity studies and leadership theorizing from a Western context (Drabe, Hauff & Richter, 2015; Gotsis & Grimani, 2016), a vital point of uniqueness for this study. It factors in generational diversity in a public sector organization offering critical safety and security services in a developing African country; a venture into an area hitherto uncharted from an organizational leadership research context.

Leadership is contextual with the responsibility of understanding underlying leadership and organizational contexts such as the generational diversity context with the consequent need for leadership styles that infuse effective leadership practices characterized by agility and flexibility (Kaminska & Borzillo, 2018; Waller et al, 2017). As research has shown, diverse teams deliver cognitive diversity and consequently higher levels of creativity, innovation and engagement but only if there is inclusive leadership (Frost, 2018). In NPS this diversity thrives characterised by skills, knowledge, experience, abilities, age, gender, education, rank, service and ethnicity.

Self-awareness is a critical component of authentic leadership and authentic leadership development. It sets a crucial pathway for leadership core towards effective inclusive leadership in a generationally diverse organizational context. Self-awareness in an organization bombarded by regular public complaints and chain of surveys showing a high prevalence of corruption, mistrust, injustice and lack of commitment among its employees,

such as the NPS, is vital in delivering a moral purpose. Such moral purpose can only be shared if it is fully internalized within individual employees who can then propagate it across groups and teams through inclusive leadership (Shapira-Lishchinsky & Levy-Gazenfrantz, 2015). In its absence the NPS runs into the danger of having a service suffering from the Fergusson effect with consequent inactions of depolicing characterising low organizational commitment. A raft of organizational processes through which AL can enhance a moral purpose paradigm exists delivering self - awareness, moral perspective, relational transparency and balanced processing in individuals and groups across different generations (Shapira-Lishchinsky & Levy-Gazenfrantz, 2015). This can result in organizational commitment focusing on ethical, efficient, effective and economical service delivery, a status that the NPS has been found wanting in through surveys and reports (Hope, 2019).

For the NPS, AL and development of authentic leadership would then be fundamental in delivering organizational commitment as envisaged within the on-going NPS reforms and anchored in the Constitution of Kenya through ethical decision-making processes, professional cognitive processes and going beyond the call of duty through organizational citizenship behavior. Across generationally diverse organizations is a matrix made up of social identities and relational exchanges between leaders and leaders, followers and leaders, followers and followers (Gotsis & Grmani, 2016). Quality relational leadership between leaders and followers is enhanced through leadership that ensures that followers have access to organizational resources core towards the execution of their tasks including organizational citizenship behavior and innovative work behaviours (Afsar et al., 2014). Such employees have access to their cognitive processes, those of others, the leader and organizational resources, with the resultant perception of empowerment and psychological safety, culminating in higher levels of organizational commitment (Javed et al., 2017). Inclusive

leaders allow for their followers to be fully involved in decision making and enhancing organizational justice through fairness in sharing of organizational resources and outcomes in line with the LMX theory (Park et al., 2016). LMX is core. It focuses on a fully functional organizational continuum involving mutual respect, anticipated strengthening of reciprocity in the trust built and expectation that the relational obligation will grow beyond the career based perspective into other leader-member partnerships (Graen & Uhl-Bien, 1995). The trust of the followers on the leader catalyzed by inclusion in decision making, fairness in distribution of rewards through organizational justice and empowerment propagates trust between and among followers which enhances the integration of diverse generations through their relational processes in dyads, groups, teams and as an organization (Alvinius et al., 2017; Bass, 1985; Urlick et al., 2016; Yukl, 2013). This motivates the employees towards meeting their obligations thus impacting positively on organizational commitment. In a generationally diverse workforce, the outcomes of high - quality LMX through member development concerning self - efficacy, knowledge, skills, ability to share experiences and increased tolerance for diverse views become critical antecedents towards socialization with different generations (Miron - Spektor & Beenen, 2015; Runhaar et al., 2016). The high-quality LMX further reduces the chances of high turnover. This implies a positive effect on continuance commitment, besides increasing overall organizational commitment (Kaupilla, 2016; Mroz & Allen, 2015).

Within police services are different types of diversities which include: gender, age, tenure of service and seniority a demographic scenario observed globally across policing organizations. Research studies have shown that there are higher levels of organizational commitment in line with rank seniority, coupled with a corresponding decrease in the standard deviations of means as one goes up the seniority categories (Metcalf & Dick, 2001). The

study further shows that there are also statistically significant differences in the organizational commitment across ranks. Other scholars have asserted that senior level managers have higher organizational commitment levels than their juniors (Kumari & Priya, 2017; Mercurio, 2015). In NPS, there is an empirical assertion that older and at times senior police officers are cynical against the younger junior ones, hence affecting the organizational commitment of the younger officers negatively (Warf, 2017; IPOA, 2017). This contradicts the findings and expectations of the studies by Kumari & Priya (2017) indicating a dilemma of leadership and age in relation to NPS organizational commitment. Generational diversity has correspondent dichotomies concerning attitudes, perceptions and behaviours with plausible effects on the interrelations within and across organizations (de Waal et al., 2017). This then qualifies the need for this study to understand the basis for generational diversity leadership, extent to which there is generational diversity leadership and how it affects the relationship between inclusive leadership and organizational commitment in NPS.

Hence the hypotheses:

H₀₅: Generational diversity leadership has no significant effect on the relationship between inclusive leadership and organizational commitment of the NPS.

Public Service Reforms in Kenya

All over the world, the role of government has been, still remains and is expected to be: provision of safety and security, law and order, accountability, social justice, public participation and effectively, efficiently, ethically and economically deliver services (Lim & Lim, 2014). To achieve this, the government is supposed to undertake a duality of functions of being a controller and regulator, convener and aggregator, nurturer and facilitator. As a controller, the government has the role of ensuring that there is a functional economy with

fidelity and prudence in the management of national assets. As a regulator the government has the critical role of delivering safety, security, rule of law and public order (Lim & Lim, 2014). Convening involves the activity of bringing people together in order to share ideas, learn collectively and brainstorm on national challenges. Aggregation involves putting together the best ideas, innovations and proposals into national frameworks core towards shaping the destiny of the nation.

Singapore set a best practice of public sector governance through continuous public sector improvement with local, regional and global accolades. This is a process that started right from its internal self government, through its independence in 1965 to date (Saxena, 2011). This has been leveraged on four key governance pillars. The first one is acknowledging that leadership characterized by values of vision, moral courage, conviction and integrity is pivotal towards effective public sector governance. Second is the culture of anticipating change and always remaining relevant in the face of crisis, achieved through refusal to have comfort zones mentality that leverages on past glamor but instead to have openness to new ideas and change. Internalizing meritocracy across all stations of work involving the mantra of rewarding for work and working for reward is the third pillar, with fairness through an inclusive leadership approach where there is a stake for everyone and opportunities for each individual being the fourth pillar (Lee, 2000; Lim & Lim, 2014; Saxena, 2011).

This saw Singapore move from a third world country to a first world country within a generation, owing to the exemplary public service cadre and culture that it nurtured, sustained and has continuously bettered (Lee, 2000; Saxena, 2011). Among the outcomes of the Singapore transformation include: initiating the Singapore Cooperation Program which has offered public service management and governance programs to over a 100,000 government

officials from over 170 countries through the stellar Singapore Cooperation Program Training Award (Saxena, 2011).

This is meant to help Singapore share her experiences in the transformation journey covering the past and current experiences, best practices and lessons learnt. By extension Singapore learns from the participating nations besides developing long lasting bilateral partnerships that add value beyond the shared learning. By availing knowledge Singapore show cases the role of leadership in bringing other nations to their level of knowledge, expertise, values, innovation and informational technology applications. Contextually, this marks inclusive leadership practice at a global level in line with the inclusion of all countries since Singapore has partnerships with the developed and developing countries. Singapore shows inclusive leadership through genuine concern towards the need for other nations to achieve heights of greatness through transformation of their public service. Singapore has exemplified inclusive leadership approaches by bringing on board the role of moral courage in leadership and flexibility towards anticipating change away from rigidity; hallmarks of inclusive leadership in public service reforms, leadership and management. In spite of the observed difficulties in reforming public sectors by World Bank with many countries opting out of reform processes, Singapore had the resolute focus on what it wanted and what it had to sacrifice in order to achieve transformation (World Bank, 2008). In particular the key attribute was authentic leadership which had moral and ethical courage to stay course in spite of challenges (Lee, 2000). Singapore applies learning and relational mentoring contexts in bringing on board many nations to learn and go through a nurturing program whose outcomes are national development; further showing a contextualized form of inclusive leadership between nations; a new paradigm as analysed from the context of this study. Kenya has had

attempts at public service reforms right from independence to the promulgation of the Constitution in 2010 anchoring a new space for public service reforms on the need for a more effective, ethical, economical and effective public sector in line with (CoK, 2010; Kilelo, Beru & Nassiuma, 2015). Reform measures in public service in line with the role of government are far-reaching. They include: financial and fiscal, civil service, legal and judicial and devolution reforms with outcomes of improved governance, transparency and accountability (African Development Bank, 2005). The post independence era saw the public service take the description of a bureaucratic oligarchy owing to its high politicization which was said to be unethical and lacking professionalism with a number of commissions set to look into ways of reforming the service (Economic Commission for Africa, 2010). The commissions were: The Pratt Commission, 1963; The Miller-Graig Commission, 1966; The Ndegwa Commission, 1971; The Waruhiu Committee, 1979; The Ramtu Committee, 1985; The Mbithi Committee, 1990 and The Munene Committee, 1996 (Economic Commission for Africa, 2010). All these efforts of enhancing efficiency and productivity saw the formulation and adoption of the Civil Service Reform Programme and Action Plan I (CSRP I); which with time failed to achieve set goals (Kilelo et al., 2015). CSRP I was revised giving CRSP II with attempts at implementation between 1999 and 2002. Despite the well-articulated key priority areas, CSRP II failed partly due to political change and injection of new reforms (Hope, 2012).

In coming up with the Public Service Transformation Framework of Kenya the then Ministry of Public Service, Youth and Gender (2017), acknowledged the limited resources it had against the enormous expectations of the public, with a correspondent need for prudence and effective strategic deployment of the limited resources to achieve key priorities. This was an important aspect of government. It showed moral courage in line with its roles of being

controller and regulator, convener and aggregator, nurturer and facilitator. As a guide towards a change process, the framework guided institutions on how to review their critical public leadership and management documents and align them accordingly in a prioritized manner with the Vision 2030 (GoK, 2007). This called for the review of the institutional policies, legislations and regulations as the key vessels of strategic leadership and management. Key components of inclusive leadership of the framework development and consequent implementation process from a national government perspective was in its acceptance of the existing challenges, use of a public participatory approach in coming up with the document and a subsequent guidance of the inclusive approach in its implementation. This resonated with the value of public participation as captured in the CoK, 2010 and as further guided in County Government Act, 2011 which was as a result of need for the restructuring of governance and resource distribution owing to marginalization of some Kenyan communities.

A key focus of the framework was on the articulate reform process focusing on deliberately well planned change with set outcomes and impacts in tandem with the expectations of the Kenyan people. The leadership style envisaged for the success and hence achievement of transformation was transformational leadership underpinning the role of leadership in the reform process. The link between the reform process and the on - going police reforms is in the anticipated transformation of the public service; a task calling for unique leadership values including moral courage, setting in place ethical climates and authenticity.

Currently, NPS is undergoing reforms that have the genesis in long held views, complaints and cases pointing to a police force that was politicized, brutal, lacked civility and above the rule of law. A failed police service is an indictment of the national government as it

has the regulator role of delivering safety and security, rule of law and public order (Lim & Lim, 2014). By failing to meet its mandate, the government jeopardizes safety and security resulting in a threat to the public and national assets. The recommendations of the CPIPEV, National Task Force on Police Reforms and the CoK, 2010 saw the reform agenda of the former KPF start off. Although reforms have good intentions, the NPS, NPSC, Ministry of Public Service and Gender Affairs and the national government need to have a critical look at the nature of leadership across different stakeholder institutions core towards making the on-going NPS reforms a success. They need to further analyse the Singapore public service reform agenda including the Public Service for the 21st Century (PS21) approach and lessons learnt as part of the institutional and national self - awareness core towards reforms leadership. This study set to investigate a critical nexus between inclusive leadership and organizational commitment with some light being shed towards the reform agenda.

The National Police Service

The National Police Service of Kenya is made up of the APS, DCI and KPS as the key strategic police groups mandated with the NPS mandates outlined in the NPS Act, 2011 and the NPS am. It is headed by an Inspector General of Police; an office that was established as a result of the police reforms recommended by CIPEV and the National Task Force on Police Reforms and guided by the CoK, 2010 (CIPEV, 2009; IAU, 2016). The reforms set to address public outcry against the KPF as seen in the complaints by human rights organizations and the public in regard to; extra judicial killings, high levels of corruption, partisanship in political conflicts, brutality, inaction and incivility (CIPEV, 2009). Police reforms were meant to entrench the rule of law within the police service following gross violation of human rights by KPF: violations that had been consistently documented by the international community long

before the post-election violence (Amnesty International (AI), 2013). The reforms leveraged on the new public management theory where governments should simultaneously be customer and service-oriented through effective, efficient, ethical and economical service delivery (Joseph et al., 2016). This resonated with the expected relevant competencies in line with the Competency Framework for the Public Service through localization of the guiding values across public organizations among which is professionalism, integrity and respecting diversity across all functions (CFPS, 2017). The CFPS (2017) further lays out the three core competencies. First is strategy which involves visionary planning with citizen based orientation and timeliness in service delivery. The NPS has a mission statement focusing on promoting professional and people-centred police service through community partnerships and rule of law for safe and secure societies (NPS Strategic Plan, 2013–2018). By being people-centred, NPS envisions having a policing practice that has service to the external customer in line with the needs of the public through relevant safety and security policing practices. This is part of the flexibility intended by the reforms. It resonates with the call for leadership flexibility in inclusive leadership.

Community partnership is in line with an understanding of the need for partnerships with the communities as a way of co-creating and co-owning policing in line with emerging role of community policing. This plays a pivotal role in line with the community policing model of NPS. It serves to embolden the National Strategy to Counter Violent Extremism (NSCVE) highlighting the sensitive and critical role of NPS–community partnerships towards a vibrant national security posture. The NSCVE is leveraged on the aspirations of the Government of Kenya of a whole of nation approach towards countering violent extremism (National Counter Terrorism Center, 2016); reflecting an anticipated inclusive leadership approach by the national government. Community policing has a significant role through

flexibility towards inclusive policing and adaptability in undertaking policing through civilians and emerging complex partnerships; a departure from the past forms of police engagements.

It has a key role towards enhancing unique inclusive leadership practices of anticipating change, creating change, co-creating change, questioning past ideas, operational procedures, and processes, and openness to new ideas including emerging disruptive roles of innovative information technology in policing. The second competency under the Competency Framework for the Public Service is technological awareness. It focuses on the employees' relevance through being current with the relevant adoption of technological trends, innovations, being creative and innovative in solving emerging complexities. Adoption of technology in policing world over is a good practice. This is as a proactive and responsive practice to emerging security threats leveraging on cyber spaces and infrastructure. Among them is cyber fraud, hacking, money laundering, counterfeit currencies and cyber radicalization with a need for NPS to have the state of the art equipment, qualified and committed officers to manage the same. Organizational values in managing and operating such equipment demand that officers be moral and ethical owing to the sensitivity and implications of such forensic data and information to national security. Ethical and moral stances of inclusive leadership play a crucial role in ensuring that the officers picked for training and consequent operation of such technology are duly qualified, ethical in their policing practices and fully committed to NPS values. In view of the generational diversity of NPS and noting that Gen Y has unique skills, passion, preference, and knowledge on information technology, fairness in giving them opportunities to leverage on the same becomes a key practice of inclusive leadership. By involving them in informed decision - making pertaining to relevant tooling, training and kitting in line with relevant adoption of information technology, the NPS will have practiced flexibility leveraged on inclusion with

outcomes of commitment to the service. Giving autonomy and tasking the talented officers to participate in innovations core towards modern policing irrespective of their ranks and age will have delivered, co - created and co-owned change with consequent ownership through emotional attachment. Finally, the people based core competency which focuses on effective communication towards sharing of information using relevant laid out channels and modes of communication coupled with effective team work practices. In line with inclusive leadership, communication in NPS has been unidirectional denying followers in different cadres the opportunity to participate in interrogating orders, processes and commands (Joseph et al., 2016). This, as observed empirically, stifles innovation, creativity and imagination; besides creating a perception of having no value to the leadership and organization (Fang et al., 2019; Hollander, 2012). It results in withdrawal of followers' commitment to leaders and the organizational processes.

Although this research study did not focus on the process of police reforms, it is significant to note that the reform agenda as a holistic change process focused on the micro-level part of NPS: the police officer as a follower and leader. Their relational practices at individual, dyadic, group and organizational levels and their organizational commitment profiles serve a critical role towards enacting the values, mission and vision of NPS. This justified a review of the reform process in this study. It illuminated the expected police values, behaviors and the role of leadership in enhancing commitment to the reform process. Reforms deliver diversity in relation to changes in former processes, procedures, actors and systems with the flexibility and adaptability role of inclusive leadership playing a significant role in enhancing followers' adaptability and flexibility to the changes, values and practices. The extent to which fidelity to these organizational changes, values and practices is observed serve

as indicators of organizational commitment and nature of leadership when analysed from the prism of organizational leadership.

Police Reforms in Kenya

Following the contested presidential election results of 2007 and consequent announcement of the winner on December 30, post-election violence erupted. The police force was blamed for inaction and actions that were described as gross violation of human rights (TI, 2016). The violence saw Kenya go to the precipice of social, economic and political collapse (AI, 2013). As part of the conflict management strategies involving a dialogue approach, the Kenya National Dialogue and Reconciliation process was initiated.

It culminated in, among others, recommendations for Police reforms; with CIPEV observing that among the 1,133 post-election violence deaths documented, one in every three deaths was as a result of bullet wounds. To the contrary, the Police Commissioner gave a lower number of post-election violence deaths as being 616, refuting the numbers given by the commission (CPIEV, 2009). CPIEV recommended for the setting in place of a National Task Force on Police Reforms (CIPEV, 2009). The National Task Force on Police Reforms was then constituted with the commission's report recommending for the terminological change of KPF to NPS, followed by elaborate and systematic organizational changes premised on transforming KPF into a service. To enhance this transformation, NPS saw the introduction of the office of IG and new institutions core towards good governance of policing in line with envisaged transformation. These included: NPSC, IPOA and IAU.

As CIPEV was undertaking its inquiry, constitutional reforms saw an elaborate constitution making process under way. It culminated in the promulgation of the Kenya Constitution on August 27, 2010 (CoK, 2010). Among the fundamental changes enshrined in

the constitution were elaborate and far-reaching legislative and institutional changes in the former KPF (CoK, 2010; TI, 2016). The constitution elaborately guided on the relevant legislations needed towards the inclusion of the recommendations of the National Task Force on Police Reforms. In order to enhance implementation of the constitutional reforms, three Acts of Parliament were enacted namely; NPSC Act, 2011, NPS Act, 2011 and IPOA Act, 2011.

The audit report on the Kenya Police reforms identified areas of failed implementation (KNCHR & CHR, 2015). They included: failure to establish a National Police Academy, lack of serious focus on the mission statement, reneging on the agreed duration of recruit training, harassment of junior officers by senior officers and a pending institutionalization of training (KNCHR & CHR, 2015). Empirical findings show that NPS is faced by a number of emerging and existing challenges that call for officers who have high levels of organizational commitment. They include complexities encountered by the NPS at the micro -, meso and macro - levels. Among them is an organizational culture of corruption, changing trends in criminal activities, violent extremism, terrorism, cybercrime, money laundering, disasters, drug trafficking and impacts of political conflicts (KNCHR, 2014; Ministry of Interior and Coordination of National Government, 2016).

New command structure of the NPS

The new NPS command structure as shown in Figure 2.1 is part of the on-going reforms in line with the NPS Act, 2011 and the CoK, 2010 with a firm focus on communication that is vertically bi-directional. This places communication as a critical organizational process towards the much envisaged transformation towards a globally recognize police service. Despite the focus on diversity as a critical shared value of NPS, the NPS reform agenda report

of 2015-2018 points to diversity as one of the least achieved strategic areas of the reform agenda.

Structure of the National Police Service

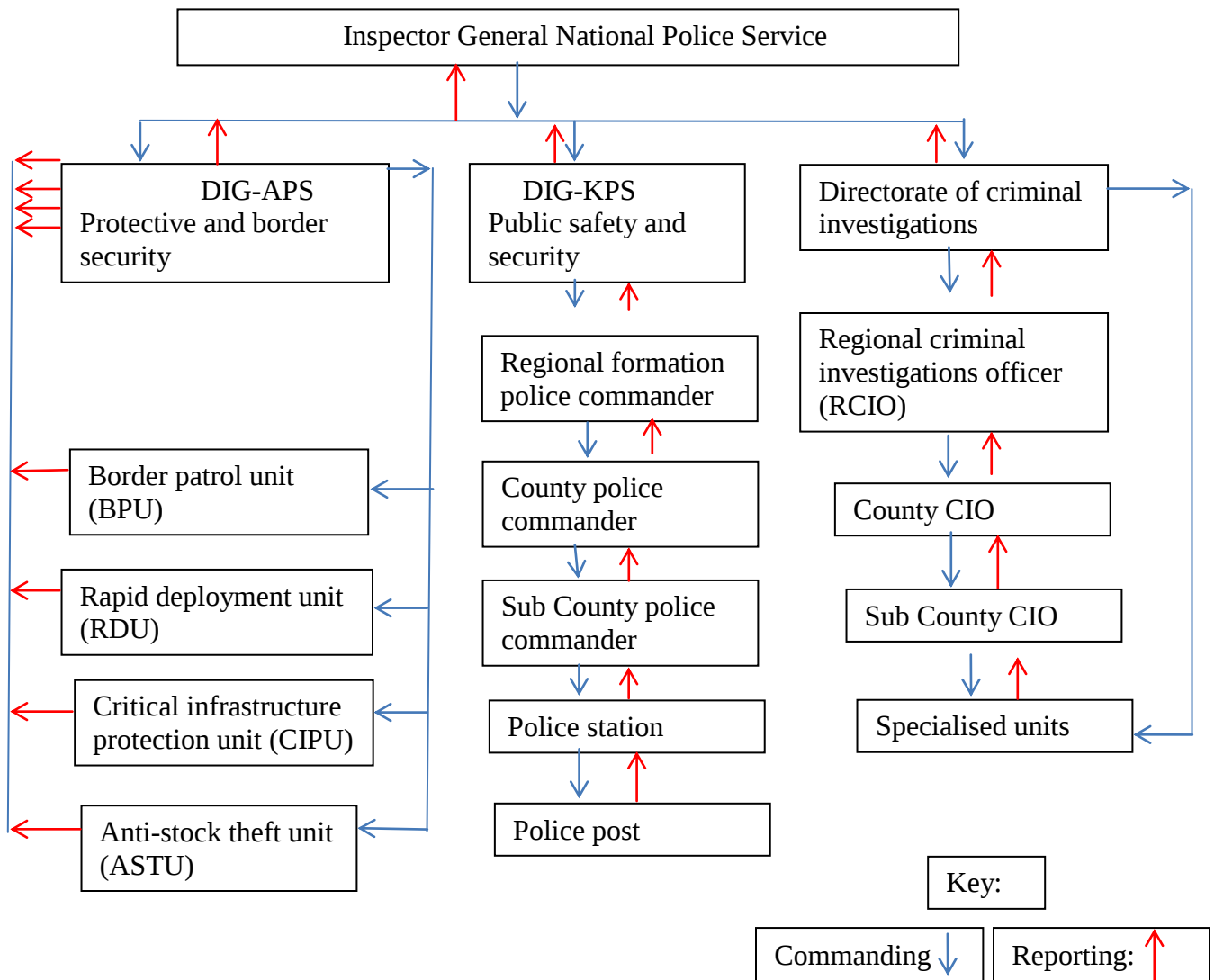


Figure 2.1 (Source: National Police Service, 2019)

Under the new command structure shown in Figure 2.1, NPS has three strategic leadership units : the Director DCI in charge of criminal investigations, DIG - KPS in charge of public safety and security and having the highest number of officers and the DIG - APS in charge of protection and border security through four special units; RBPU, RDU, CIPU and ASTU. Within the structure of public safety and security is the absorption of DCI officers who undertake their operations within the NPS police stations, unlike the protective and border

units who operate from their set out units devoid of the NPS county command structure and away from police stations. Each of these NPS formations has leadership involving command and reporting which calls for relevant use of OP in achieving the intended NPS mission of a service that offers globally recognized services. The police stations are seen as the backbone and pivotal organizational structures through which provision of NPS services is anchored on, with the implication that the leadership practices within the stations have a significant role in delivering a committed police service with consequent engagement, efficient, effective and ethical service delivery. This resonates with Ivancevich et al. (2014) postulation that organizational processes are key to optimizing the organizational structure, systems and culture; a scenario achieved through effective leadership practices.

Effective leadership is characterized by inclusive engagement particularly in a generationally diverse organization where leadership must catalyse moral and ethical courage between generations; a leadership perspective core for NPS (Brown et al., 2019; Luciano et al., 2014; Mousa, 2018). This calls for leadership that drives the high - quality relationship between the recipients of commands and the sources of these commands with moral and ethical courage environments set by the leadership to eliminate organizational cynicism which has been witnessed in NPS.

Loose coupling in form of inaccurate data, incomplete information, poorly defined tasks, denial of autonomy, lack of relational transparency, inconsistent internal moral perspective, and non-supportive feedback by supervisors to their followers creates stress but also reduces the extent of engagement and organizational citizenship behavior, thus affecting organizational commitment negatively (Cronin et al., 2017). In spite of the promotion regulations designed by NPSC, promotions in the NPS are still perceived as unfair, owing to

issues of favoritism and ethnicity (Diphoorn, 2019). It resonates with the observation by Carter (2014) that unfairness in merit based promotions results in perceptions of organizational injustice and consequent organizational distrust. These are antecedents of low organizational commitment besides other effects on the mental wellbeing of officers. The NPS has a new vision and mission following the focus towards the reforms captured in the on-going reform program. The mission is “To provide professional and people-centred police service through community partnership and upholding the rule of law for a safe and secure society”. The vision is: “A dignified world class police service”. To achieve its desired aspirations, NPS saw the introduction of new institutions. The new institutions were as a result of the first set of NPS reforms of 2011-2014, which anchored the new phase of Revised Police Reforms of 2015-2018 (Ministry of Interior and Coordination of National Government (MICNG), 2015).

The NPSC mandate includes: recruitment, appointment, promotions, transfers, welfare, and disciplinary actions coupled with any other functions as may be deemed fit by national legislation (MICNG, 2015). All this is geared towards achieving the mission of the police reforms namely: ‘Quality Policing Services for a Safe and Secure Kenya.’ Increased complexity in the operational environment of policing occasioned by innovations in technology, emerging crimes, crime trends and social behaviours has put a demand on the nature of resourcing, tooling, funding, recruitment, training and operations of police services globally (den Heyer & Mendel, 2018). This is aimed at good governance and quality service delivery internally and externally, with many nations increasing their annual intake of police recruits and restructuring their policing as a response to the complexities of the 21st century (den Heyer & Mendel, 2018; NPS Act, 2011).

Under the reform agenda, the critical role of NPSC of skilling and tooling of NPS resonates well with the global trend. It is expected to achieve transformational change within and without the NPS (NPS Strategic Plan, 2013–2018). Among the expected key result areas under IPOA is improved trust in the police through the restoration of confidence of the public in the police having identified the trust deficit in the public, its implication to public safety and security. The oversight mandate of IPOA focuses on transparency, accountability, professionalism and discipline of officers: critical indicators towards achieving the key result areas and hence the ultimate achievement of desired outputs, outcomes and impacts in the revised NPS reform agenda. In undertaking its mandates IPOA has the roles of investigating complaints against the police and deaths of persons while in police custody followed by consequent recommendations for further action. If a person dies in custody, then NPS must inform IPOA, a critical administrative accountability practice addressing past abuses of police powers. Among the key criminal justice organizations that IPOA has partnership with include the Director of Public Prosecutions (DPP). In line with the intended roles as envisaged by the IPOA Act, 2011, IPOA is an independent authority; totally independent of the NPS, with none of its board of directors being a serving member of NPS. A member should not have served in NPS in the last five years (Commonwealth Human Rights & Release Political Prisoners (CHR & RPP), 2012). The investigations by IPOA focus on perceptions, attitudes and behaviors of officers which then served as sources of secondary data for this study from a perspective of police behavior and misbehavior. The IAU is a directorate mandated with receiving, investigating and resolving complaints against NPS officers by either members of the public or NPS officers within a period of between 60 and 90 days (National Police Service IAU, 2019). Although both IAU and IPOA investigate complaints against the police, IAU investigates less serious complaints with IPOA specifically investigating complaints that have

generated serious public interest (CHR & RPP, 2012). Upon completion of its investigations, IAU forwards its recommendations to the DPP, NPS or IPOA. The IAU provides an environment for openness through its internal mechanism of receiving and investigating complaints (IAU, 2017). This serves as an important space towards increasing trust in the NPS by police officers and the public; a critical mandate of IAU which further catalyses collaboration with communities.

In 2018, Nairobi City County had the highest overall number of complaints at 408 out of a total of the 950 of complaints received nationally (NPS - IAU, 2019). Out of the 408 complaints, 191 were on police inaction, a destructive behavior and a clear indicator of lack of organizational commitment (NPS-IAU, 2019). Although in this latest IAU report there is no column indicating the number of complaints by NPS officers which would be key towards this research, there are specific notable cases in relation to behavior showing lack of organizational commitment by the officers. They include: leaking of confidential information from within the IG's office by two senior officers and a junior officer and complaints by a police constable against a chief inspector who was the officer commanding station (IAU Report, 2019). Each of the officers against whom the complaints were leveled was found culpable. This is an indicator of destructive behavior involving both leaders and followers at senior and junior levels with unethical behaviors that are contrary to the values and mission of the NPS.

It further shows lack of ethical leadership and dysfunctional leader- member exchanges since a leader and follower are colluding to carry out criminal activities. Such destructive behaviors that are contrary to organizational values, mission and vision by individual employees are indicators of lack of organizational commitment. Affectively committed employees exhibit behaviors and attitudes indicating best interest of the organizational goals, vision and values at heart (van Gelderen & Bik, 2016).

Theoretical framework

This is a guiding framework based on existing theory or theories that reflects the research inquiry and hence the hypotheses set by the researcher (Grant & Osanloo, 2014). Theoretical framework captures and factors in key components and concepts of a theory or theories in relation to their congruence and nexus with various contexts of the study. Among the key components of the theory include relevant, theoretical principles, constructs and concepts (Grant & Osanloo, 2014) and their connectedness to the study. Theoretical framework underpins the scope and nature of knowledge that a study sets to illuminate. It determines the study methodology (Adom, Hussein & Agyem, 2018; Ravitch & Carel, 2016). By positioning and contextualising this study on a theoretical framework premised on leadership theories, it oriented the study towards navigating into new knowledge of organizational leadership in a security service, NPS.

This study focused on theories whose application is significant at a micro - level of an organization relative to the three variables: inclusive leadership, generational diversity leadership and organizational commitment, with the intent of integrating the theories within inclusive leadership. The study focused on the following theories: inclusive leadership theory, leader - member exchange theory, authentic leadership theory and organizational commitment theory. Inclusive leadership theory focuses on the leadership practices core towards enhancing the inclusion of individual followers by the leadership into diverse organizational processes geared towards shaping the organizational commitment of followers. Leader - member exchange theory focused in the theoretical framework on the relational leader - member practices that are critical towards affecting the organizational commitment of an employee. Authentic leadership theory interrogated the various leadership practices involving self - awareness, internal moral perspective, relational transparency, balanced processing and their

possible linkages to inclusive leadership and organizational commitment. Organizational commitment focused on how various interrelationships between leaders and followers resulted in the organizational commitment profile of the NPS through each of the dimensions of organizational commitment.

Inclusive leadership theory

The theory of inclusive leadership is about leadership which specifically and deliberately gives authentic attention to the perceptions of followers in relation to their perception about the fairness of their treatment (Hollander, 2012; Jin, Lee & Lee, 2017). Treatment is contextually viewed from the organizational processes through which organizational resources are shared, distributed and availed to followers and through which leader-follower exchanges take place (Jin et al., 2017). This includes both tangible and intangible organizational resources. From a contextual perspective of the NPS these resources include: availability and accessibility of leaders, information, promotions, transfers, deployment, tools, kits, leaves, off duty, training, assignments, commendations, recommendations, psychosocial support, rewards, participation, autonomy, trust, feedback and opportunities.

Depending on the resource and nature of experience of the follower in relation to how the resource was availed, shared or distributed by the leadership or organization, perceptions about the value that leadership and the organization have of the follower are developed (Choi et al., 2014). Experiences of consistency in positive value to follower results in the development of positive perceptions about the leader, organizational processes and organization; which catalyse reciprocity through behaviors way above the set expected behaviors.

These extra-role behaviors are part of the organizational citizenship behaviors among them being whistle blowing on unethical practices within the organization and selfless knowledge sharing behaviors core towards improving the self - efficacy of others. They result in improved trust in the leaders, organizational processes and the organization: critical antecedents of organizational commitment. Organizational citizenship behaviors from a theoretical perspective of inclusive leadership signify high levels of organizational commitment as they are over and above the expected attitudes and behaviors laid out in the contractual agreement. They depict an intrinsic connectivity and identification with the values, mission and vision of the organization with possible commitment of followers towards longer positive engagements with the organization.

Inclusive leadership is at its nascent stages of development. There are limited available guidelines on how to measure the construct (Qi et al., 2019; Randel et al., 2016), coupled with empirical evidence of the role of inclusive leadership in developing high-quality intra-organizational relationships despite organizational complexities, this study set to add critical theoretical and practical values to the field of organizational leadership. As a good leadership practice, the study set to amplify the significant role of inclusive leadership in enhancing positive perceptions and behaviors critical to effective organizational leadership in an organization strategically striving to change its public and global image: the NPS. This was through the study developing an inclusive leadership model of high quality relational practices which would deliberately develop followers' perceptions, values and behaviors vital towards high levels of organizational commitment. High levels of organizational commitment show fidelity to organizational values, processes, vision and mission. In sync with the study unit, fidelity to the core values of NPS resonates with the envisaged quality service delivery

through the rule of law, in tandem with the on-going NPS reform agenda (NPS Act, 2011; NPSC Act, 2011).

The focus on inclusive leadership takes the cue of good practice from the ever on-going attempts at improving leadership forms, styles and practices as an adaptive response towards the ever - emerging complexities across the leadership landscape . The shift from the fixated approach on a leader's physical traits allowed for the journey towards including other personal characteristics earlier ignored; serving towards new lenses of viewing leadership. In line with this changing nature of leadership the study agreed with the emerging need for relational leadership as captured by Carmeli et al. (2010). In this regard this study took the journey of other leadership researchers who have played critical research leadership roles of enriching, critiquing, refining, redefining and developing leadership styles, forms, models, theories and practice. By investigating leadership in a police organization from the lens of inclusive leadership, with full knowledge of the highly hierarchical, command - driven leadership structure and secretive nature, the study set to demystify police hierarchy. This challenges the classical view of hierarchy as a nested space in which leaders and followers have no dyadic interrelationships. It set to achieve this by identifying and qualifying the role of inclusive leadership in surpassing the ranks defined by the organizational structure and creating diffuse high-quality leader-follower relationships across the ranks and generations of the NPS.

Inclusive leadership has the challenge of not only being at its infancy stage but also having the complexity of choice of practices. This is in relation to making decisions on leadership communication which needs to address among other situations the circumstances core towards opening a dialogue in order to explore differences among followers or groups of followers (Wasserman, Gallegos & Ferdman, 2008); openness to alternative ideas from

followers and setting several channels for down-top communication by followers (Nishii & Rich, 2014). This view on inclusive leadership from a leadership communication perspective only gives an incomplete and skewed view with this study leveraging on two other organizational processes: relational mentoring and learning. This is in an endeavor to fill the research gap of lack of comprehensive measures of inclusive leadership and better the measurement guidelines (Carmeli et al., 2010; Randel et al., 2016).

Unlike ethical and transformational leadership where the leader is still at the top and in charge, inclusive leadership, owing to its ethical and virtuous nature, allows the followers to play key leadership roles. Factoring in one of the dimensions stipulated under organizational processes, relational mentoring, a follower can mentor a mentee on specific areas of social or work - related needs. A follower has the leeway and autonomy to rate the mentor who is a leader enhancing the personal and dyadic reflections of the dyad. When viewed from the organizational context and learning dimension, formal and informal learning abound when inclusive leadership is the practice. Pursuant to this the leader through self-awareness discloses on areas of need having identified the follower strengths with consequent learning of the leader. Under leadership communication the autonomy of thought process given to the follower allows for the followers to have discourses that would hitherto have been deemed as inciting, insulting and demeaning by a leader. These among other behaviors developed through inclusive leadership practice enhance wellbeing in bidirectional relational manner: a unique outcome from the practice of inclusive leadership. Inclusive leadership results in follower and leader development through interrelationships developed; unlike transformational leadership which only focuses on the role of the developing followers into leaders.

Leader-member exchange theory

LMX theory, leveraging on the social exchange theory, is characterized by relational exchanges between followers and their supervisors (Atitumpong & Badir, 2018), with the latter playing an organizational leadership role. Through LMX, the leader-follower relationship over time is reinforced by open communication across all members, an indicator of inclusive leadership. Further reinforcement is through involvement of the employee in differentiated organizational processes, a leadership communication perspective meant to overcome leader-follower communication gaps through high-quality relationships (Jayed et al., 2018). Research shows that LMX quality increases with higher levels of inclusive leadership, following the corresponding relational outcomes of constructive feedback, open discourse, trust and commitment by followers (Hsiung, 2012).

Antecedents of LMX relationships include likeability, similarity and perceived similarity from among diverse attributes of leaders and followers (Yukl, 2013). Among these similarities and likeability include gender, age, race, rewards, frequency of communication, leader availability, leader's predictability, decision-making styles and subordinates' perceptions of the leader's listening preferences. An upward influence behavior of followers, a deliberate impression management behavior aiming at making leaders have high positive perceptions of such followers, has been identified (Park, 2017). High quality LMX results in desirable positive outcomes for leadership, followers, teams and the organization, characterized by more sharing of information and knowledge, career progress, increased dyadic mutual trust and support (Hao, Shi, & Yang, 2019; Uhl - Bien & Graen, 1993). High-quality LMX relationships have a dualistic effect owing to obligatory reciprocity feelings of followers, through work behaviour premised on autonomy, close distance to the leader, timely feedback, coupled with the leader's continuous awareness of the needs of the followers,

resulting in follower organizational commitment (Graen & Uhl-Bien, 1995; Kauppila, 2016). Such organizational commitment is exhibited through work behaviours like organizational citizenship behaviour (Kauppila, 2016). Whistle blowing is an example of critical organizational citizenship behaviour in enhancing ethical behaviours through moral courage. At the onset, there is limited information between the leader and follower about each other's type and level of motivation, abilities core to organizational performance and indices of dyadic trust, a scenario that leaves both anticipating each other's speed of giving feedback (Henson & Beehr, 2018).

Policing involves high security risks full of complexities and uncertainties as seen in the emerging criminal and terrorism threats (Mansour, 2017). This calls for unique relational leadership, a critical role of inclusive leadership, with high-quality LMX playing a significant role of provision of quality resources, critical in enhancing organizational commitment (Javed et al., 2017). Open, agile and adaptable leadership practices catalyse positive and high engagement of followers owing to increased quality communication and other social exchanges between leaders and followers (Choi et al., 2015). It dissolves the leader-centrism facade, ultimately creating practices, perceptions and attitudes of inclusivity across the diversities in a modern policing context (Hollander, 2012). Such diversities include hierarchy, gender, education, unit of service, experiences and generations.

It is through organizational processes that LMX exchanges involving leader-member and consequent follower-follower matrices of interactions that the resultant LMX quality develops, underpinning the role of effective leadership in exploring and exploiting organizational processes. Leadership communication is one core organizational process for inclusive communication, an inclusive leadership practice, resulting in an LMX context impacting followers' perception about a leader's authenticity and leadership style, both of

which affect organizational commitment (Brown et al., 2019). Mentoring, another organizational process, has nexus with LMX based on the outcomes of reflective relational practices whose outcomes include leadership development of the leader and follower and consequent improvement of organizational commitment (Kappelman et al., 2016; Windeler & Riemenschneider, 2016). Positive long term engagement, an outcome of authentic LMX between senior officers and junior officers, presents another context of organizational commitment as an LMX outcome through organizational processes anchored on inclusive leadership. The learning process from an LMX context is relational when viewed from the lenses of communication and mentoring besides other organizational processes. Mutual learning involving the dyads where the leader gives authentic feedback and quality time, coupled with extended relational exchanges where followers and leaders share their learned experiences deliver an orientation towards learning (Atitumpong & Badir, 2018; Li, Furst-Holloway, Masterson, Gales & Blume, 2018).

When the LMX has high-quality exchanges which is identified through perceived authenticity and follower deeds beyond the call of duty and leader expectations as exemplified under organizational citizenship behavior (Kaupilla, 2016; Wang et al., 2014), then a unique work relationship emerges, commitment beyond that laid out in the formal employment contract (Henson & Beehr, 2018). The resultant relational reciprocity by the leader is to give more autonomy, discretion, information, feedback and other resources to the follower (Carter et al., 2013) further enhancing the time-bound nature of LMX quality. Although LMX through its social exchanges reciprocity practice delivers high organizational commitment, through positive behaviors such as organizational citizenship behavior, high quality dyadic relationships and role development of subordinate (Atitumpong & Badir, 2018; Uhl-Bien & Graen, 1993; Zhou, Huo & Wu, 2020), there abound grey LMX areas including artificial

impression management by the leader and followers. LMX is premised on an extrinsic nature with impression management being a weak link when exploited negatively through artificial impression management behaviors by both the leader and followers. Preferential treatment of followers by their leaders, results in a duty-bound reciprocity characterized by exceeding contributions to the leader way above the contractual agreement (Weeks et al., 2017).

If such preferential treatment is artificial and bound for other ulterior selfish motives by the leader, then it serves as a weak leader-follower relational practices link. Similarly, if a follower undertakes unauthentic impression management towards winning unwarranted favours such as promotions and awards from the leader, then it becomes another part of the weak links along the LMX chain. When LMX is influenced solely through impression management of the followers, there is correspondent favoritism of some followers by the leader, being an LMX practice (Graen & Uhl-Bien, 1995).

Besides impression management, the other behavioral weak link of LMX is based on the relational practices and exchanges in line with the argument on similarity attraction (Bryne, 1971 in Jha & Jha, 2013; Weeks et al., 2017). Among the drivers of similarity attraction in organizations is age, height, education, ethnicity, voice, gender, material preferences for items such as cars (demographics that abound in police organizations including the NPS). Some of the bonds between a leader and follower/s are premised on diverse characteristics of the follower/s indicating a need for a leader's consciousness of diversities which abound across the set of followers (Weeks et al., 2017). These unauthentic extrinsic LMX relations and consequent advantages such as higher chances of promotion, quality time with leaders, increase in salaries and opportunities for further training result in an in - group affiliation to the leader (Weeks et al., 2017). This is an abuse of LMX practice and in particular when favoritism delivers skewed sharing and distribution of organizational

resources that exclude some of the members. Further to this is the simultaneous development of out-groups owing to their underlying perceptions and experiences of unfairness through exclusion from the resources of the leader including availability, sanctions by leaders and exclusion from organizational resources such as awards and rewards. It then catalyses the antithesis of inclusive leadership if not managed in an authentic manner. This is through the followers who are in the out - group withdrawing their emotional and behavioral connectivity to the leadership and organization resulting in them only performing strictly in accordance with the laid down agreement in their contracts (Henson & Beehr, 2018). It is an antecedent for low organizational commitment due to lack of critical antecedents of high organizational commitment such as organizational citizenship behavior. It presents possible negative reciprocity characterized by counterproductive behaviors as observed in brutality and inaction by the NPS. If not well managed through an elaborate organizational leadership LMX framework, then it is bound to result in the abuse of LMX currencies. They include work - related, economic - related, affect - related, award - related, professional - related and social - related currencies (Zhou et al., 2020): a scenario already documented in the NPS (IPOA, 2017). The resultant is low quality LMX outcomes including low organizational commitment.

From the aforesaid on LMX, it is evident that among the key antecedents to LMX are the following contextual characteristics: leader, follower, leader - follower/s relationships through organizational processes, leadership and LMX outcomes. This matrix was critical for this study. It captured a leader - follower centric context, a relational context and respondent behaviours context; which resonate with the key areas of the study of inclusive leadership, LMX, authentic leadership and organizational commitment. Regarding moral courage and authenticity, LMX theory gives the study the nexus of integrating Authentic and LMX leadership theories as an emerging attempt towards addressing diversity leadership gaps

identified by Gotsis & Grimani (2016) through inclusive leadership theory. This is through threading how LMX can be exploited through unauthentic relational practices based on extrinsic currencies and demographics serving as a signal for the need to have contextually elaborate LMX models within the organizational leadership frameworks of organizations, a critical leadership insight for NPS. The study set to identify the comparative statistical significances of LMX and authentic leadership with a view of guiding on which of the two has a more significant moderating role on the relationship between inclusive leadership and organizational commitment.

Authentic leadership theory

Despite being a contemporary root construct of leadership and in spite of its critical role in influencing effective leadership towards developing ethical and morally courageous followers and leaders, AL has had little empirical attention concerning organizational commitment and inclusive leadership (Emuwa & Fields, 2017). Organizational commitment and inclusive leadership have many factors of moral and ethical challenges. There have been limited empirical approaches concerning integrating AL into other leadership models and in particular towards a wide context of diversity involving generational, geographical and leadership contexts (Valsania et al., 2012).

AL is multi - dimensional and multi - level. The relational nature of AL is core in authentically sharing the self - referential attributes to followers (Gardner et al., 2005 in Emuwa & Fields, 2017; Sparrowe, 2005). This is through relevant organizational processes with consequent assessment of a leader's authenticity via the perceptions developed through followers' reflective behaviours (Avolio & Gardner, 2005; Emuwa & Fields, 2017).

Empirical studies have shown that concerning diversities of groups in the workforce, leaders will be categorized as being more authentic when they identify with the collective identity of a group through leading the group (Steffens et al., 2017). Although this creates positive perceptions of leadership in the group, an in - group can be formed. If the gains of the in - group are seen or perceived as favoritism by other followers, it creates an out-group.

As a multi-dimensional construct, AL is comprised of four measurable dimensions: self-awareness, internal moral perspective, relational transparency and balanced processing (Walumbwa et al., 2008). To emphasize of the importance of self-awareness, a survey at the Stanford Graduate School of Business's Advisory Council showed that the most preferred capability for a leader to develop is self-awareness (Eurich, 2018). This reflects the role of self - awareness in leadership and by extension in the followership that is developed by authentic leaders. Senior officers who have self - awareness are more destined to show positive behaviors through deliberate efforts of improving on the weak side of their behaviors as part of self-leadership. By striving to leverage on self-awareness for personal character and leadership development, such officers develop self-efficacies in relational practices like leadership communication.

The positive psychological mindsets together with the AL internal moral perspective impart authentic leaders with diversity leadership competencies through open authentic communication, viewing diversity leadership as a moral issue, empathic perspective taking and reflective behaviours, critical antecedents towards inclusive leadership (Avolio, Sosik, Jung & Berson, 2003; Gotsis & Grimani, 2016). The self - awareness that drives leadership towards learning about the organizational diversities with relational transparency through disclosures on challenges of diversity leadership and sharing their successes is a pivotal role of AL towards inclusive leadership (Wasserman et al., 2007).

The correspondent changes in self-concepts, self-regulation, leadership practices and understanding for the need to elicit inclusive participation across the diverse individuals, sub - groups and social identities through frameworks promoting positive intergroup attitudes form a critical AL - IL nexus under diversity contexts (Contrill et al., 2014). The focus on AL is based on the tested role of AL as a positive form of leadership core towards restoring confidence in organizations that have faced unethical malpractices such as malfeasance (Avolio & Luthans, 2006). The NPS has been in such situations as well narrated in the reasons justifying the on-going police reforms where corruption, negative ethnicity, favoritism, brutality and inaction have been flagged (CPIEV, 2009). The role of leadership in cleansing organizations is a critical moral and ethical duty as part of the organizational continuity function of leadership. This is clearly anchored on the NPS core values of participation, justice, integrity, equity, civility, accountability, openness, in the mission and vision of NPS. Since AL draws upon and promotes a leader's psychological capacities, an intrinsic perspective with consequent development of an ethical climate, then AL resonates with the need for NPS leadership to reflect on its AL levels, practices and the organizational AL levels and practices. This is regarding the role of AL in developing leaders and followers who have fidelity to the AL dimensions and consequently ownership and identification with the core values of NPS. It has linkage with the intended change envisaged in the police reforms and detailed in the strategic intents of the NPS. Although AL is a personal psychological capacity, which makes it seem farfetched in delivering individual, group and organizational authenticity, each of its dimensions has a significant role to play in initiating, developing and sustaining moral and ethical interrelationships. In NPS the role of an individual as an icon of morals and ethics appears difficult due to the nature of perceived and existing unethical practices across the organization (Hope, 2018).

Courageous leadership with a consistent standing on moral issues to followers, peers and leaders, coupled with relational transparency to followers and other leaders in line with the laid down values, has been given a platform on which to leverage on. This is through IPOA and IAU with relevant channels through which to undertake whistle blowing, reporting and seeking for redress. Among the platforms is the virtual space where one remains anonymous against the usual reporting to KPS report desks where there is no privacy. Leveraging on such pro - reform spaces and structures and enhancing AL as a practice serves a key purpose towards cultivating it among followers.

LMX-AL nexus

From the prism of the AL theory, withholding information to subordinates is an indicator of lack of the relevant, internal moral perspective and relational transparency of leadership resulting in negative experiences exemplified by intrapersonal and interpersonal conflicts (Graen & Canedo, 2017). The consequent weak and non-supportive relationships borne of loose coupling catalyse stress to subordinates which ultimately affects organizational commitment with resultant high turnover (Cronin, Mcdevitt & Cordner, 2017).

Inadequate information delivers information and data that is insufficient for the relevant internal moral perspective and balanced processing during participation in the decision-making process, besides being an indicator of lack of an understanding of the role of AL in organizational processes. It lacks inclusivity in terms of giving relevant resources such as information and denying the followers total involvement in the decision - making process and autonomy, while propagating ambiguity in describing role requirements and giving relevant conditions for role performance (Domingues & Machado, 2017).

Lack of relational transparency puts in place a barrier between leader and follower for vital exchanges related to the defined work, role requirement and the subsequent role performances of the followers, a police service context identified by Domingues & Machado (2017). Supervisor behaviour that is incongruent with what the followers expect as laid down in the NPS regulations and standing orders denies followers the right model on which to mirror their behavior in line with the positive leadership practice of AL (Walumbwa et al., 2008).

It further reduces the chances of high-quality exchanges between the dyad becoming a barrier towards the growth process of LMX. It hinders prosocial interests, mutual learning and organizational citizenship behaviors critical towards organizational commitment (Delić et al., 2017; Li et al., 2018). This placed a contemporary nexus in this study between the LMX and AL theories premised on the quality of relational exchanges between the leader and followers, core towards an effective LMX-AL leadership perspective, an attempt at theoretical integration of leadership theories. It is a timely integration. The extrinsic LMX nature viewed from NPS leadership context poses a dysfunctional LMX that can be abused for selfish interest such as bribes and collusion in crime between junior and senior officers.

As a proactive leadership approach, the AL-LMX presents a solution against possible dysfunctional LMX by leveraging on AL, the root construct of leadership. Authentic leadership development creates self - awareness in leaders and followers against engaging in dysfunctional LMX while ensuring relational transparency in LMX relations. This portends great chances of developing extrinsic LMX practices into intrinsic practices and relationships which deliver the overall wellbeing of leader and follower coupled with the development of each member of the dyad.

Such outcomes serve to enhance the organizational commitment of the leaders and followers while increasing the satisfaction level of the public as external customers of NPS. This concurs with the envisaged outcomes and impacts of the NPS reforms. Like all critical stakeholders in public service administration globally, NPS has the contextual challenge of not only remaining scientifically valid but also practically relevant in ensuring effective, efficient and ethical policing service delivery in an ever volatile and complex environment (Meier, 2014). Generational diversity is part of the causes of complexity and admittedly so a critical source to creative solutions calling for leadership that can effectively communicate and allow inclusive decision making despite the ambiguities that abound (Barton, Grant & Horn, 2012).

Feedback, a dyadic perspective facing ambiguities, involves communication. It affects affective commitment with the need for constructive feedback that includes a consideration of individual differences, a condition always ignored in police organizations (Gong et al., 2017). Through feedback, a leader's ethics and virtues are exemplified to the followers (Wuffli, 2016). Inclusive leadership employs, through self-awareness, a communication mode that factors in the different employee needs and attitudes through the avenues of various organizational processes (Ye et al., 2017).

Supervisors, who serve a leadership role to officers under them, have the roles of initiating and enhancing high - quality supervisor - officer relationships characterized by supportive, innovative and active supervisor leadership activities as part of legitimizing the service both within its ranks and in the public domain (Cronin et al., 2017; Maskaly et al., 2017). High - quality supervisor - officer relationships call for inclusive leadership involving leadership communication, relational mentoring and civility and more so in a generationally diverse and stressful workforce like the NPS (Brown et al., 2019; Hsieh & Liou, 2018; Jin et al., 2017).

Unfortunately, highly hierarchical command-driven organizations such as the NPS, having the classical leader-centric approaches, mindsets and practices, run the danger of ignoring the need for flexibility in leadership. By understanding the role of an authentic, moral and ethical leader - follower centric leadership practice the leadership becomes aware of the correspondent role of inclusive leadership and their significance in practicing it.

Organizational commitment theory

Organizational commitment theory is a critical theory focusing on leadership, followers, organizational processes and the organization in regard to how a follower perceives the value attached by the leadership and organization to the follower. Meyer & Allen (1991) proposed a three - dimensional perspective of organizational commitment focusing on the perceptions and consequent behaviors of employees. The first dimension is affective commitment; the emotional attachment of, identification with and involvement of the employee in organizational engagements core towards enhancing organizational performance. Affective commitment has been described as the fundamental dimension of organizational commitment (Kumari & Priya, 2017). This is due to the intrinsic nature of emotional attachment and identification attributes with correspondent positive work and relational perceptions and behaviors. High affective commitment levels result in correspondingly high organizational commitment profiles at individual, group, and organizational levels (Mercurio, 2015). Police officers who are emotionally attached to and identify with the core values, aphorism, mission and vision of NPS are critical human assets not only at the micro level but along the entire value chain of policing that traverses meso and macro - levels. This includes their critical roles in the national development agenda as laid down in the Kenya Vision 2030 under the current Medium Term Plan III for 2018 - 2022 (GoK, 2007) and the Big Four

Agenda (GOK, 2017). This is in view of emerging need for the flexibility and agility in policing owing to emerging complexities in threats to security including increased adoption of virtual working, cybercrime, money laundering, cyber radicalism, violent extremism and terrorism. There are emerging roles of policing, among them community policing and oversight of other police officers, which involve a change in mindset and approaches. Affectively committed officers automatically become the appropriate choice in line with the desired prerequisite emotional attachment and identification with NPS values.

Continuance commitment, the second dimension, focuses on an employee's need to leave or remain in the organization on the basis of a comparative analysis based on what to lose upon leaving against what to gain on leaving: a side bet thought process. There are competing predictors of continuance commitment with the continuum being from the employee, other employees, leadership, organization and the external environment (Woon et al., 2017). The internal predictors majorly pivot around organizational investments on the employee and by extension other employees including leaders. From an NPS context, investing on employees involves availing resources such as insurance, medical care, housing, training, mentoring, career development and fair engagement in organizational mandates (NPSC Strategic Plan 2018-2022). Other predictors include the nature of tasks assigned to individual officers. The rationale of the tasks given, relative to the perceptions of the NPS officer assigned, plays a critical perception-development role. Perceptions of being unfairly transferred on the basis of an officer's moral and ethical standing against a senior officer's unethical behaviors has a significant role in determining how easy such an officer can leave the organization. Side bets from the external environment reflect an employee's preferences from a comparative perspective. They include better remuneration, wellbeing, respect, autonomy, self - development, career growth and fairness in availing and distributing

organizational resources. This is over and above the same organizational investments alluded to earlier. In the NPS, a matrix of organizational investments has been captured as key antecedents towards committed officers in line with the on - going reforms. Normative commitment, the third dimension, focuses on the organizational retaliatory behavior of an employee through having the obligation to remain in order to serve the organization as a mandatory personal responsibility (Allen & Meyer, 1990; Vandenberghe et al., 2015; Jaros, 2017). It has a moral obligation component where the employee makes the decision on the premise of avoiding guilt which would be as a result of voluntarily leaving the organization (Vandenberghe et al., 2015; Jaros, 2017). Normative commitment has a link to self - determination, with organizational leadership playing a critical role in enhancing positive self - determination as a critical component of self - leadership among other self -efficacies core towards authentic and moral desire to remain a member of the NPS.

Normative commitment has some loose endings. This is due to the fact that it can be viewed from two lenses which make the theory give room for critique. First, it can be viewed from the component that drives normative commitment behavior as a stimulus and the anticipated outcome of the behavior as the outcome. As an indebted obligation to serve the organization, the employee's decision is leveraged on reciprocating organizational behaviors experienced by the employee. This entails that if the organization has been of benefit to the employee then the normative commitment is high even if the gains have been through immoral and unethical means. This portends a chance to have artificial normative commitment: in particular in organizations where there are immoral and unethical exchanges and cultures within such organizations as has been documented in the NPS (Hope, 2019). As a moral obligation to serve, the normative commitment is leveraged on a moral basis. It is intrinsic (Jaros, 2017). From an inclusive leadership context, the moral aspect should be viewed as the

key objective that leadership should strive to achieve in its attempt at having a balanced individual and organizational commitment profile. Moral obligations of police officers of NPS abound right from the expected moral obligation under the national values of Kenya to the leadership and integrity values under the constitution of Kenya to the NPS Act, 2011. In view of this, inclusive leadership in the NPS should focus on specific aspects of individual officers, sub-units, units, services and directorate which deliver high levels of moral obligation. This has a direct relationship with affective commitment as moral obligation finally drives emotional attachment.

Organizational commitment profile of an organization is the sum total of the respective organizational commitment profiles of individuals and groups. In spite of affective commitment being the root construct of organizational commitment, it becomes critical for a contextual inclusion of all aspects that deliver each dimension at individual and group levels. This contextualization of inclusive leadership from a perspective of inclusive leadership is a critical view of this study, a deviation from the linear view and attention to only affective commitment. It has a critical nexus with the overall quality of service delivery of the organization across the micro, meso and macro-levels and correspondent customer perceptions and satisfaction. For a police organization like NPS the positive impacts of authentic organizational commitment traverse across diverse functions at office, community, national, regional and global levels. Hence the focus on organizational commitment across the three dimensions.

Conceptual framework

Conceptual framework serves the critical role of developing a foundation and roadmap for the study coupled with resultant rigor, empiricism and increase in existing knowledge:

consequent outcomes are research credibility and generalizability (Adom et al., 2018). Conceptual framework shows a logical integrated approach towards the research focusing on assumptions, underlying theory with clear directions on the hypotheses and lay out of the proposed interrelationships between concepts in the research study (Adom et al., 2014; Dixon, Gulliver & Gibbon, 2001; Grant & Osanloo, 2014). Conceptual framework is developed by the researcher with a link to the methodology of the study in regard to the hypothesized relationships between the variables and constructs of such variables using directed lines (Adom et al., 2014; Ravich & Carl, 2016). It further enhances the clarity of a researcher's worldview in relation to the issue of focus in the study (Grant & Osanloo, 2014).

The concepts in this study are anchored on inclusive leadership, organizational processes as constructs of inclusive leadership, generational diversity leadership having constructs of LMX and AL theories, and organizational commitment. Under inclusive leadership, the key focus is on operationalization through organizational processes of learning, leadership communication and relational mentoring from the context of inclusivity as a moral, cognitive and ethical component core towards high - quality relational practices. In these processes there is a focus on the contextual; openness, availability, relational building of bridges between leaders and followers, keynote listening, constructive and collaborative feedback and explicit normative nature of the leader concerning ethics and virtues.

Each of these concepts is from the literature review, analytical interpretation of the researcher and existing leadership theory. It is linked to organizational commitment conceptually and hence the directional relationship indicated in the proposed conceptual framework. The directional linkage between inclusive leadership and its constructs gives the hypothesized relationships between the independent variables and the dependent variable.

Integration of LMX and AL theories to form the moderator; generational diversity leadership, is informed by empirical gaps and the need to imbibe the good research practice of bettering leadership development. They include limited use of AL research in relation to organizational commitment, research focusing on AL as a moderator of inclusive leadership, research involving integration of AL and LMX and comparative analysis of the moderating effect of AL and LMX individually. No research has been undertaken on the NPS focusing on organizational commitment having inclusive leadership as the independent variable. There has not been any with AL and LMX as moderators. Inclusive leadership from the perspective of leadership practice anchored on organizational processes is captured using hypotheses for each of the theories, concerning their moderating role on the relationship inclusive leadership and organizational commitment.

Organizational commitment is conceptualized as a multi - dimensional construct with the construct being measured from each of its dimensions in order to deliver an organizational profile having affective, continuance, normative and overall organizational commitment. In regard to organizational commitment the use of a moderator is an attempt to fill the research gap of lack of moderators in most research on organizational commitment as observed by (Ramaprasad et al., 2017).

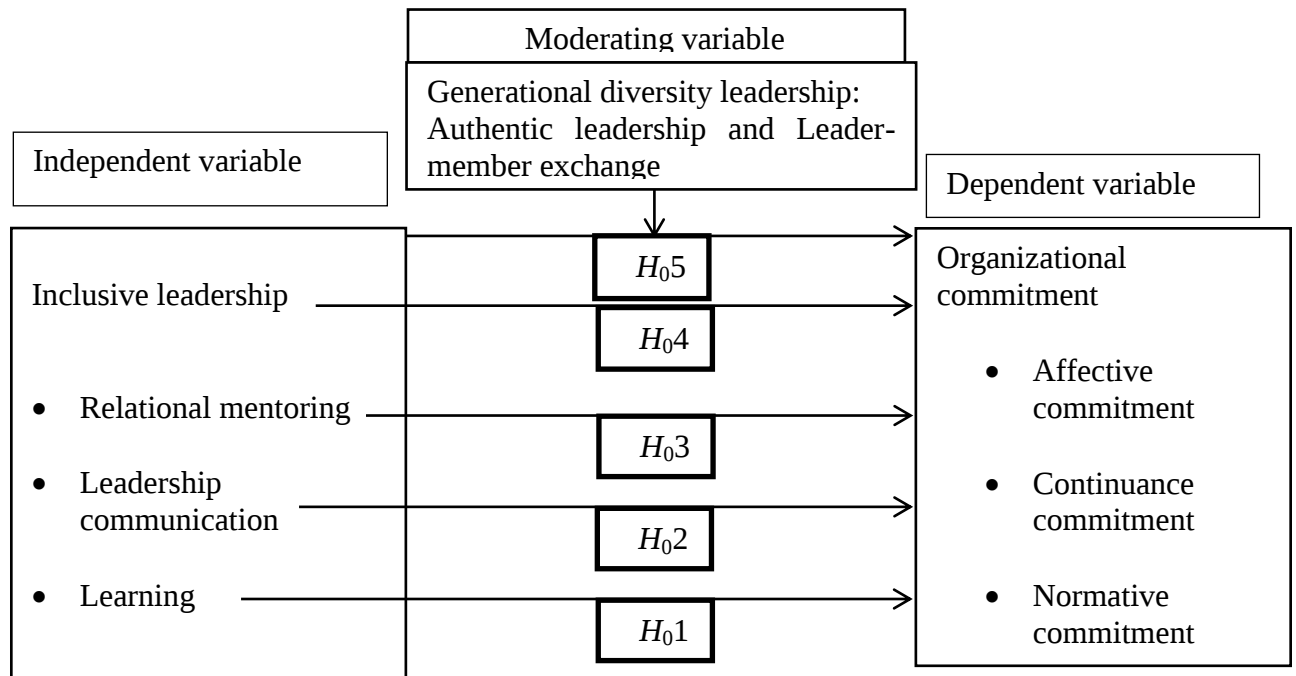


Figure 2.15: Conceptual framework

Research gaps

Table 2.1: Research gaps

Author/year	Suifan, Diab, & Abdallah (2017)	Wondrak & Segert (2015).
Study title	Does organizational justice affect turnover-intention in a developing country? The mediating role of job satisfaction and organizational commitment.	Using the Diversity Impact Navigator to move from interventions towards diversity management strategies.
Major focus	The focus was on the relationship between organizational justice and OC and job satisfaction of employees of major airlines operating in Jordan, a developing country, which belongs to the private sector. The theoretical focus was on the social exchange theory.	Focuses only on diversity management in the private sector pertaining to gender, ethnicity, affirmative action and equal employment opportunities.
Major findings	Organizational justice has a significant effect on OC	
Gap	There is a need for research of the three dimensions of OC at a micro-level, a suggestion by the study bearing in mind that the research never looked at the individual dimensions of OC. The study further lacked any focus on leadership.	There is no focus on the role of inclusive leadership towards managing and leading across diversities and thus lacks any attention on GDL.
Role of study in bridging the gap	The study focused on the relationship between IL and the three dimensions of OC in the NPS, a public sector in Kenya, a developing African nation. The theoretical focus is on both LMX and AL theories.	The study focused on inclusive leadership as well as generational diversity leadership in the NPS, a public sector.
Author/year	Mercurio, Z. A. (2015)	Ramaprasad, Nandan, Lakshminarayanan, & Pai, (2017)
Study title	Affective commitment as an essence of organizational commitment: An integrative literature.	Human resource management practices and organizational commitment: research methods, issues and future directions (2001-2016).

Major focus	A linear approach to OC using AC is used.	Literature review of past research methods focusing on OC in peer-reviewed international journals.
Major findings	AC is a major dimension of the OC construct.	There are limited case studies, only two out of 63 peer-reviewed articles on OC for researches done between 2001 and 2016, with no one case focusing on generational diversity as a moderating variable despite its need in delivering methodological validity.
Gap	This study used a linear approach despite being an integrative review of the literature. Despite being integrative, it lacked focus on the complexities of inclusive leadership, a contextual contemporary issue	The gap is in research methodology since there are limited contemporary case studies on OC with a further gap of lack of use of generational diversity leadership as a moderating variable.
Role of study in bridging the gap	The study used a non - linear approach that factors in CC, NC and AC involving the integration of GDL into IL	The study used a case study of NPS, with generational diversity leadership as a moderating variable.
Author/year	Javed, Khan, & Quratulain (2018)	Johnson (2015).
Study title	Inclusive leadership and innovative work behaviour: Examination of LMX perspective in small capitalized textile firms.	Police organizational commitment: The influence of supervisor feedback and support.
Major focus	Relationship between, IL, LMX and innovative work behaviours (IWB).	Feedback by supervisors to their subordinates.
Major findings	IL has a positive relation with IWB with LMX mediating the relationship. Many leadership studies use a leader - centric approach.	It is a difficult task to nurture OC in police officers owing to different operational interests between supervisors and their subordinates.

Gap	The study used LMX as a mediating factor and only focused on IWB, an indicator of OC, involving a survey approach of small-sized enterprises in Pakistan.	The focus on feedback represents an organizational process of communication but from a leader-centric approach thus lacking the inclusive leader-follower centric approach.
Role of study in bridging the gap	The study integrated LMX and AL theories; a unique research study and theoretical approach, while focusing on OC with the use of GDL as a moderating variable, using a case study approach in the NPS, a national security public sector organization in Kenya.	The research study focused on a critical indicator of IL, leadership communication, from a leader-follower perspective and includes feedback of follower to a leader for inclusivity. It also focused on high-quality LMX exchanges and reciprocity in leader-follower relationships devoid of the intimidating hierarchical operationalization of organizational processes.
Author/year	Cordner (2017)	
Study title	Police culture: individual and organizational differences in police officer perspectives.	
Major focus	An examination of police culture in developed nations from the lenses of how it is affected by personal affiliation to police service and personal characteristics of officers.	
Major findings	There are no differences between officers having different personal characteristics in regard to their practicing of the police culture.	

Gap	Personal affiliation is characterized by each of the dimensions of OC and thus is not a linear dimension as dealt with in this research. By extension, diversity abounds in police services. The complexity of personal characteristics premised on generational diversity, NPS group, rank and correspondent need of IL practice in defining OC as part of the culture were not factored in. This is in spite of the significance of the diversity complexities facing policing today.	Further, similarity–attraction theory assumes that similarity in demographic dyads of leader-follower increases the quality of LMX (Randolph - Seng et al., 2016).
Role of study in bridging the gap	The study focused on the relationship between IL, GDL and OC in a generationally diverse policing service at a critical time of reforms. It further responded to the complexities of reforms in relation to the assertion by (den Heyer & Mendel, 2018) that no theory on police reforms exists by focusing on OC during a period of NPS reforms. It focused on a service that has had many studies indicating it as having a culture of corruption, a wrong culture for employees to positively identify with.	

Source: (Author, 2019).

Chapter summary

This chapter delved into the existing literature on inclusive and generational diversity leadership as critical variables of the intended study with a conceptual and contextual identification of existing knowledge and research gaps that the study set out to deliver. The chapter further highlighted the need for theoretical integration of AL and LMX theories into

IL through leadership practice focusing on organizational processes concerning the unit of study; NPS, relative to a generational diversity leadership context in an African context different from the over emphasis on non African contexts. By analysing literature on OC and IL, the chapter has presented a conceptual framework that shows the hypothetical relations put forward concerning the independent, moderating and dependent variables core towards the methodology developed thereafter in chapter three. The chapter factored in best practices in public sector reforms in Singapore from an inclusive leadership perspective with a unique analysis that focuses on inclusive leadership between nations. It highlighted the genesis of on - going NPS reforms. It also captured key research gaps in terms of research methodology including: research design, geographical source of populations of study and the theoretical frameworks applied.

CHAPTER THREE: RESEARCH METHODOLOGY

Introduction

This chapter comprises sub-sections delineated as follows: research paradigm, research design, population studied, sampling methods, samples selected, types of data, data collection methods, data collection procedures, instrument pre-testing, data analysis plan, ethical considerations and permissions required and summary of the chapter.

Research paradigm

A research paradigm reflects a researcher's world view concerning their abstract beliefs and principles regarding the area of study (Kivunja & Kuyini, 2017). The research interrogated an organizational leadership perspective relating a current situation of the research study's contexts and concepts from the researcher's worldview of organizational leadership to a desirable futuristic context. The study focused on a contemporary context of inclusivity within the workplace as an adaptive organizational leadership concept core towards organizational commitment, achievable through inclusive leadership as postulated through the hypotheses presented by the researcher. The research paradigm is then positivist with correspondent implication and determination of the methodology core towards validating the chosen paradigm (Burns, 2000). This guided the study's research practice in identifying the unit and variables of the study, developing the problem statement, relating variables through specific research objectives and empirical statements of null hypotheses, identifying and adopting standards of validity and reliability, measurement methods and instruments, data analysis and interpretation. In this regard, the research paradigm dictated the conceptual framework and consequent selection of hypotheses, research tools, instruments and methods for this study (Guba & Lincoln, 1994)

This was founded on the internal validity based on the independent variable, inclusive leadership in explaining the results on the dependent variable, organizational leadership, a deductive approach. The researcher then ensured that measurement of questions actually measured the presence of the intended constructs, besides ensuring that the concept of the questions was well grounded in the theoretical framework. Internal validity is an outcome of data analysis based on statistical analysis, with high validity indicating dependable causality. It also eliminates false relationships between various data of the study (Yin, 2009). External validity is a further criterion of grounding the intended study within a positivist paradigm. It focuses on the generalizability of the case study within a larger population (Prochaska, 2017).

The study aimed at meeting this methodology pre - requirement for the stated paradigm through use of a complex random sampling method using stratification of the geographical area of Nairobi City County, the source of the NPS sample of study into five areas namely: North, East, Central, West and South and purposeful sampling of an NPS sub - county division from each strata. A further purposeful sampling of the three main NPS groups capturing the new command structure of NPS was done, a quantitative approach that is representative of the NPS population in line with NPS mandates in the NPS Act (2011) and 2015 - 2018 NPS Reforms Plan. This sampling approach was meant to be representative of the NPS population. It was also meant to make the research study findings generalizable across the entire NPS population as guided through Kothari (2004).

In line with the use of existing theories of leadership to inform the research study, the study took the form of deductive research which further illuminated the need for quantitative method as the research method of choice. The research approach was quantitative geared towards objective reality. A quantitative research approach is core towards objective reality achieved through objectively measuring, describing, establishing and analyzing statistical

relationships among the research variables (Hammer & Collinson, 2014; Jirojwong, Johnson & Welch, 2014). This research study then used the choice of a quantitative approach using hypotheses testing towards testing for statistically significant effects of inclusive leadership on organizational commitment of the NPS leveraged justifiably on a deductive research approach.

Research design

Research design plays a vital role of linkage and interconnecting of the various components of a research study to include research contexts, planning, methodology, data collection and analysis (Kothari & Garg, 2014). Since the research was non - experimental, the study used a correlational design. This focused on finding the statistical relationships between and among the variables of the study in line with the empirical statements derived for the study (Stangor, 2011). The hypotheses were verified as true or not true using regression analysis. The statistical relationships covered the relationships between learning and organizational commitment, leadership communication and organizational commitment, relational mentoring and organizational commitment, inclusive leadership and organizational commitment and the relationship between generational diversity and the relationship between inclusive leadership and organizational commitment.

Although several surveys have been undertaken in different researches focusing on just one of the variables of the intended study as seen in the empirical studies of (Jin et al.(2017); Ye et al.(2018) and Xiu & Pyne (2018), they have had limited focus on case studies and moderating variables approaches on inclusive leadership and organizational commitment. In these studies, there has been no integration of leadership theories into inclusive leadership, with skewed focus on the private sector (Kinyanjui, 2013; Kyaw, Olugbode & Petracci 2017). This study focused on a specific public sector entity, the NPS. There are also limited non - linear approaches towards research on OC in comparison to the many linear approaches

(Mercurio, 2015). The study setting applied a non - linear approach through instruments measuring the three dimensions of inclusive leadership. Critical literature review research by Ramaprasad et al. (2017) focused on research methods used in investigating HRM and inclusive leadership relationships conducted between 2001 and 2016. The study recommended and advocated for increased use of moderating variables for better methodological validity, approaches and recommendations that the research design of this study achieved. The descriptive design allows for the study of a contemporary context of inclusive leadership in a generationally diverse workforce (Flanigan, 2017).

The descriptive design was meant to expand on research already done on inclusive leadership through the complex context of integrating LMX and AL theories into inclusive leadership. It required no control over the behaviours, attitudes and perceptions of NPS officers under the study and. It disqualified the need for an experimental approach. The attempt towards identifying and describing the extent to which generational diversity leadership is integrated into inclusive leadership through the organizational processes, coupled with a further description of the effect of inclusive leadership on inclusive leadership are well aligned with a descriptive study.

This quantitative approach is preferred against a qualitative approach that focuses on subjective reality which would require much more time, higher costs and complexity, the aspects of NPS that resonate with those documented for security organizations. These aspects include: the secretive nature of security work and personnel, atypical working hours, fear of reprisal, highly hierarchical nature, need for loyalty as a “greedy organization” and deployment practices; factors which would affect authenticity in an exploratory approach (Chae & Boyle, 2013; Coser, 1974).

Besides the descriptive design, there is the integration of a correlational design meant to undertake a scientific and empirical analysis of the indices of inclusive leadership across the ranks of the NPS groups and those of the respective dimensions of inclusive leadership. Key to the correlational approach in describing the dimensions of inclusive leadership was the use of affective leadership as the root construct of inclusive leadership in relation to the existing empirical correlational relationships between the values of; affective leadership and inclusive leadership, and affective leadership and continuance leadership and normative commitment. The study also undertook statistical significance analysis between the inclusive leadership levels of Gen X and Gen Y. This was an empirical attempt in either critiquing or supporting long held divergent assumptions about presence or lack of any differences in the perceptions and behaviors of the two generations in an organization. Each of these added to the methodological rigor but also to the field of organizational leadership; research, theory and practice significant to the NPS and other organizations.

Population studied

The population of this research study was a public security and safety service sector, the National Police Service of Kenya. The study focused on professionally trained NPS officers stationed in Nairobi City County in different areas serving different roles in line with the new NPS command structure (2015 - 2018 NPS Reforms Plan). The estimated population of study was 110, 000 serving police officers following the figures given by NPSC in 2016 of 90,442 as at end of June 2016 with 9, 937 recruits joining the service in April 2016 (NPSC, 2016). Nairobi City County was purposefully sampled owing to a number of unique features in relation to the unit of study. It has the highest number of NPS officers. All the NPS headquarters are situated in the County.

The County has diversity in regard to the varied areas of safety and security operations of the various NPS services and directorate. It has the highest concentration of NPS schools and is the capital city of Kenya. In line with the mandates of the NPS these officers in the City County, they serve across diverse spaces of security within and without the City County. They included officers from the APS and KPS services and from the DCI directorate attached to diverse areas of the NPS security and safety mandates, operational areas that include NPS headquarters, colleges and divisions, from respective NPS ranks ranging from Constable to Senior Superintendent of the NPS. The ranges of police officers; Constable to Corporal, Sergeant to Senior Sergeant and Inspector to Senior Superintendent of the NPS represent the three leadership levels of NPS namely; low, middle and top leadership levels. They are also officers in daily operational duties in line with on-going police reforms, enhancing easier interrogation in relation to the leader-follower practices of the NPS, a critical focus of the research study.

Samples selected

The samples were selected from serving NPS officers within the Nairobi City County, in line with the new NPS command structure that has the APS, DCI and KPS, together with the new alignment to county administrative areas in which there are 12 sub county police divisions. The stratified random sampling started with stratification of the City County into five geographical sub-strata of east, west, south, north and central, followed by further sampling of another layer of sub-strata representing NPS sub county divisions from among the total of 12 NPS Sub County divisions. Purposeful sampling was done to capture representative NPS Sub County sub-strata samples of headquarters of each NPS service since

each is located within Nairobi City County; NPS leadership, training colleges, schools and operational areas.

The specific NPS colleges, schools, offices, stations and officers captured cannot be disclosed in line with the 'Do No Harm' principle applied in the research as part of the ethical practices that the researcher was bound by. It is also in line with the sensitive security - based nature of the organization of focus in this case study coupled with its hierarchical structure of leadership and management. Further to this the specific number of NPS officers serving in Nairobi City County from services and the directorate were not disclosed by the NPS due to the sensitive nature of security in line with emerging threats, risks and vulnerabilities.

Sampling methods

The study used stratified random sampling, a form of complex random sampling and an example of probability sampling Kothari due to the heterogeneous nature of the NPS having three key groups namely APS, DCI and KPS (2004). The sampling method was preferred owing to the complexity of the security functions of NPS with the challenge of lacking access to data on the number of officers per rank within each of the NPS services (APS & KPS) and DCI operating within the City County. Purposefully sampled sub-strata of the five major geographical regions of Nairobi City County were used, from each of which another sub - strata level of NPS, Sub County police divisions was purposefully sampled. The purposeful stratified sampling focused on sub populations: NPS sub county police divisions, presence of an NPS headquarter, college, homogeneous groups represented by the distinct NPS services, directorate and distinct rank ranges given as: Constable to Corporal, Sergeant to Senior Sergeant and Inspector to Senior Superintendent of Police. The City County has 12 Sub County NPS divisions. By picking five sub county police divisions as sub-strata, the

sample represented 41.67 % of the NPS administrative sub county regions. This satisfied the set range of research sample percentage (Mugenda & Mugenda, 2003).

By picking each of the headquarters it further captured representativeness. This was 100%, since there are only three NPS headquarters for the two services and one directorate, with the picking of two of the four schools and colleges representing 50% of the population of NPS schools and colleges in Nairobi City County. The sample size was 107 serving NPS officers. The sequential stratified purposeful sampling was intended to ensure that the stratified sampling frame was appropriate and devoid of biased sampling. It ensured reduced sampling error, making sure that there was sampling rigor to enhance the representativeness of the population of the unit of study (Kothari, 2004).

Table 3.1: Sample design for NPS Groups' officers

Police Service Group	Target population	Sample size	Percentage
APS	60	50	46.73
DCI	20	15	14.02
KPS	68	42	39.25
Total (N)	148	107	100

Source: Author (2019)

Data collection methods

Data collection was based on the existing theories, conceptual framework and scales of the variables of the intended research to ensure compatibility between research objectives, instruments to measure the constructs, measurement scales and the research design (Kothari, 2004). The questions were formulated in such a way that they represented the respondents' attitudes, perceptions and behaviours as lateral variables concerning the three variables of

focus. The items were linear so that a single item of the questionnaire captured only one aspect of dimension through a self-response approach.

There was use of self reporting questionnaires that focused on the constructs of: inclusive leadership, leader-member exchange, authentic leadership and organizational commitment. Each construct either directly or through its subscales was measured using a five-point Likert scale with the extremes ranging from strongly disagree (1) to strongly agree (5).

Instrument pre-testing

Instruments were pre-tested using a small sample from the target population of the NPS who were not included in the actual research study samples. The pre-testing used the draft version of the questionnaire which was returned to the researcher for analysis and subsequent revision. This is critical in regard to refining the perspectives of understanding and appropriateness of the questionnaires towards organizational leadership; contexts, concepts and relevant methodological validity (Wang, Bhanugopan & Lockhart, 2015). In this study, organizational leadership and research experts from NPS and other organizations were involved.

A pilot study enables the researcher to access the clarity of the instruments and their ease of use. According to Mugenda & Mugenda (2003) pre-testing allows for the discovery of errors. It acts as a tool of training the research team before the actual collection of data begins. Before the actual collection of data for this research study, pilot testing was conducted to obtain assessment of the questions' validity and the likely reliability of the data that was collected. During the pre-testing of the instruments, the researcher can assess the clarity and the ease of usability of the instruments (Mugenda & Mugenda, 1999).

The instruments were pre - tested on 20% of the sub - strata which were a geographical sample having representative samples of the NPS population. This involved distribution of the questionnaires to six NPS officers from each of the NPS sub county divisions. They gave a resultant pre - test sample size of 30 NPS officers forming 20.3% of the study sample size. This is in line with the set percentage for pre-testing (Simon, 2011). The officers who participated in the pre-test exercise never participated in the actual research study. As shown in table 3.5, the study reported a Cronbach's Alpha value of 0.825 after a validity test of the eight key variables of the research study indicating a high level of instrument clarity and usability. The eight variables were: affective commitment (AC), authentic leadership (AL), continuance commitment (CC), leadership communication (LC), leader-member exchange (LMX), learning (LR), normative commitment (NC) and relational mentoring (RM).

Table 3.2 : Reliability Statistics for Pre-test Data

	Cronbach's Alpha	N of Items
AC	.772	7
AL	.876	15
CC	.793	4
LC	.855	16
LM	.866	15
LR	.839	14
NC	.734	5
RM	.869	12
	.825	88

Reliability and Validity

The Cronbach's Alpha coefficient having a range of zero to one for each construct was calculated as a proportion of variance and presented in a tabulated format as is the standard practice in research.

A value of at least 0.7 is acceptable showing that 70% of the variance in the equally weighted composite is as a result of the common factor among the tests. Values below 0.7 depict reliability that is unacceptable (Heale & Twycross, 2015). The Alpha coefficients calculated for each construct used the SPSS software to ensure that the questionnaire delivered relevant reliability for each construct measured in this research study (Rasouli & Zarei, 2015). Reliability measures the extent to which the instrument used to measure the variables is accurate and exhaustive on the: variable, sub - scale and items relating to the concept being measured (Creswell, 2005; Shekaran & Bougie, 2010). Each of the variables had representative sub-scales core towards exhaustive inclusion of the dimensions of each construct with inclusive leadership being measured through the sub-scales of learning, leadership communication and relational mentoring; moderating variable being measured through the sub-scales of authentic leadership , leader-member exchange and organizational commitment through affective , continuance and normative commitment.

Since there were no statistical instruments to measure validity, the researcher ensured that the instruments had relevant content validity by having discussions and analysis of the measurement instruments with leadership experts at senior NPS positions across the APS, DCI and KPS units, leadership experts and researchers from other organizations (Mahojan, 2017). This focused on each of the variables under study based on the relevance of the underpinning theoretical principles. Validity is important in making sure that each item of a scale or sub - scale is well represented in measuring the factor under study particularly bearing in mind the role of OC in effective policing services. Further internal consistency of the instruments of measure was achieved through the use of well thought out questions to measure specific characteristics of the constructs of the research model.

Data analysis plan

Data analysis was done by the use of SPSS version 23. Before the analysis, several data management exercises were done to ensure that the data was clean and ready for use where completeness and consistency of data was confirmed. The data analysis process included compressing gathered data, application of various statistical techniques, organizing, coding, analyzing and summarizing the findings of the study (Bryman, Alan & Emma, 2007; Cooper & Schindler, 2011). Once the questionnaires were gathered, they were coded and entered into the SPSS software for analysis. Data processing encompasses a series of data management techniques such as editing, coding, classification, tabulation and graphical presentation (Hall, 2010). This implies that the collected data needs to be edited to make it explicit, free from errors, clear for maintaining consistency and accuracy (Kothari & Garg, 2014).

This study analyzed the data through the use of descriptive statistics, multiple linear regression analysis and ANOVA. The multiple linear regression models were used in estimating the causal relationship between the dependent variable, OC and the independent variables; inclusive leadership, leader-member exchange and authentic leadership. The parameters of discrete statistical analysis gave differences and similarities between constructs on the different NPS groups, rank ranges and the two demographic workforce groups of the study, namely; Gen X and Gen Y. This was across the independent and dependent variables. Linear regression was used to analyze the relationship between OC and IL. The study used the following models: Model 1: $OC = \beta_0 + \beta_1 X_1 + \epsilon$; Model 2: $OC = \beta_0 + \beta_2 X_2 + \epsilon$; Model 3: $OC = \beta_0 + \beta_3 X_3 + \epsilon$. These models; 1 to 3, were for each of the independent variables namely; learning, relational mentoring and leadership communication respectively.

Multivariate models

This is a statistical model that determines the effect of independent variables on the dependent variable stated as $OC = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \varepsilon$

Where; β_0 , β_1 , β_2 , and β_3 are regression coefficients, OC is the organization commitment, β_0 represents intercepts of the equation, β_1 represents coefficients of variables, X_1 represents Affective commitment, X_2 represents Continuous commitment, X_3 represents Normative commitment, β_0 is a constant while ε is the error term. There was a total of four multiple regression statistical models namely; Model 4, Model 5, Model 6, and Model 7. Models 5, 6, and 7 focused on the following moderators of the relationship between inclusive leadership and the dependent variable organizational commitment; Model 5: generational diversity leadership; Model 6: leader - member exchange and Model 7: authentic leadership.

The disaggregation of the two indicators of the generational diversity leadership was based on a fundamental critical theoretical difference between the two. AL is purely intrinsic based on an internal moral perspective and self-awareness. LMX is entirely based on extrinsic features such as impression management, mutual trust, support and contingent awards (Graen & Uhl-Bien, 1995). In view of this, at times LMX results in in-groups aligned to the leader, simultaneously catalyzing out-groups. These have negative perceptions and consequent withdrawal of emotional and behavioral connectivity to the leader and the organization (Weeks et al. 2017). This portrays a dysfunctional component of the LMX, with need to interrogate and compare the prediction power of LMX and AL each as an individual moderator. It further sets to identify which of the three moderators has the highest moderating effect on the relationship between inclusive leadership as the independent variable and organizational commitment as the dependent variable. Model 4 represents the effect of the

independent variable, inclusive leadership, on the dependent variable, organizational commitment. It is represented as $OC = \beta_0 + \beta_1 X_1 + \varepsilon$;

where; β_0 and β_1 represent regression coefficients, OC represents Organizational Commitment. β_0 represents intercepts of the equation. β_1 is the coefficient of the independent variable where X_1 is inclusive leadership.

Model 5 represents the effect of the moderator, generational diversity leadership, on the relationship between inclusive leadership and the dependent variable organizational commitment and is represented as $OC = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \varepsilon$;

where; β_0 , β_1 , and β_2 , represent regression coefficients, OC represents organizational commitment: β_0 represents intercepts of the equation. β_1 , and β_2 are the coefficients of the two respective independent variables where X_1 is inclusive leadership communication. X_2 represents generational diversity leadership.

Model 6 represents the effect of the moderator leader - member exchange on the relationship between inclusive leadership and the dependent variable organizational commitment. It is represented as $OC = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \varepsilon$;

where; β_0 , β_1 , and β_2 represent regression coefficients. OC represents organizational commitment. β_0 represents intercepts of the equation. β_1 and β_2 are the coefficients of the two respective independent variables where X_1 is inclusive leadership communication. X_2 represents leader - member exchange.

Model 7 represents the effect of the moderator authentic leadership on the relationship between inclusive leadership and the dependent variable organizational commitment. It is represented as $OC = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \varepsilon$;

where; β_0 , β_1 , and β_2 represent regression coefficients. OC represents organizational commitment. β_0 represents intercepts of the equation. β_1 and β_2 are the coefficients of the two independent variables where X1 is inclusive leadership . X2 represents AL.

Operationalization of the study variables

Operationalization refers to the process of developing informative indicators or items for gauging the research hypotheses (Creswell, 2014). The literature reviewed identified various variables for this study that are directly linked to what the objectives intended to achieve. The independent variable consisted of three elements of organizational processes. The dependent variable was organizational commitment. The moderating variable was generational diversity leadership.

Table 3.3: Table of variable indicators

Type of Variable	Variable Name
Independent variable	Leadership communication
	Learning
	Relational mentoring
Dependent variable	Affective commitment
	Continuous commitment
	Normative commitment
Moderating variable	Generational diversity leadership

Test significance

This study set to find out the relationship between inclusive leadership and organizational commitment. A correlation analysis attempts to determine the degree and direction of the relationship between two variables under study. Regression analyses were

carried out to find out the significant effect of independent variables (X1, X2 and X3) on the dependent variable (OC).

Statistical significance of coefficient values at 5% and 1% levels of significance were tested using the R Square, ANOVA, the z and F Statistics. R Square and adjusted R Square were used to measure the amount of variation in the dependent variable (OC). This was explained by the variation in the independent variables. F Statistic is a statistic that compares the Sum of Square due to Regression to Sum of Square due to Error. It enables a hypothesis test to be carried out on the significance of the regression model. The z measures how well a particular independent variable predicts the dependent variable if all other predictors are not included or are assumed constant. The independent variables data were regressed against the dependent variable data. Coefficients measures were used to test the strength of the relationship between the dependent and the independent variables.

Ethical considerations

Informed consent is a standard requirement by the relevant regulatory body and committee for research and in Kenya, NACOSTI. The standard NPS data and research regulations allow for relevant processing of consent through collaboration (Jirojwong et al., 2014). The researcher acquired the relevant letters of introduction and authorization from the respectively mandated authorities and committed to follow the laid down ethical guidelines of Pan Africa Christian University, NACOSTI and NPS.

The researcher strictly adhered to research norms by ensuring respondent confidentiality in terms of the identity of the respondent and the information relayed through the use of coded questionnaires that do not capture personal details besides a written assurance on the questionnaire on researcher confidentiality.

The researcher also informed the various NPS officers and leaders that none of the names of the specific operational areas would be disclosed. In line with the unique security - based nature of NPS, the research further ensured that none of the key specific areas of the NPS from where data was collected was identified by name. Where mentioned it was in a general manner. This is part of the confidentiality assured to the NPS officers. The researcher has acknowledged intellectual contributions through relevant citations, referencing and ensuring that there is no plagiarism in the work.

Chapter summary

This chapter tackles the research design which is quantitative from a positivist approach concerning objective reality, with the population of study being serving trained police officers of the NPS using a correlational design. The sampling procedure involved complex random sampling owing to complexity of the NPS. Key among the complexities encountered was in the NPS command structure and failure to be given the number of officers in the City County and those in different rank categories, owing to the critical security functions of the NPS. The complex random sampling involved a geographical stratification of the City County into five areas. This was followed by purposeful sampling of sub-strata representing an NPS sub county for each geographical region giving 41.67 % representation of the NPS sub counties. From each purposefully sampled sub county there was further purposeful sampling of identified rank ranges for each NPS group from within the different NPS entities. Each of the constructs used has a standard instrument having a five - point Likert scale to measure each of the dimensions. Checking for multicollinearity in the factors of a variable and between independent variables has been captured to ensure research credibility by doing away with irrelevant variables. The ethical considerations have been laid out in line with

best practices adhering to compliance perspectives of getting authority, licenses and permissions to undertake the research and assuring confidentiality of respondents' information. The need for authorization to use some instruments with consequent acknowledgement was reported accordingly in the study. Further to this there was no recording of any personal data such as NPS number, cell phone number, national identity card, name of station or NPS office.

CHAPTER FOUR: DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION

Introduction

Data for this study was collected in strict adherence to the laid down methodology and in conformity with the laid down regulations by PAC University, NACOSTI and NPS authorization procedures. Data was collected from serving police officers from the three main NPS groups: APS, DCI and KPS under the following ranks: Constable, Corporal, Sergeant, Senior Sergeant and gazetted officers from the rank of Inspector to Senior Superintendent of NPS (SSP).

This chapter focuses on the data analysis which involved descriptive statistics and inferential analysis focusing on the objectives and hypothesis of the study. Descriptive statistics involved the use of means, standard deviations, skewness, kurtosis and scatter plots. This was used to do a comparative analysis of the means of independent and dependent variables across the demographics of the respondents relevant for the practical significance of the study.

The inferential analysis used multiple regression analysis characterized by first ensuring that relevant diagnostic tests on multiple regression analyses were undertaken in line with the standard regression assumptions. They included statistical tests on linearity, normality, multicollinearity, autocorrelation and homoscedasticity. Various statistical significance tests relevant to the research design, sample size, objectives, hypothesis and generalization were carried out to identify and link the independent variables to the dependent variable in a way that delivers practical significance. In line with the most used criterion for statistical inferences, which is a probability of significance at the level of 0.05 (Marôco, 2011),

$p = 0.05$ was used. The analysis focused on delivering significantly practical findings that are in tandem with the organizational leadership contexts under study. These were based on justifying the significance of the study in line with the objectives and nature of the study core towards the practical utility of the entire study including towards NPS organizational leadership. The analysis was presented in form of tables, graphs, models, parametric equations and statements derived from the observed standard statistical coefficients based on the data collected from the sample of respondents. The SPSS software used for the analysis is STATA23.

Response Rate

The study targeted the three strategic operational NPS units. A total of 109 respondents out of the sample size of 148 officers gave feedback. All questionnaires except two were valid. According to Mugenda & Mugenda (2010), a 70% response rate is considered excellent. Given that the response rate for the research was 72.30%, it qualified as excellent. It was deemed sufficient to undertake the analysis. The response rate of 72.30% also met the condition necessary for publishing of the study as laid out requiring that response rate be at least 60% (Babbie, 2004). The sample size of more than 30 further added value towards ensuring that the statistical inference on the NPS population was acceptable (Hodd & Tanis, 2010).

Data screening

Data screening was carried out to ensure that all the questionnaires were duly filled and that there were no missing values in the data used for analysis. There were no missing values, a pre - condition for regression analysis.

Reliability

Table 4.1 below presents the reliability findings of the research variables.

Table 4 1: Reliability statistics

		N	%
Cases	Valid	107	100.0
	Excluded ^a	0	0.0
	Total	107	100.0

a. List wise deletion based on all variables in the procedure

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.942	.944	11

Out of the 109 responses, 107 were valid, summing to 98.2 % of the data collected. The overall Cronbach's Alpha of the 90 items in the scale of the 11 variables is given as 0.942. This is highly reliable given that it is above 0.70. Cronbach's Alpha (α) is an attribute of reliability for homogeneity of all items of each of the construct, with a value within the range of 0.7 to 1.0 depicting high and acceptable reliability. That above 0.8 is defined as excellent. That below 0.7 represents reliability that is unacceptable (Heale & Twycross, 2015). The test has a range of between 0 and 1.0. The closer the coefficient is to 1.0, the greater the internal consistency of the instruments. From table 4.1, it is evident that there is excellent internal consistency considering that the overall Cronbach's Alpha reliability is 0.942. This is an indication that the research instruments had a very high internal consistency, thus increasing the reliability of the findings.

Validity

This measures the extent to which the instrument of measure is accurate and exhaustive on the variable, sub-scale and items relating to the concept being measured (Creswell, 2005; Shekaran & Bougie, 2010). The concepts measured in this study had representative sub - scales core towards exhaustive inclusion of the dimensions of each construct. There was a focus on the NPS population from which the sample was obtained, with unique attributes relative to the study objective being an equally unique public service that was measured in the instruments to achieve external validity. External validity focuses on how well the measurement of the sample captures the reference population (Bolarinwa, 2015).

This was captured from literature review and discussion of the instruments with purposefully sampled authorities of leadership and those in different leadership and followership positions across different NPS groups and ranks. Internal validity specifically quantified what it was designed to measure: the concepts of organizational leadership identified in the conceptual framework through triangulation in the literature review. There are no statistical instruments to measure validity (Mohajan, 2017). The researcher ensured that the instruments had relevant content validity by having discussions and analysis of the measurement instruments with leadership experts at senior NPS positions and facilitators of leadership curriculum at the various NPS Strategic Leadership Colleges. Several items were removed. A few were changed to be easily understood by the respondents. This resulted in the adaptation of adjusted instruments concerning inclusive leadership, LMX, AL and organizational commitment. This ranged from Police Inspectors to Assistant Inspector General of Police levels. The leadership facilitators were researchers and holders of Doctor of Philosophy in leadership related areas and research experts.

Demographic information

Table 4.2 shows the demographics of the NPS respondents concerning: NPS group, rank, age, and generations. The summary captured these characteristics using frequencies and percentages. Each characteristic is significant to the relationship between different characteristics, the corresponding levels of organizational commitment and the dimensions of organizational commitment. Demographics play a significant research role in showing the representativeness of the respondents in reference to the population of study for generalization (Salkind, 2010). Differences in demographic characteristics to the independent and dependent variables form a basis for integrating them into the findings through a comparison with past findings concerning several empirical studies (Atitumpong & Badir, 2018; Duran et al., 2018). This plays a critical research quality role through the correspondent interpretations that link existing research with the findings of the current study. It allowed for a comparative analysis between past findings and assertions. The new findings allowed for either concurrence or a critique through justified empirical based dissent. Demographic analyses were applied to identify whether any values were missing; a pre - condition for regression analysis besides guiding the researcher in ensuring that data entry and preparation were complete.

Table 4 2 : Demographic Characteristics of NPS Respondents

	Characteristic	Frequency	Percentage
NPS	APS	50	46.7
	DCI	15	14
	KPS	42	39.3
	Total	107	100
Rank Range	C-C	42	39.3
	S - Snr Sgt	28	26.1
	IP –SSP	37	34.6
	Total	107	100
Age	25-29	10	9.3
	30-34	28	26.2
	35-39	26	24.3
	40-44	18	16.8
	45-49	10	9.3
	50-54	13	12.1
	55-59	2	1.9
	Total	107	100
Generation	Gen X	44	41.1
	Gen Y	63	58.9
	Total	107	100.0
Rank	NPS Generation	N	Percentage
C-C	X	2	1.87
	Y	40	37.38
S-Snr Sgt	X	15	14.01
	Y	13	12.15
IP-SSP	X	27	25.23
	Y	10	9.35
	Total	107	100.00

Abbreviations key

C – C: Constable to Corporal

S – Snr Sgt: Sergeant to Senior Sergeant

IP – SSP: Inspector of Police to Senior Superintendent of Police

Table 4.2 shows that 107 respondents were NPS officers in active service with their ranks ranging from Police Constable to Senior Superintendent of Police, representing the three NPS services. Their age ranged from 25 to 59, with no officers below the age of 25 having participated in the study in line with the data captured. The number of respondents who were in the age range defined as GenY was 63. Those in the age range defined as Gen X were 42. Table 4.2 shows that the respondents represented different NPS groups hierarchies in terms of rank ranges and generations. These are significant in helping investigate the perceptions of inclusive leadership practices, authentic leadership practices, leader - member exchange practices and organizational commitment in a more inclusive manner through a cross - sectional approach, adding to methodological rigour, than would be possible when looked at from only a homogenous way. Such a homogenous way would factor one common demographic such as specific service, generation and rank. This added to the representativeness of the sample.

Such studies focusing on only one NPS group have been carried out (IPOA, 2017; Mwai, 2014). They have failed to allow for significant generalizations and comparative analysis across NPS diversities captured in the study demographics. The study on organizational commitment of the GSU focused on a sub - unit of the current KPS. It was not representative of other services and the NPS population. By factoring in more of the diversity profile of the NPS the study then gives the NPS leadership and various literature reviews a more comprehensive and representative view of the perceptions and practices of organizational leadership involving the different organizational leadership contexts.

This is contextually significant having in mind the on - going NPS reforms and the envisaged quality service delivery in safety and security and by extension the changes anticipated in how the public perceive the reformed NPS. It is also an indicator of applying inclusive leadership practices through inclusion of respondents across NPS services and the DCI.

Descriptive statistics

Independent variable

The independent variable comprised of three indicators. The perception of the respondents was measured using a Likert scale having five scores resulting in the perception level of each indicator and the summative perception level of inclusive leadership and generational diversity leadership in the NPS respondents. Table 4.3 below shows the means and standard deviations of independent variables across NPS and NPS Groups. The maximum possible score is 5. The means are out of a possible maximum score of 5.000. These values of LC, LR, RM and IL are for each of the NPS groups, rank range, generation and NPS.

Table 4 3: Means and Standard Deviations of Independent Variables across NPS and NPS Groups

Descriptives								
		95% Confidence						
		Interval for Mean					Minimum	Maximum
		Mean	Std. Deviation	Std. Error	Lower Bound	Upper Bound		
LC	N							
DCI	15	2.9333	.85743	.22139	2.4585	3.4082	1.81	4.81
APS	50	2.8900	.72223	.10214	2.6847	3.0953	1.44	4.19
KPS	42	2.8824	.58259	.08989	2.7009	3.0640	1.94	4.13
Total	107	2.8931	.68541	.06626	2.7617	3.0245	1.44	4.81
LR								
DCI	15	2.9333	.84751	.21883	2.4640	3.4027	1.64	4.79
APS	50	3.1143	.58494	.08272	2.9480	3.2805	1.79	4.43
KPS	42	2.8554	.75880	.11709	2.6190	3.0919	1.57	4.43
Total	107	2.9873	.70046	.06772	2.8531	3.1216	1.57	4.79
RM								
DCI	15	2.5444	1.07269	.27697	1.9504	3.1385	1.00	4.33
APS	50	2.6233	.65341	.09241	2.4376	2.8090	1.42	4.25
KPS	42	2.4147	.83688	.12913	2.1539	2.6755	1.08	3.92
Total	107	2.5304	.79350	.07671	2.3783	2.6825	1.00	4.33
DCI	15	2.8	0.86	.23147	2.2424	3.2353	1.39	4.56
APS	50	2.87	0.56	.07982	2.7084	3.0292	1.60	4.34
KPS	42	2.72	0.66	.11707	2.3986	2.8715	1.52	4.09
Total	107	2.8	.69848	.06752	2.6250	2.8927	1.39	4.56

Table 4.3 shows that among the indicators of inclusive leadership in the NPS measured in the study, learning has the highest score (mean = 2.99, SD = 0.70). Relational mentoring has the lowest perception level (mean = 2.53, SD=0.79). Table 4.3 further shows that across the three NPS groups, the independent variable with the highest perception in the respondents

was learning in the APS (mean = 3.11, SD = 0.58). This indicates that APS has a better and more elaborate inclusive learning practice as one of its key unique IL practices in comparison to the DCI and KPS.

Learning

The independent variable of learning had the highest perception level among the respondents (mean = 2.99, SD = 0.70). This is way below the mean of at least 4.00 that the researcher set as a high perception level in line with the vital safety and security leadership context of the NPS. Learning as a critical IL component was measured using among others, items that focused on; collective learning, learning through reflections based on mistakes, learning relating to emerging complexities, learners learning values from leaders and the context of leaders learning from followers.

Of the NPS respondents involved in this study, 44.8 % either strongly disagreed or disagreed with the statement positing that they had learnt the practice of openness from that of their supervisors. On the same item, 34.5% of the respondents either strongly agreed or agreed, with the remaining 20.6% being neutral, an indicator of a practice that is not strongly grounded in NPS. On the item, “I have attended seminars focusing on how to work with officers of different generations and ages”, 54.2 % answered to the negative while 32.7% either strongly agreed or agreed, with 13.1% being neutral. In policing, there exist job contexts that catalyse relational conflicts with correspondent destructive psychological impacts and behaviours (Duran et al., 2018). These findings on openness and diversity learning indicate an organization lacking in inclusive learning. They reflect a departure from the evidence - based best practice where inclusive learning gives competences, skills and knowledge core to self - awareness and delivers critical desirable self - efficacy in relational practices across diverse

contexts (Engström & Käkelä, 2019). Inclusive learning partly involves leaders learning from followers a perspective represented by the item, “There is a practice of senior officers learning from junior officers”, with 58% of the respondents either strongly disagreeing or just disagreeing, 31.8% strongly disagreeing while 22.4% either strongly agreed or just agreed, with only 5.6% strongly agreeing. The findings show lack of a systems approach in learning, indicating a normative underlying organizational culture, where learning is unidirectional. This is an indicator of a leader - centric practice in the learning process of NPS, a departure from inclusive leadership. Inclusive leadership focuses on systems thinking approach where leader and ego - centric practices are discarded. In their place comes eco - centric leadership approaches (Javed et al., 2018). This practice, as shown in the findings, is lacking in NPS.

The low level of leaders learning from followers in this study, other than indicating a leader - centric practice, also indicates a lack of inclusive learning in NPS, an existing but destructive organizational leadership practice. Strictly hierarchical organizations of which policing organizations are, majorly suffer the lack of inclusion owing to the existing power positions and structures (Chae & Boyle, 2013; Coser, 1974), a source of complexity to effective IL. The best practice of leaders learning from their followers is an indicator of inclusive leadership from the lenses of organizational learning practices.

Collective learning behaviour, an IL practice was measured through the item, “I have learnt to identify my age related weaknesses through the guidance of my peers”, with 59.8% of the respondents either strongly agreeing or agreeing, 21.3% either strongly disagreed or just disagreed. This item focused on collective learning among peers, implying those in the same age and rank, an indicator of hierarchical and demographic homogeneity, the practice of senior officers learning from junior officers is lacking as shown by 58% of the respondents.

These respondents indicated that they either strongly disagreed or just disagreed with the statement that there is a practice of senior officers learning from junior officers. This is an indicator of the absence of the organizational leadership practice and mindset of inclusive learning involving learning from peers and juniors, core towards integrating the diverse groups of age and ranks in NPS. Accepting to learn from diverse contexts and situations through leadership influence, involving authentic dialogues and debates, delivers a climate of effective collective learning (Delić et al., 2017). This inclusive leadership practice is weak in NPS as shown by the findings (mean = 2.99, SD = 0.70). The implication for NPS leadership and in particular those mandated with the role of learning leadership is that there is need to diagnose the inclusivity practices in learning across the entire organization. It calls for tools that enhance monitoring and evaluation not just of learning but of utmost significance of measuring and evaluating extent of inclusive learning and the impact of inclusive learning.

Leadership communication

The NPS respondents had an overall low leadership communication perception level (mean = 2.89, SD = 0.69), an observation across the three NPS groups where the highest level was in the DCI (mean = 2.93, SD = 0.72). Leadership communication shows the perception levels of the officers regarding how effective and inclusive the communicative practices of the leaders, leadership, followers and organizations are (Brown et al., 2019). For the item of leadership communication focusing on respondents getting timely feedback about their progress from their supervisors, only 23.3% either strongly agreed or agreed, 57% either strongly disagreed or disagreed. This indicates a low perception of effective communication by NPS leadership. The item focusing on leadership communication as viewed from an effective organizational communication context investigating timely communication to

officers to prepare them before their transfers shows that only 9.3% of the respondents either strongly agreed or agreed, with 74.8% either strongly disagreeing or disagreeing.

On the accessibility of leaders to listen to those with divergent views, 37.4% of the respondents either strongly disagreed or disagreed, 39.3% either strongly agreed or disagreed, with the remaining 23.3% neither agreeing nor disagreeing, an indicator of erratic accessibility behaviour by leaders. Perceived organizational leadership, respect and fairness through inclusive communication to followers makes them feel obligated to reciprocate through a commitment to organizational processes (Luksyte & Spitzmueller, 2016).

The low levels of leadership communication across NPS imply a correspondent low level of obligation to get fully engaged in organizational processes. This is in agreement with the observations that relational reciprocity is influenced by the nature of leadership communication practices exhibited in an organization (Ramaprasad et al., 2017). As a highly bureaucratic and command informed organization, NPS is bound to remain entrenched in the comfort zone of unidirectional leadership communication. This is at the detriment of having followers participate in the co - creation of new meaning to emerging safety and security challenges as well as availing followers' opportunities to have autonomy of thought.

Leadership communication which is exclusive results in the withdrawal of followers' connectivity and support to the organization with correspondent negative work behaviors and even acting in behaviors destructive to followers, leaders, organization and the public. In view of the vital role of open communication, sharing of accurate data and information, dialogues to discuss thorny interpersonal, group and intergroup issues and bearing in mind the increased spaces of sharing information including social media, NPS leadership needs to adopt an inclusive leadership communication approach. This should factor in generational diversities, preferences on communication while also factoring in the individuality of officers, uniqueness

of police information and diversities in ability of officers to communicate through different methods. This leadership flexibility that allows for open and authentic discussions of feedback from followers that challenges behaviors of seniors is a key hallmark of inclusive leadership in refining the leader-follower centric paradigm through ethical and moral normative practices. It cultivates perceptions and behaviors that serve as antecedents for organizational commitment.

Relational mentoring

Table 4.3 also shows that the independent variable with the least perception level across the NPS groups is relational mentoring in KPS (mean = 2.41, SD = 0.84). The study further shows that relational mentoring is the independent variable with the lowest perception scores across NPS as an organization (mean = 2.53, SD = 0.79) and across the sub organizations of; APS (mean = 2.62, SD = 0.65), DCI (mean = 2.54, SD = 0.79) and KPS (mean = 2.41, SD = 0.84). This means that the practice of relational mentoring is not only glaringly lacking in the KPS as an IL practice, but it is lacking as an organizational leadership practice of IL in the entire NPS. It is lacking despite being a fundamental component of the organizational leadership structures, systems, culture and processes of NPS. This is empirically supported by the observation where only 8.4% of the respondents either strongly agreed or just agreed with the statement, “I have an officer assigned to me whom I discuss my personal problems with”. There are low percentages of relational mentoring as indicated by only 6.5% of respondents who either strongly agreed or agreed with the statement that they have an officer assigned to discuss their (officer’s) mental wellness. This is in spite of the need for psychosocial support, a mentoring perspective and in particular concerning the stressful policing work engagements that require empathy (Cowen et al., 2016; Curtis & Taylor, 2018).

Policing is a highly stressful occupation with risky and dangerous engagements in the course of duty. It requires relevant mental health resources through supportive relationships such as relational mentoring (Cronin et al., 2017; Duran et al., 2018). It is in line with the role of enhancing proper coupling of supportive social resources as opposed to the usual practice of exclusion characterised by loose coupling, which results in reduced OC in officers (Domingues & Machado, 2017). Such relational mentoring and social resources as part of IL practices deliver attitudes, perceptions and behaviours that include social-awareness, self-awareness, fairness, trust and self-control (Domingues & Machado, 2017).

These are critical antecedents of desired organizational behaviours anchored on self-efficacies against the observed suicides, homicides and organizational cynicism in policing services (Benitez et al., 2018; Dabke, 2016). In this study, provision of mentoring resources and processes is part of the social resources needed by the officers. Correspondent perceived organizational support through such social resources is low in NPS as supported by 47.7% of the respondents either strongly disagreeing or agreeing with the statement, “My NPS mentor supports me by assigning tasks that teach me new capabilities” , with 39.2% either strongly agreeing or just agreeing. Also, 57% of the respondents indicated that they strongly disagreed or disagreed with the statement, “My NPS mentor spares his/her time to guide me on my career”. Only 2.8% strongly agreed, 26.2% agreed and 13.1% neither agreed nor disagreed. This supports the observation of low perception of perceived organizational support through loose coupling regarding social resources of relational mentoring in NPS. Adequate provision of accurate data, information and accessibility of organizational support and resources are critical indicators of ethical, professional and moral IL practices (Wuffli, 2016). Their absence then indicates a lack of IL practices with consequent reciprocity characterized by low - quality leader-follower relationships (Suifan et al., 2017).

This is supported by the fact that 60.8 % of the respondents indicated that they either strongly disagreed or disagreed with the statement, “I engage in social activities with my NPS mentor”. Only 5.6 % strongly agreed with another 15% only agreeing. Successful relational mentoring develops new forms of leader - member relationships adding to the development of both the mentor and mentee (Brown et al., 2019). The low perception levels of social relations, arising from poor relational mentoring relatedness between mentor-mentee, further portray a lack of effective relational mentoring practices in the NPS. This is in line with the observations that mentoring in policing services is an isolated leadership practice (Tyler & McKenzie, 2011), besides supporting the dichotomous discourse by Tankebe (2010), that points out the resultant high levels of OC in police officers as an outcome of mentoring.

The implications for NPS include the need for an elaborate relational mentoring leadership program founded on the diverse psychosocial challenges facing the service. This includes stress and trauma. Further to this is the need for the development of a relational mentoring approach that allows for dialogues and disclosures between leaders and followers on issues core towards improving the moral and ethical standing of the NPS. This is vital in creating openness, candid disclosures and honesty, depicting interpersonal relationships that have no punitive objectives; instead focusing on the flexibility of inclusive leadership of giving leaders and followers’ opportunities to positively change each other. It will enhance trust and trustworthy behaviors with consequent positive emotional attachment between follower and leaders permeating to emotional attachment to the organizational values with correspondent extra - role performance: outcomes of organizational commitment.

Independent variables across NPS generations

Table 4.4 below shows the perception levels of independent variables across the NPS generations. The NPS has two major generations (Gen X and Gen Y).

Table 4 4 : Means and SD of Independent Variables across NPS Generations

Descriptive									
				Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimu m	Maximu m
		N	Mean			Lower Bound	Upper Bound		
LC	Gen Y	63	2.82	0.70	0.09	2.65	3.00	1.44	4.19
	Gen X	44	2.99	0.66	0.10	2.79	3.19	1.88	4.81
	Total	107	2.89	0.69	0.07	2.76	3.02	1.44	4.81
LR	Gen Y	63	2.87	0.69	0.09	2.70	3.05	1.57	4.21
	Gen X	44	3.15	0.69	0.10	2.94	3.36	2.00	4.79
	Total	107	2.99	0.70	0.07	2.85	3.12	1.57	4.79
RM	Gen Y	63	2.40	0.77	0.10	2.21	2.59	1.00	3.92
	Gen X	44	2.72	0.80	0.12	2.48	2.96	1.00	4.33
	Total	107	2.53	0.79	0.08	2.38	2.68	1.00	4.33
IL	Gen Y	63	2.70	0.62	0.07	2.54	2.81	1.55	3.91
	Gen X	44	2.95	0.66	0.09	2.74	3.09	1.75	4.29
	Total	107	2.80	0.64	0.05	2.67	2.88	1.55	4.29

Table 4.4 shows that across the three indicators of IL, Gen X had higher perception levels than Gen Y for each of the three independent variables. For leadership communication the perception levels were: Gen X (mean = 2.99, SD = 0.66) and Gen Y (mean = 2.82, SD = 0.70). For relational mentoring the perception levels were; Gen X (mean = 2.72, SD = 0.80) and Gen Y (mean = 2.40; SD = 0.77). For learning the perception levels were; Gen X (mean = 3.15, SD = 0.69) and Gen Y (mean = 2.87, SD = 0.69).

The findings show that the perception level of IL is higher in Gen X (mean = 2.95, SD = 0.66) than in Gen Y (mean = 2.70, SD = 0.62). This is irrespective of the fact that the perception levels of inclusive leadership in the two generations are low in comparison with the study's set value of 4.00 to 5.00 representing a high IL value, with a correspondent overall low perception level of inclusive leadership in the NPS.

Although studies focusing on diversity and having a linkage with inclusive leadership have been undertaken, this study found none focusing on measuring inclusive leadership perceptions across generations. Despite this observation, the argument that generational diversity results in organizational complexity has a corresponding theme with the findings of this study showing different low perceptions of inclusive leadership across the two NPS generations (Jain & Duggal, 2018; Mansour, 2017). The findings disagree with the assertion that senior officers show lower standard deviations of perceptions such as leadership in organizations (Metaclafe & Dick, 2001). In NPS, senior officers who are majorly the older officers and Gen X show a higher standard deviation (SD = 0.66). The junior officers majority of who are Gen Y show a lower standard deviation (SD = 0.62). Generational diversity calls for inclusive leadership through inclusive leadership practices at personal, dyadic, group and organizational levels for employees to have a positive perception of leadership.

The findings also resonate with the suggestions on the possible roles of mentoring and learning as effective leadership practices towards tackling the generational diversities (Kaminska & Borzillo, 2018). Since learning and relational mentoring are two of the three independent variables of this study, with different perception levels for Gen X and Gen Y where both are ranked as low perception levels, it then implies that in the NPS, there is a lack of leadership - based focus on the generations. Further to this deduction, there is a consequent

implication that inclusive leadership focusing on the different generations in NPS is lacking. The implication for NPS is that in view of the complexities brought on board by the experiences of the incoming generations, it is important to have an authentic inclusive generational diversity leadership program. In particular the emerging role of technology in policing offers opportunities for Gen Y and Gen Z to serve the NPS through their skills, experiences and passions of information technology. This connectivity between an officer's past positive experiences, skills and passion adds critical value to organizational commitment. By extension, such talented young officers, through the generational diversity leadership program could play pivotal relational mentoring roles through a bidirectional dyadic interrelationship. While the older generation mentors the younger generation through their experiences the younger generation in turn would reciprocate through mentoring of the older officers based on their technology skills with resultant development of both followers and leaders. This inclusive generational leadership practice anchored on inclusive leadership skills then breaks the barriers of hierarchy, rank, command, age - based stereotypes, experiences and education in the NPS. Positive human relations in the NPS then would catalyse positive work - related engagements; antecedents of organizational commitment leveraged on inclusive leadership's flexibility.

Independent variables across NPS ranks and generations

Table 4.5 shows the means and standard deviations of independent variables across NPS Ranks and the frequency of Gen X and Gen Y across NPS ranks. It shows the relative numbers of each generation across the three leadership levels of NPS.

Table 4 5 : Means and SD of Independent Variables across NPS Ranks

Descriptives									
				Std.		95% Confidence Interval for Mean			
		N	Mean	Deviation	Std. Error	Lower Bound	Upper Bound	Minimum	Maximum
LC	C-C	42	2.838	.71288	.1100	2.6156	3.0599	1.50	4.19
	S-SSGT	28	2.810	.57571	.1088	2.5870	3.0335	1.88	4.06
	I-SSP	37	3.019	.72855	.1198	2.7757	3.2615	1.44	4.81
	Total	107	2.893	.68541	.0663	2.7617	3.0245	1.44	4.81
LR	C -C	42	2.818	.67195	.1037	2.6086	3.0274	1.57	4.07
	S-SSGT	28	2.985	.61610	.1164	2.7458	3.2236	1.79	4.43
	I--SSP	37	3.182	.75735	.1245	2.9290	3.4340	1.71	4.79
	Total	107	2.987	.70046	.0677	2.8531	3.1216	1.57	4.79
RM	C-C	42	2.443	.74501	.1150	2.2103	2.6746	1.00	3.92
	S-SSGT	28	2.646	.70296	.1329	2.3733	2.9184	1.17	4.25
	I-SSP	37	2.543	.91195	.1499	2.2387	2.8469	1.00	4.33
	Total	107	2.530	.79350	.0767	2.3783	2.6825	1.00	4.33
IL	C-C	42	2.70	0.61	.0751	2.5216	2.8247	1.76	3.59
	S-SSGT	28	2.81	0.58	.0945	2.6308	3.0187	1.55	3.68
	I-SSP	37	2.91	0.74	.1128	2.6229	3.0806	1.74	4.29
	Total	107	2.800	0.64	.0549	2.6658	2.8834	1.55	4.29

Key: C-C: Constable–Corporal; S-SSGT: Sergeant–Senior Sergeant; I-SSP Inspector–Senior Superintendent of Police.

Table 4.5 shows that across the three ranges of NPS ranks, there was no consistency in levels of perception for leadership communication and relational mentoring. For leadership communication, the perception level of the more junior group, Constable to Corporal was higher at (mean = 2.84, SD = 0.71). That of Sergeant to Senior Sergeant was (mean = 2.81, SD = 0.58). For the variable relational mentoring, the junior group of Sergeant to Senior Sergeant, (mean = 2.65, SD = 0.70) had higher perception levels than the senior level of inspector to senior superintendent of police at (mean = 2.54, SD = 0.91).

These levels in the findings are contrary to the assertions inferred in different studies showing higher perceptions of organizational leadership for higher leadership levels in which the range inspector to senior superintendent of police would be expected to not only have high values but also values much higher than for the other two rank groups (Mercurio, 2015; Metacalfe & Dick, 2001; Singh, 2015). Further, it would be expected that the perceived values of the independent variables for the group Sergeant to Senior Sergeant would be higher than that of Constable to Corporal.

For LC levels, table 4.5 shows that the level of perception of leadership communication for the rank group Constable to Corporal (mean = 2.84, SD = 0.71) was higher than for Sergeant to Senior Sergeant (mean = 2.81, SD = 0.58) despite the latter being senior in leadership than the former. Table 4.5 shows that the percentage of Gen Y within the rank of Constable to Corporal was 95.2% indicating a homogeneous group in relation to generational diversity.

From the argument by Tanikawa et al. (2017), there are distinct perceptions, attitudes and behaviours across generations with some resulting in intergenerational stereotyping. Some of the stereotype behaviours serve as barriers to effective communication (Sprinkle & Urick, 2018). This might explain the higher leadership communication perception for Constable to Corporal owing to their generational homogeneity (92%) within that rank range; hence a practice of inclusive and effective communication among themselves. For the same IL indicator, the range representing Inspector to SSP had the highest perception level (mean = 3.02, SD = 0.73). NPS is a hierarchical organization with leadership communication taking a similar context. Within the Inspector to SSP range are officers who majorly share several characteristics which include all being gazetted officers, having unique leadership communication channels. In this study, 70% of them belonged to Gen X, a homogeneity

factor. Within the range of inspector and SSP ranks are four NPS ranks: Inspector, Chief Inspector, Superintendent and SSP, with other ranks including those in acting capacities. Just like in the case of Constable to Corporal, the highly homogenous nature of Inspector to SSP group (70 % Gen X) explains the higher perceived level of LC owing to the high percentage of Gen X and consequent intra - group effective communication practices. These findings then support the argument by de Waal (2017), that age diversity affects micro - level organizational contexts such as effective communication. Communication across the ranks stated within NPS officers focused on County, Sub County or unique national NPS levels, representing a further micro - level context of communication. The rank range Sergeant to Senior Sergeant had nearly equal numbers of both Gen X (N = 15) and Gen Y (N = 13), a generational diversity which explains why their LC was the lowest across ranks (mean = 2.81, SD = 0.58), despite their diversity in the hierarchy being minimal.

This research finding supports the assertion of psychological barriers to communication existing owing to unmanaged diversities, an indicator of lack of relevant leadership communication practices in the IL spectrum of NPS. Psychological communication barriers exist with the need for leaders to use expressionless communication approaches to bridge any communication distances with such calling for use of humour (Brown et al., 2019). The study showed that only 30.8% of the respondents either agreed or strongly agreed that there is use of humour by their supervisors in communication. This indicates lack of a critical leadership communication practice core towards inclusion of followers in communication. Table 4.5 further shows that for the levels of perception of learning there was consistency in terms of seniority where the levels for ranges; Inspector to SSP, Sergeant to Senior Sergeant and Constable to Corporal were (mean = 3.18, SD = 0.76; mean = 2.98, SD = 0.62; mean = 2.82, SD = 0.62) respectively. This means that the learning process in NPS takes a

hierarchical nature with a junior level learning from a senior level, a proposition supported by the fact that 58% of the respondents indicated that they either strongly disagreed or agreed with the statement, “There is a practice of senior officers learning from junior officers”, with only 5.6% strongly agreeing and a further paltry 16.8% agreeing.

This depicts lack of institutionalized IL learning practices that should focus on inclusive learning. It indicates that NPS lacks dyadic and collective learning as leader - follower centric learning culture. This is a deviation from what Brown et al.(2019) posit that IL catalyses free learning across the leader - follower dyads, a supposition supported by Dixon (2017), regarding organizational learning being a collective process; owing to lack of an inclusive learning practice in NPS. The study brings on board the need for what Randel et al. (2016) recommend to organizations: nurturing inclusive leaders within operational levels of organizations with IL capabilities of not only valuing the role of followers, but who also dare to invite such followers to the leadership table. Inclusive learning from the perspective of this study serves a critical specific role of nurturing inclusive leadership, although it is lacking in NPS. NPS leadership needs to nurture it as part of its culture leader -follower centric learning cultures across all its functions. From table 4.5, the rank with the highest perception levels of relational mentoring was Sergeant to Senior Sergeant (mean = 2.65, SD = 0.70), followed by Inspector to SSP which is a senior leadership and management level (mean = 2.54, SD = 0.91), with Constable to Corporal having the lowest (mean = 2.44, SD = 0.75). The homogeneous natures of the Constable to Corporal and Inspector to SSP levels concerning their generations, coupled with low levels of relational mentoring indicate the lack of relational mentoring practices within those sharing the same perceptions, attitudes, and behaviours. The heterogeneous generational nature of Sergeant to Senior Sergeant where 53.6 % were Gen X while 46.4% were Gen Y allows for some level of relational mentoring

although way below the set high-quality level of 4. This negates the assumption that cross-generational relational mentoring is a difficulty as asserted by Freeman & Kochan (2019). The means from the homogenous groups indicate in-group practices and perceptions within NPS further justifying the need for a generational diversity leadership program within the inclusive leadership practice that NPS should adopt.

Inclusive leadership across NPS ranks

Table 4.6 below shows means and SD of IL across NPS groups, ranks and generations. Inclusive leadership was measured using three indicators of LC, LR and RM as independent variables. The overall IL perception levels were then worked out from the respective IL scores per independent variable.

Table 4 6: Means and SD of IL across NPS Groups, Ranks and Generations

	N	Mean	Std. Deviation	Std. Error	95% Interval for Mean Lower Bound	Confidence Upper Bound	Minimum	Maximum
DCI	15	2.87	0.56	0.19	2.33	3.15	1.74	4.29
APS	50	2.8	0.86	0.06	2.72	2.97	1.94	3.68
KPS	42	2.72	0.66	0.10	2.50	2.90	1.55	4.21
Total	107	2.8	0.64	0.05	2.67	2.88	1.55	4.29
C-C	42	2.7	0.61	0.08	2.52	2.82	1.76	3.59
S-SSGT	28	2.81	0.58	0.09	2.63	3.02	1.55	3.68
I-SSP	37	2.91	0.74	0.11	2.62	3.08	1.74	4.29
Total	107	2.8	0.64	0.05	2.67	2.88	1.55	4.29
Gen Y	63	2.95	0.66	0.07	2.54	2.81	1.55	3.91
Gen X	44	2.7	0.62	0.09	2.74	3.09	1.75	4.29
Total	107	2.8	0.64	0.05	2.67	2.88	1.55	4.29

Despite the differences across IL indicators, these are low perception levels indicating that NPS has low IL levels. Table 4.6 shows a low overall perception level of IL in NPS (mean = 2.80, SD = 0.64). Across the NPS groups, APS had the highest levels of inclusive leadership (mean = 2.87, SD = 0.56), followed by DCI (mean = 2.80, SD = 0.86) and KPS (2.72, SD = 0.66). In spite of these rankings, the IL level of each and that of the NPS is way below the set range of a high value; from 4.00 to 5.00.

The findings show low perception levels of IL across the rank ranges, with the levels showing a consistency with the hierarchical nature of the ranks as follows: Police Inspector to SSP (mean = 2.91, SD = 0.74), Sergeant to Senior Sergeant (mean = 2.81, SD = 0.58) and constable to corporal (mean = 2.70; SD = 0.61). Across the NPS generations, Gen X had higher perception levels of IL (mean = 2.95, SD = 0.66) than Gen Y (mean = 2.70, SD = 0.62). Although the study got no empirical evidence on comparative analysis of levels of IL across generations, the nature of generational diversity in the study was contextual and situational.

As shown in table 4.6, in the senior category of Inspector to SSP the percentage of Gen X was 73%. That of Gen Y was 27%. In the category of Sergeant to Senior Sergeant there were more Gen X (53.6%) than Gen Y (46.3%). The junior level category of Constable to Corporal, the population was majorly Gen Y. It had 95.4% of this category's respondents. This then shows that most leaders at senior positions are older and are Gen X with a low perception of IL practices, an implication that their seniors within this category and above the SSP level also have poor IL practices or ineffective inclusive leadership practices. These findings on hierarchy and generational demographics depict a scenario where low IL practices in senior and older officers affect the practice of IL. It is an organizational perception within lower ranks and younger officers.

The low IL levels for the younger Gen Y are a reflection of the comparatively low IL level of their leaders, the senior officers, who are majorly Gen X, with the implication that critical IL practices are lacking in NPS leadership across the generational NPS context. This supports the findings that IL levels of leaders affect follower perceptions of being valued with correspondent proportional perception levels of IL in followers as underscored by Chong et al. (2016).

The implication is that there is a correlational relationship between the IL of the leaders and that of the followers, with an organizational leadership need for the NPS to develop an inclusive leadership program across its services, departments and learning schools and colleges.

Dependent variable

Organizational commitment, a multi-dimensional construct was measured using a Likert scale with the extremes ranging from strongly disagree (1) to strongly agree (5) that focused on the three dimensions. The OC dimension was measured through the three OC constructs through respondents' perceptions, using a Likert scale having five scores.

Organizational commitment dimensions across NPS and NPS groups

Table 4.7 shows the means and standard deviations of AC, CC, NC and OC of NPS and NPS groups. Organizational commitment was a multi - dimensional construct made up of AC, CC and NC hence its measure from the multilinear perspective against the focus on only one dimension. Further the dimensions had correlational relationships towards the overall OC and correspondent behaviors of the officers and the overall organizational commitment profile.

Table 4 7: Means and SD of Organizational Commitment across NPS and NPS Groups

			95% Confidence Interval for Mean						
		N	Mean	Std. Deviation	Std. Error	Lower Bound	Upper Bound	Minimum	Maximum
AC	DCI	15	2.75	0.50	0.13	2.47	3.03	1.88	3.75
	APS	50	2.80	0.46	0.06	2.67	2.93	1.13	3.50
	KPS	42	2.83	0.65	0.10	2.63	3.04	1.63	4.50
	Total	107	2.81	0.54	0.05	2.70	2.91	1.13	4.50
CC	DCI	15	2.79	0.63	0.16	2.44	3.14	1.80	4.20
	APS	50	2.95	0.70	0.10	2.75	3.15	1.40	4.20
	KPS	42	2.76	0.92	0.14	2.47	3.04	1.00	4.80
	Total	107	2.85	0.78	0.08	2.70	3.00	1.00	4.80
NC	DCI	15	2.91	0.89	0.23	2.41	3.40	1.20	4.60
	APS	50	3.26	0.81	0.11	3.03	3.49	1.60	5.00
	KPS	42	2.91	0.97	0.15	2.61	3.22	1.00	4.80
	Total	107	3.07	0.90	0.09	2.90	3.25	1.00	5.00
OC	DCI	15	2.81	0.59	0.15	2.49	3.14	1.79	4.18
	APS	50	3.02	0.54	0.08	2.87	3.18	2.10	4.58
	KPS	42	2.78	0.83	0.13	2.52	3.03	-	4.30
	Total	107	2.90	0.68	0.07	2.77	3.03	-	4.58

Table 4.7 shows that the mean value for the organizational commitment of the NPS was 2.90. APS had the highest (mean = 3.02, SD = 0.54), DCI (mean = 2.81, SD = 0.59) and KPS (mean = 2.78, SD = 0.83). In the research on OC in Ghana Police Force it was argued that the OC was high (mean = 4.20; SD = 0.49). In the research study focusing on TSC the OC (mean = 3.65; SD = 1.52) was categorized as moderate (Masese, 2017; Tankebe, 2010). The means of NPS across the OC, AC, CC and NC were low with the researcher picking means ranging from 4.00 to 5.00 as high. Those below were categorized as low.

Under the means of the dimension of affective commitment, KPS has the highest (mean = 2.83, SD = 0.65), followed by APS (mean = 2.80, SD = 0.46) and DCI (mean = 2.75, SD = 0.50). Under the dimension of continuance commitment, APS had the highest (mean = 2.95, SD = 0.70), DCI with (mean = 2.79, SD = 0.63) and KPS (mean = 2.76, SD = 0.92). This shows that APS had the highest level of CC in the NPS, followed by DCI. Under the dimension of normative commitment, APS had the highest (mean = 3.26, SD = 0.81), DCI (mean = 2.91, SD = 0.89) and KPS (mean = 2.91, SD = 0.97). This shows that APS had the highest level of NC in the NPS, followed by DCI. The standard deviation of KPS was higher than that of DCI despite having equal means.

Despite the comparative analysis across the NPS services picking highest to lowest, the means obtained were low in line with the measure set for the research study and in line with other studies on OC. In comparing the dimensions of OC in the NPS services, the dimension with the lowest mean score was the affective commitment at (mean = 2.81, SD = 0.54) with NC having the highest mean (mean = 3.07, SD = 0.90). Each of the means of the OC dimensions was below 4.0 indicating that the APS, DCI and KPS had low levels of OC across the dimensions and hence an overall low level of OC (mean = 2.90, SD = 0.68) of the NPS.

Studies have shown that AC should be the OC dimension with the highest level in organizations if OC is to have the requisite effect on the attitudes, perceptions and behaviours of the employees critical for organizational performance based on behaviours such as organizational citizenship behavior (Yousaf et al., 2011). High levels of AC result in high NC and CC values as noted in the study by Kumari & Priya (2017). The means of AC, NC and CC were; 3.8250, 3.7489 and 3.5478, respectively. The two highest levels of OC dimensions in this study on the NPS were NC and CC. AC was the lowest.

This is against the empirically derived combination of high levels of AC and NC which have been noted to have higher and stronger positive predictions on the behaviours, perceptions and attitudes catalysed by OC (Jaros, 2017). To the contrary, AC levels lower than NC and CC are poor antecedents of vital OC perceptions and behaviors. These findings further contradict other research studies, which indicate that CC should have lower perceived value when compared to the other two (Kumari & Priya, 2017). This study contradicts earlier findings. The CC level has a higher value than that of AC. The implication is that the organizational commitment of NPS is majorly influenced by the external environment, an indicator of ineffective organizational leadership practices and processes. Low AC levels have resultant low morale and lack of emotional attachment to the organization (Risher, 2014), antecedents towards resultant weak resilience towards stressful conditions, situations common to and facing police officers frequently (Benitez et al., 2018).

The different organizational commitment profiles for each of the NPS groups showed an organizational leadership that delivers different perceptions and behaviors to the followers. Relatively higher CC values in KPS have implications about possible dysfunctional LMX based on physical contingent awards, with a need for NPS leadership to focus on enhancing authentic LMX exchanges. These unauthentic LMX exchanges may be used as part of the side bets by officers to remain in the organization. Among possible side bets are bribes as already documented in empirical studies on NPS.

Affective commitment

From the study, 57.5% of the respondents either strongly agreed or just agreed with the item, “I do not feel emotionally attached to my organization”, with 27.2% either strongly disagreeing or disagreeing.

The rest (16.3%), were neutral, an indicator of low emotional attachment. The study revealed that only 39% of the respondents either strongly agreed or agreed with the statement, “I would be very happy to spend the rest of my career life in the organization” , indicating that 61% of the respondents had little or no affective attachment to the organization.

Since these are antecedents of AC, this lack of AC by 61% is a pointer to both organizational and leadership practices that are incongruent with those anticipated by followers making followers feel undervalued. It is in line with the research underscoring the critical role of IL practice of leveraging on relevant leadership styles that enhances a leader’s constructive feedback and availability (Hsieh & Liou, 2018; Schermuly et al., 2013).

Fears have been raised by research studies about the impact of feedback barrier between superiors and juniors in policing on OC (Johnson, 2015). This study addressed these fears through the role of inclusivity in leadership communication resulting in increased AC. There is a very high level of perception on the unfairness of NPS to its officers as shown by 42.5% of the respondents who strongly disagreed with the statement, “I think that there is fairness in the promotion process where each officer is treated without undue favour”, with a further 22.6% disagreeing. Only 22.6% either strongly agreed or agreed. The unfairness to the employees is further shown by 85% of the respondents who either strongly disagreed or disagreed with the item, “There is fairness in selection for overseas training”, with only 5.6% either strongly agreeing or just agreeing. These findings coupled with the low AC perception levels of NPS (mean = 2.81, SD = 0.54) are below the set high AC value of at least 4.00. As an attitudinal outcome, AC has organizational leadership practices such as involvement of employees in decision making processes such as transfers and promotions as its predictors, with unfairness and exclusion in such processes resulting in a low AC (Donner et al., 2016).

The study has shown the exclusion of NPS officers in the promotion and training processes as forms of unfairness with a consequent negative effect on AC of the respondents. Exclusion of employees in organizational processes including both tangible and intangible rewards, with promotions and transfers being examples, is an indicator of lack of inclusive leadership (Jin et al., 2017). This explains the correspondent low levels of AC across the NPS groups, demographics and ranks.

From the items of the AC scale, 48.1% of the respondents either strongly disagreed or agreed with the statement , “It would be very hard for me to leave this organization for now even if I wanted to due to my attachment to it” , with 8.5% strongly agreeing, while 20.8% agreed and 22.8 % were neutral, an indicator of low AC . AC has no middle level in the scales set by the researcher. The implication is that 70.9 % of the respondents have a low AC regarding the item under analysis. This indicates a low level of emotional attachment to the NPS. Low levels of emotional attachment result in reduced employee involvement in the vision, mission, values and core practices of an organization (Obedgiu et al., 2017). Several observed NPS behaviours core towards achieving its aphorism, values, vision and mission have been observed to be lacking and in their place have been observed destructive behaviours (Hope, 2019). This study then supports the observed destructive behaviors in the NPS. There is a contradictory perception in the respondents as seen in the percentage of respondents for the statement, “It would be very hard for me to leave this organization for now even if I wanted”. NPS is the public service organization constitutionally mandated with the role of safety and security of the public and critical infrastructure: 22.3 % of respondents indicated that they neither agreed nor disagreed. This shows fence sitting behaviour against the expected certainty that an NPS officer should exemplify; indicating a contradictory perception. Their

response indicates risk averseness and uncertainty avoidance (Griffin & Pustay, 2007), a behaviour depicting a culture that is not expected of safety and security organizations. NPS operates within environments both internal and external characterized by ambiguity and threats to life with a need for the organization and its employees to have a culture of uncertainty acceptance. Unfortunately this is lacking as shown by the fence sitting responses.

Continuance commitment

The majority of the respondents, 58%, indicated that for the item, “One of the serious challenges I would face in leaving the organization is lack of alternative jobs”, they either strongly disagreed or disagreed, with only 9% strongly agreeing while 21% agreed. In the same breath, 37.7% indicated that for the item, “I feel that there are very few options to consider if I am to decide to leave the organization”, they either strongly disagreed or disagreed, with the bigger number 42% either strongly agreeing or just agreeing.

This figure (42%) shows that more respondents would easily leave the NPS, implying a low CC, a precarious situation for NPS and in particular during a time when it is implementing reforms particularly recruiting 10,000 police officers annually. The recruitment is based on a huge deficit in meeting the United Nation’s police to public ratio value of one police officer for every 450 citizens. Low CC was observed in the respondents in their response to the item on, “My life would be disrupted badly if I decided I am to leave the organization today” , where 43.4% either strongly disagreed or disagreed, with 38.7% either strongly agreeing or agreeing, while 17.9% were neutral, an indicator of low CC. The high percentage of those who are neutral is an indicator of the uncertainty avoidance culture within the NPS where officers are not surefooted in their stand. This is a behaviour depicting lack of uncertainty acceptance core towards facing ambiguities at the personal, group and

organizational levels. It exposes such officers to lack of resilience to change, stressful and traumatic experiences (Griffin & Pustay, 2007). The general cost of leaving NPS is lower in comparison to the cost of remaining there, meaning that there are predictors of CC that are lacking in the organizational leadership and NPS system. A low CC indicates a lack of the relevant organizational and leadership predictors, an indicator of lack of IL practices and high perception of having better opportunities in the external environment.

Side bets and organizational investments that resonate with employees' perception and attitude of being valued by the organization, leadership and other employees are critical predictors of CC (Woon et al., 2017). These predictors are summarized as either single elements or as a matrix of predictors related to the employee, task, organization and external environment (Garland et al., 2014). Low CC is characterized by burn - out with correspondent effects that include intrapersonal and interpersonal conflicts, negative effects on employees' health including mental health and correspondent destructive behaviours (Benitez et al., 2018; Eib, 2015; López et al., 2020). This study's findings support the foregoing assertions by noting that 85.2% of respondents either strongly disagreed or just disagreed with the statement that there are officers assigned to discuss the mental wellness of NPS officers. It also explains why there have been many cases of suicide, homicide and resignations in policing services as observed from the prism of low CC that emanates from stress (Chae & Boyle, 2013; Donor et al., 2015).

Normative commitment

Table 4.8 shows that the NC score for the NPS was (mean = 3.07, SD = 0.90). It was the OC dimension with the highest perception levels in the NPS, although way below scores in a Likert scale with 5 levels that was defined as moderate (mean = 3.65, SD = 1.52) in a

research focusing on a public service organization in Kenya (Masese, 2017). Among the most significant observations of the respondents was the item reading, “Leaving the organization seems like I will be betraying the organization”, where 49.6% either strongly disagreed or just disagreed while 30.9% either strongly agreed or just agreed.

Another observation was found on, “I am certain that I will not look for a new job in the near future”, where 40.1 % either strongly disagreed or just disagreed; 35.5% either strongly agreed or just agreed. The observations of the respondents found on, “even if I got a better job in another organization, I would feel guilty to leave”, showed that 55.2% either strongly disagreed or just disagreed while only 6.5% strongly agreed and 18.7% agreed.

High levels of NC show a high moral duty and an indebted obligation of the employees to the organization reflecting invested resources in the employee through the organizational culture that include fairness, ethical practices, inclusivity and autonomy (Wang, 2014). Despite NC showing the highest perception levels in comparison to the other dimensions of OC, the findings of this study showed low NC among the respondents (below a mean of 4.00), indicating an organizational culture that is weak regarding ethics, autonomy and inclusivity.

Organizational commitment dimensions across NPS ranks

Table 4.8 below shows the means and standard deviations of the OC dimensions across different rank ranges of the NPS in the research study.

Table 4 8 : Means and SD of Organizational Commitment Dimensions across NPS ranks

		Descriptives							
		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
AC	DCI	15	2.76	0.44	0.13	2.47	3.03	1.88	3.75
	APS	50	2.84	0.51	0.06	2.67	2.93	1.13	3.50
	KPS	42	2.83	0.67	0.10	2.63	3.04	1.63	4.50
	Total	107	2.81	0.54	0.05	2.70	2.91	1.13	4.50
CC	DCI	15	2.72	0.72	0.16	2.44	3.14	1.80	4.20
	APS	50	3.00	0.80	0.10	2.75	3.15	1.40	4.20
	KPS	42	2.89	0.84	0.14	2.47	3.04	1.00	4.80
	Total	107	2.85	0.78	0.08	2.70	3.00	1.00	4.80
NC	DCI	15	3.07	0.80	0.23	2.41	3.40	1.20	4.60
	APS	50	3.10	0.80	0.11	3.03	3.49	1.60	5.00
	KPS	42	3.06	1.08	0.15	2.61	3.22	1.00	4.80
	Total	107	3.07	0.90	0.09	2.90	3.25	1.00	5.00

The study showed that the middle - level supervisors namely Sergeant to Senior Sergeant had the highest organizational commitment per OC dimension by having; AC (mean = 2.84, SD = 0.51), CC (mean = 3.00, SD = 0.80) and NC (mean = 3.10, SD = 0.80). Under the NC dimension, the rank range representing Constable to Corporal had a higher NC mean (mean = 3.07, SD = 0.80) than the gazetted officers in the range Inspector of Police to SSP (mean = 3.06, SD = 1.08). The NC mean of the gazetted officers (mean = 3.06, SD = 1.08) was below the overall NPS mean (mean = 3.07, SD = 0.90). Each of these means is below the set mean score of 4.00 that corresponds to a high organizational commitment, indicating low organizational commitment and low levels for the three OC dimensions within the NPS ranks. The standard deviations of AC, CC and CC increased in ascending order of seniority (1.08, 0.80 and 0.51) for Inspector to SSP, Sergeant to Senior Sergeant and Constable to Corporal respectively.

The findings on AC challenge the assertions and observations by Kumari & Priya (2017); Singh (2015); Yousaf et al. (2011), that AC should have the highest perception level across the three dimensions of OC in an organization. The dimension with the highest levels in this study focusing on NPS was NC (mean = 3.07, SD = 0.90). Across the NPS ranks, the Sergeant to Senior Sergeant level had a higher level of NC than that of Inspector of Police to SSP rank range. This negates the assertions of Kumari & Priya (2017), that higher levels of leadership should have a higher level of organizational commitment dimensions than lower levels of leadership. A similar departure from the assertion is observed in the NC of Constable to Corporal (mean = 3.07, SD = 0.80), a low level of leadership and management, which is higher than that of inspector to SSP (mean = 3.06, SD = 1.08) despite being a top - level leadership and management level. The deviations in this study's findings are an indicator that within the higher levels of NPS are organizational cultures and sub - cultures that make the officers have a low moral obligation towards remaining in the organization.

The standard deviation of the NC means across different ranks; Constable to Corporal (SD = 0.80), Sergeant to Senior Sergeant (SD = 0.80) and Inspector of Police to SSP (SD = 1.08), shows a trend that is opposite that asserted by Metcalfe & Dick (2001). They assert that the standard deviations of OC values across ranks and hierarchy should decrease as one goes up the hierarchy. This is premised on the assumption of reduced diversity contexts and relational complexity in the higher echelons owing to actualized inclusive leadership practices.

This study's findings imply that as one goes up the hierarchy and seniority levels of NPS, there are more diverse and relational complexity contexts across the higher ranks than at the lower ranks. A further implication is that there is a more nuanced need for inclusive leadership to enhance commitment at NPS senior levels, a complexity to the leadership.

Without relevant leadership practice within the top leadership, then the followership stands to observe vicarious perspectives detrimental to the organizational commitment.

Organizational commitment across Gen Y and Gen X

Table 4.9 shows the means and SD for the organizational commitment of Gen Y and Gen X in the NPS.

Table 4 9 : Means and SD of Organizational commitment across NPS Generations

Descriptives									
		N	Mean	Std. Deviation	Std. Error	95% Interval for Lower Bound	Confidence Interval for Mean Upper Bound	Minimum	Maximum
AC	Gen Y	63	2.76	0.53	0.07	2.63	2.89	1.13	4.38
	Gen X	44	2.87	0.56	0.08	2.70	3.04	1.75	4.50
	Total	107	2.81	0.54	0.05	2.70	2.91	1.13	4.50
CC	Gen Y	63	2.77	0.72	0.09	2.59	2.95	1.00	4.00
	Gen X	44	2.97	0.86	0.13	2.71	3.23	1.40	4.80
	Total	107	2.85	0.78	0.08	2.70	3.00	1.00	4.80
NC	Gen Y	63	2.99	0.86	0.11	2.77	3.20	1.40	5.00
	Gen X	44	3.20	0.94	0.14	2.91	3.49	1.00	4.80
	Total	107	3.07	0.90	0.09	2.90	3.25	1.00	5.00
OC	Gen Y	63	2.86	0.62	0.08	2.70	3.01	1.41	4.58
	Gen X	44	2.95	0.76	0.11	2.72	3.18	0.00	4.30
	Total	107	2.90	0.68	0.07	2.77	3.03	0.00	4.58

The means and SD of organizational commitment were as follows; Gen X (mean = 2.95, SD = 0.76), Gen Y (mean = 2.86, SD = 0.62). This shows that Gen X had a higher level of organizational commitment than Gen Y. Under the AC dimension the generational means and SD were; Gen X (mean = 2.87, SD = 0.53) and Gen Y (mean = 2.76, SD = 0.56). Under the CC dimension the generational means and SD were; Gen X (mean = 2.97, SD = 0.86) and Gen Y (mean = 2.77, SD = 0.72).

Under the dimension of NC the generational means and SD were; Gen X (mean = 3.20, SD = 0.94) and Gen Y (mean = 2.99, SD = 0.86). The findings show a correlational trend where across the groups, ranks and generations, NC had the highest perception levels, followed by CC, with AC having the lowest. These findings negate the arguments by Constanza et al. (2012) and Stassen et al. (2016) that there are no differences between the OC of different generations. They show different findings from those of research showing that across the higher ranks the standard deviation of the means is comparatively higher in the junior employees and lower in the senior employees (Metaclafe & Dick, 2001).

This study's findings are contrary to assertions on SD stating that senior officers have lower SD values in comparison to junior officers (Metaclafe & Dick, 2001), as evidenced by the SDs of the OC dimensions across NPS rank ranges being AC; (0.44, 0.51, 0.67), CC; (0.72, 0.80, 0.84) and NC; (0.80, 0.80, 1.08) for Constable to Corporal, Sergeant to Senior Sergeant and Inspector of Police to SSP respectively. This is supported statistically since as shown in Table 4.9. The number of Gen Y (N = 63) was higher than that of Gen X (N = 44), with the senior most respondents (IP - SSP) having more of Gen X (N = 27) against Gen Y (N = 10) but having the highest SDs (0.67, 0.84 and 1.08) across the three OC AC dimensions AC, CC and NC respectively. Table 4.9 shows that for Sergeant to Senior Sergeant, Gen X had more respondents (N = 15) than Gen Y (N = 13) but having the second highest SD across the AC (SD = 0.51) and CC (SD = 0.80) after Inspector of Police to SSP. Sergeant to Senior Sergeant rank range has same standard deviation (SD = 0.80) for NC as that of Constable to Corporal range. For the junior most level, Constable to Corporal range, the respondents were majorly from Gen Y (N = 40) with Gen X being only 2 (N = 2) and having the lowest SD values of the three OC dimensions; AC (SD = 0.44), CC (SD = 0.72) and NC (SD = 0.80),

conspicuously lower than the highest rank range of Police Inspector to SSP. The long held assertion of senior employees having the lowest SD values across OC is then reversed by these research findings (Metaclafe & Dick, 2001). This justifies the focus of this study on OC dimensions across Gen X and Gen Y as the diversity leadership dimension captured through the moderating variable. The findings showed distinct differences in two ways namely; SD variations across generations and ranks and Gen Y having lower OC across all the dimensions, which supports the recommendations of Anderson et al.(2017) calling for organizational leadership to become adaptive by integrating leadership practices that factor in contexts and situations arising from generational diversity. This study attempts to respond empirically to the suggestions of integrating leadership practices through its investigation of the effect of inclusive leadership on OC in the NPS. This is despite the fact that this study focused on a public service organization in a developing African nation serving the unique role of public safety and security unlike the organizations of focus and geographical areas covered in other studies. Most of them have focused on developed Western nations and cover private organizations that are not in safety and security (Anderson et al., 2017; Cordner, 2017; Gotsis & Grimani, 2016).

Moderating variable

The moderating variable in the study was generational diversity leadership. Its indicators were authentic leadership and leader - member exchange as leadership practices critical towards high quality and ethical relationships within an organization between leaders and followers. Each indicator was measured using scales that were adapted from existing scales. The adjustments to the scales were meant to enhance reliability and validity concerning the dynamics of the target population, the NPS.

Authentic leadership

Table 4.10 below shows the means and SD of AL across two demographic characteristics of NPS; group and rank.

Table 4.10 : Means and Standard Deviation of AL for NPS Group, Ranks, and Generations

Descriptives								
AL								
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
DCI	15	2.64	0.82	0.21	2.18	3.09	1.40	4.40
APS	50	2.69	0.69	0.10	2.49	2.89	1.40	4.13
KPS	42	2.56	0.74	0.11	2.33	2.79	1.47	4.40
Total	107	2.63	0.72	0.07	2.49	2.77	1.40	4.40
C-C S -SSGT	42	2.5762	.78589	.12127	2.3313	2.8211	1.40	4.40
	28	2.6000	.62565	.11824	2.3574	2.8426	1.47	3.67
I-SSP	37	2.7153	.73074	.12013	2.4717	2.9590	1.60	4.40
Total	107	2.6305	.72380	.06997	2.4918	2.7693	1.40	4.40
Gen Y	63	2.5640	.73057	.09204	2.3800	2.7480	1.40	4.40
Gen X	44	2.7258	.71140	.10725	2.5095	2.9420	1.47	4.40
Total	107	2.6305	.72380	.06997	2.4918	2.7693	1.40	4.40

Table 4.10 above shows that KPS had the lowest AL levels (mean = 2.56, SD = 0.74) with APS having the highest level (mean = 2.69, SD = 0.69). The overall perception level of authentic leadership in the NPS was low (mean = 2.63, SD = 0.78) in comparison to the set value for a high level of 4.00 to 5.00. Notable observations from the respondents on authentic leadership include those on the item, “The openness of my supervisor in sharing his/her weaknesses with me has helped me relate more positively with him/her” , where 58.9% either strongly disagreed or just disagreed while only 9.3% strongly agreed with 19.6% agreeing.

This item measured the relational transparency emanating from a self - awareness of the supervisors with an indication of low relational transparency at a mean value of 2.52. On the item, “My supervisor is transparent to all officers irrespective of their age”, in which 43.9% either strongly disagreed or disagreed with 22.4% being neutral, an indicator of the fact that the practice was not pronounced, with 33.6% either strongly agreeing or just agreeing. These items measured relational transparency of the leader concerning the context of generational diversity. They indicated a low level of perception of the relational transparency of the leaders. For the item, “Young officers are allowed to give feedback that challenges the thinking of older officers,” 63.6% either strongly disagreed or disagreed with only a meager 2.8% strongly agreeing while 14% agreed. This item measured the balanced processing of information by leadership as part of generational diversity leadership practice. The low overall mean of 2.24 for this item indicates a low level of balanced processing of information leadership practices within the NPS. The item on self - awareness reading, “I have learnt to identify my age - related weaknesses through the guidance of my juniors” , had 40.2% of the respondents answering to the negative while 31.7% answered to the affirmative with the item having a mean of 2.87, which was way below the set mean for high perception of authentic leadership of 4.00 to 5.00.

On the item on internal moral perspective, “I have learnt from my supervisor’s morals, to challenge senior officers whose moral standing is questionable” , 49.5% of the respondents either strongly disagreed or disagreed while 36% either strongly agreed or agreed, with the mean score for the item being 2.77. Owing to lack or low levels of AL in the leadership, there were consequent low levels of reflective behaviours (mean = 2.77) in the followers as observed in the item, “I have learnt from my supervisor’s morals, to challenge senior officers

whose moral standing is questionable”. This observation is in line with the argument on the role of the behaviour of followers in assessing a leader’s authenticity through the leader’s practices across their interactive spaces (Emuwa & Fields, 2017). In view of the foregoing, the researcher posits that it is difficult to nurture OC between supervisors and juniors in police services due to poor feedback practices of leaders (Johnson, 2015). The findings of this study serve towards identifying the role of authentic leadership practice in developing high - quality relations core for committed relational reciprocity. This is through the diverse interactive spaces and processes between leaders and followers. These findings on the authentic leadership items and for the NPS respondents indicated low levels of authentic leadership across the four main dimensions of authentic leadership. Across the NPS groups, APS had the highest authentic leadership perception level and the lowest SD (mean = 2.69, SD = 0.69). Although the authentic leadership level is low, the SD value shows that there is a fair practice of authentic leadership. Most of the respondents agreed on most of the authentic leadership items.

These findings are unlike those of the DCI group (mean = 2.64, SD = 0.82) where the SD shows not only a low practice of authentic leadership but also one that is inconsistent. KPS had the lowest level of authentic leadership, an indicator of an NPS group where authentic leadership as a leadership practice is comparatively very low in comparison to the other NPS groups. Across the NPS ranks, the Constable to the Corporal range had not only the lowest authentic leadership perception levels but also the highest SD values (mean = 2.59, SD = 0.73). These findings reflect an organization in which the junior officers, who are also members of Gen Y, have experienced leadership practices that lack authentic leadership characteristics and behaviours. Where any authentic leadership practices exist, they are not

practiced uniformly and consistently as evidenced by the high value of standard deviations across the rank ranges. The findings showed AL level of Gen X (mean = 2.73, SD = 0.71) being higher than that of Gen Y (mean = 2.56, SD = 0.73). This indicates that the leadership identifies more with the older members who are Gen X. It is an authentic leadership situation resonating with the findings that homogenous groups such as generations and hierarchical levels of employees will have positive perceptions of leadership following identification with the group's collective identity (Steffens et al., 2017).

This shows congruence with the findings of Barn (2017), on the lack of internal and moral perspectives in the senior officers of NPS regarding the mistreatment of junior officers, a practice that depicts selfishness (Salas-Vallina & Alegre, 2018). Selfishness and mistreatment of followers are the antithesis of authentic leadership hence the low perception levels observed. The differences in the authentic leadership perception levels across different NPS characteristics also support the assertion by Sparrowe (2005), that authentic leadership is multi - level with different authentic leadership perception levels across NPS groups, ranks and generations. The critical observation about lack of integration of authentic leadership into different leadership contexts despite its significant role in nurturing ethical and moral courage (Valsania et al., 2012) and the empirical suggestion that there is currently lack of diversity of leadership practices in organizations are supported by the findings of the low levels of authentic leadership in NPS (Davis et al., 2016; Pinelli, 2018). A case in point is the high percentage of respondents disagreeing (63.6%) with the item about young officers being allowed to give feedback that challenges the thinking of older officers.

Leader-member exchange

Table 4.11 below shows the means and SD of LMX across NPS groups, ranks and generations. LMX involves exchanges that are from the onset leveraged on physical and extrinsic factors. Among them is the similarity attraction perspective where a leader and members share certain semblances.

Table 4 11 : Leader-Member Exchange across NPS; Groups, Ranks and Generations

LMX								
					95% Confidence Interval for Mean			
	N	Mean	Std. Deviation	Std. Error	Lower Bound	Upper Bound	Minimum	Maximum
DCI	15	3.0756	.85963	.22196	2.5995	3.5516	2.07	4.73
APS	50	3.1840	.67324	.09521	2.9927	3.3753	1.87	4.40
KPS	42	2.9111	.70410	.10864	2.6917	3.1305	1.73	4.40
Total	107	3.0617	.71760	.06937	2.9241	3.1992	1.73	4.73
C-C	42	2.9603	.71939	.11100	2.7361	3.1845	1.87	4.40
S-SSGT	28	3.0667	.66518	.12571	2.8087	3.3246	1.73	4.20
I-SSP	37	3.1730	.75514	.12414	2.9212	3.4247	1.73	4.73
Total	107	3.0617	.71760	.06937	2.9241	3.1992	1.73	4.73
Gen Y	63	2.9746	.73572	.09269	2.7893	3.1599	1.73	4.40
Gen X	44	3.1864	.67965	.10246	2.9797	3.3930	1.93	4.73
Total	107	3.0617	.71760	.06937	2.9241	3.1992	1.73	4.73

Table 4.11 shows that KPS had the lowest levels of AL (mean = 2.56, SD = 0.74) with APS having the highest level (mean = 2.69, SD = 0.69). The overall perception level of authentic leadership in the NPS was low (mean = 2.63, SD = 0.78) in comparison to the set

value for a high level of 4.00 to 5.00. Notable observations from the respondents on authentic leadership include those on the item, “The openness of my supervisor in sharing his/her weaknesses with me has helped me relate more positively with him/her,” where 58.9% either strongly disagreed or just disagreed while only 9.3% strongly agreed with 19.6% agreeing. This item measures the relational transparency emanating from a self - awareness of the supervisors with an indication of low relational transparency at a mean value of 2.52. “My supervisor is transparent to all officers irrespective of their age”, 43.9% either strongly disagreed or disagreed with 22.4% being neutral, an indicator of the fact that the practice was not pronounced, with 33.6% either strongly agreeing or just agreeing.

These items measured relational transparency of the leader concerning the context of generational diversity. They indicated a low level of perception of the relational transparency of the leaders. For the item, “Young officers are allowed to give feedback that challenges the thinking of older officers” 63.6% either strongly disagreed or disagreed with only a meager 2.8% strongly agreeing while 14% agreed. This item measured the balanced processing of information by leadership as part of generational diversity leadership practice. The low overall mean of 2.24 for this item indicates a low level of balanced processing of information leadership practices within the NPS. The item on self - awareness reading, “I have learnt to identify my age - related weaknesses through the guidance of my juniors”, had 40.2% of the respondents answering to the negative while 31.7% answered to the affirmative with the item having a mean of 2.87, which is way below the set mean for high perception of authentic leadership of 4.00 to 5.00. On the internal moral perspective item, “I have learnt from my supervisor’s morals, to challenge senior officers whose moral standing is questionable,” 49.5% of the respondents either strongly disagreed or disagreed while 36% either strongly agreed or

agreed, with the mean score being 2.77. Owing to lack or low levels of AL in the leadership, there were consequent low levels of reflective behaviours (mean = 2.77) in the followers as observed in the item, “I have learnt from my supervisor’s morals, to challenge senior officers whose moral standing is questionable”. This observation is in line with the argument on the role of the behaviour of followers in assessing a leader’s authenticity through the leader’s practices across their interactive spaces (Emuwa & Fields, 2017). In view of the foregoing, the researcher posits that it is difficult to nurture OC between supervisors and juniors in police services due to poor feedback practices of leaders (Johnson, 2015). The findings of this study serve towards identifying the role of authentic leadership practice in developing high - quality relations core for committed relational reciprocity. This is through the diverse interactive spaces and processes between leaders and followers.

These findings on authentic leadership for the NPS respondents indicated low levels of authentic leadership across its four main dimensions. Across the NPS groups, APS had the highest authentic leadership perception level and the lowest SD (mean = 2.69, SD = 0.69). Although the authentic leadership level was low, the SD value shows that there is a fair practice of authentic leadership. Most of the respondents agreed on most of the authentic leadership items. These findings were unlike those of the DCI (mean = 2.64, SD = 0.82) where the SD showed not only a low practice of authentic leadership but also one that was inconsistent. KPS had the lowest level of authentic leadership, an indicator of an NPS group where authentic leadership as a leadership practice was comparatively very low in comparison to the other NPS groups. Across the NPS ranks, the Constable to the Corporal range had not only the lowest authentic leadership perception levels but also the highest SD values (mean = 2.59, SD = 0.73). These findings reflect an organization in which the junior officers, who are

members of Gen Y, have experienced leadership practices that lack authentic leadership characteristics and behaviours.

Where any authentic leadership practices exist, they are not practiced uniformly and consistently as evidenced by the high value of standard deviations across the rank ranges. The findings show AL level of Gen X (mean = 2.73, SD = 0.71) being higher than that of Gen Y (mean = 2.56, SD = 0.73). This indicates that the leadership identifies more with the older members who are Gen X. It is an authentic leadership situation resonating with the findings that homogenous groups such as generations and hierarchical levels of employees will have positive perceptions of leadership following identification with the group's collective identity (Steffens et al., 2017).

This shows congruence with the findings of Barn (2017) on the lack of internal and moral perspectives in the senior officers of NPS regarding the mistreatment of junior officers, a practice that depicts selfishness (Salas - Vallina & Alegre, 2018). Selfishness and mistreatment of followers are the antithesis of authentic leadership hence the low perception levels observed. The differences in the authentic leadership perception levels across different NPS characteristics support the assertion by Sparrowe (2005) that authentic leadership is multi-level with different authentic leadership perception levels across NPS groups, ranks and generations. Further, the critical observation about lack of integration of authentic leadership into different leadership contexts despite its significant role in nurturing ethical and moral courage (Valsania et al., 2012), and the empirical suggestion that there is currently a lack of diversity leadership practices in organizations (Davis et al., 2016; Pinelli, 2018), are supported by the findings of the low levels of authentic leadership in NPS. A case in point is the high

percentage of respondents disagreeing (63.6%) with the item about young officers being allowed to give feedback that challenges the thinking of older officers.

Diagnostic tests

Several diagnostic tests were undertaken to ensure that the analysis which is based on an assumption of multiple regression is valid. This included the following: multivariate normality, linearity, homoscedasticity focusing on equality of variance, multicollinearity and autocorrelation. For multiple regression, preliminary analyses were performed to ensure that there was no violation of assumptions of: normality, linearity, multicollinearity, homoscedasticity and autocorrelation as a requirement of diagnostic tests (Hair et al., 2015).

Multicollinearity

Multicollinearity is characterized by a significant correlation between one independent variable with at least two other independent variables. Multicollinearity correlation tests were carried out by undertaking auxiliary regression of each independent variable on the other independent variables as follows: inclusive leadership regressed against leader - member exchange and authentic leadership, leader - member exchange regressed against inclusive leadership and authentic leadership and authentic leadership regressed against leader - member exchange and inclusive leadership. This was to ensure that none of the three independent variables had sufficient correlations with the other independent variables to a point which would adversely affect the estimates from the multiple regression analysis (Akinwande, Dikko & Samson, 2015). The researcher used a multicollinearity multiple regression model having the three independent variables. The researcher used VIF to check if multicollinearity existed. Despite many rules of the thumb, a variable whose VIF values are greater than 10 is viewed by many researchers and authors as not only showing severe multicollinearity but also meriting

further investigations involving statistical tests (O'Brien, 2007). Multicollinearity of either -1 or 1 indicates perfect multicollinearity otherwise referred to as singularity (Akinwande et al., 2015; Hair et al., 2015), a case that does not exist in this research study's multicollinearity VIF constants. Related to VIF is the use by the researcher of tolerance of an independent variable as a direct measure of multicollinearity. Tolerance refers to the extent of variability of an independent variable that is not explainable by other independent variables of a set of independent variables in a study (Hair et al., 2015). Tolerance is given by $1-R^2$ where R^2 is the multiple correlation coefficient of each independent variable that represents the amount of the variable that is explained by the other independent variables.

It is the inverse of the VIF and hence tolerance = $1/VIF$. A tolerance value equal to or lower than 0.1 is comparable to a VIF of 10 and above. This indicates severe multicollinearity, implying that the independent variable under consideration should be considered as a linear combination of other independent variables (Uyanık & Güler, 2013). This is treated through removal of such a variable or variables. A high value of tolerance indicates a correspondent low value of multicollinearity. Table 4.12 below shows the VIF and tolerance values for each independent variable as a test for multi collinearity across the variables, in order to qualify the assumption of no multicollinearity among the independent variables.

Table 4. 12 : Variation in Inflation

	VIF	$1/VIF = \text{Tolerance}$
Leader member exchange	8.08	0.1247
Learning	4	0.2500
Leadership communication	4.68	0.2137
Authentic leadership	5.2	0.1923
Relational mentoring	2.64	0.3788

Table 4.12 shows that there was no multicollinearity in any of the independent variables under the study. This is because all the VIFs were less than 10, with the specific independent variables having VIFs as follows; leader - member exchange being 8.08, learning was 4, leadership communication was 6.8, authentic leadership was 5.2 and relational mentoring was 2.64. This set of VIF values qualified the dataset as having no multicollinearity.

In line with the inversely proportional values of VIF which give correspondent tolerance values of the various independent variables, all were above 0.1 as seen in their range of 0.1247 to 0.3788. For the same independent variables, the partial correlations among them were below 0.90, an indicator of lack of any substantial collinearity between them (Hair et al., 2015), a further triangulation in testing for both collinearity and multicollinearity.

Auto correlation

Durbin - Watson test is used to check serial correlation among variables through the assumption that for auto correlated residuals, the neighbourhood residuals have more similarity in value than correspondent arbitrary values with a Durbin –Watson value (DW) in the range $1.00 \leq \text{Durbin - Watson value} \leq 3.00$ showing lack of autocorrelation (Abdulhafedh, 2017).

Autocorrelation, unlike collinearity of variables, on the contrary involves the relationship on successive values of a variable. When error terms from different (usually adjacent) periods or (cross - section observations) are correlated, we say that the error term is serially correlated. The serial correlation will not affect the bias or consistency of ordinary least squares (OLS) estimators, but it affects their efficiency (Hair et al., 2015). To use a linear model, the dependent variable must be independent. This means that there should be no serial

correlation among the observations. The dependent variable in this study was tested using the Durbin-Watson Test. Autocorrelation of Values of Variables table 4.13 shows the outcome of the Durbin-Watson test for serial correlation.

Table 4.13: Autocorrelation of Values of Variables

Durbin Watson test	P-value
1.925	0.7035

As indicated in table 4.13, p-value = 0.7035 and greater than 0.05. It failed to reject the null hypothesis and conclude that there was no serial correlation among variables under study. The linear model was justified. By extension the Durbin - Watson value, (DW = 1.925 lies within the range $1 \leq DW \leq 3$, which satisfied the condition of no autocorrelation.

Normality

Skewness and Kurtosis

Skewness is a measure of the asymmetry of the distribution of a variable. The skewness value of a normal distribution is zero, usually implying perfectly symmetric distribution. A positive skew value indicates that the tail on the right side of the distribution is longer than the left side and the bulk of the values of a variable lie to the left of the mean. A negative skew value indicates that the tail on the left side of the distribution is longer than the right side and the bulk of the values lie to the right of the mean. Christopher (2011) proposed a reference of substantial departure from normality as an absolute skew value > 2 . Kurtosis is a measure of whether the data is heavy or light-tailed relative to a normal distribution. Data sets with high Kurtosis tend to have heavy tails or outliers.

Data sets with low Kurtosis tend to have light tails or a lack of outliers. A uniform distribution would be an extreme case (Glenn, 2015). Skewness and Kurtosis are measures of normality. Skewness is a measure of the extent to which a variable's distribution is symmetrical to its stretch either to the left or right tail. Kurtosis is a measure of 'peakedness' of a distribution (Hair et al., 2015). Skewness and Kurtosis are critical assumptions as pre-requisites of multivariate analysis setting a basis for the use of the data collected from the study (Hair et al., 2015).

A stretch to either the left or the right across the horizontal axis shows skewness and skewness value between +1 and -1. It is said to indicate a normal distribution. There is the use of a test of normality statistics for Skewness and Kurtosis. This research opted for the use of both methods as a triangulation core towards analytical rigour as shown in table 4.14 showing normality statistics for Skewness and Kurtosis. Figure 4.15 shows a histogram for normality.

Table 4.14: Skewness and Kurtosis

Variable	Obs (N)	Pr(Skewness)	Pr(Kurtosis)	chi2(2)	Prob>chi2
	107	0.6559	0.6208	0.45	0.7989

Table 4.14 shows the number of observations for the study (N = 107) and the probability of Skewness which was 0.6559 implying that Skewness of the variables was asymptotically normally distributed (p-value of Skewness > 0.05). Table 4.14 shows the probability of kurtosis, Pr (Kurtosis) which indicates that Kurtosis was asymptotically distributed (p-value of kurtosis > 0.05). Chi2 (2) was 0.6208 which was greater than 0.05 implying its significance at a 5% level.

The null hypothesis could not be rejected. According to the Skewness test for normality, residuals showed normal distribution. The Kurtosis test for normality (p-value of Kurtosis > 0.05) showed normal distribution. The research data observations for the variables showed freedom from outliers of stretch and peakedness, a critical pre - condition for multiple regression analysis which is one of the analysis methods used for the study. This pre - condition of normality then was one of the analytical rigour pre - conditions met by the study variables allowing for use of multiple regression analysis.

Normality using a frequency histogram

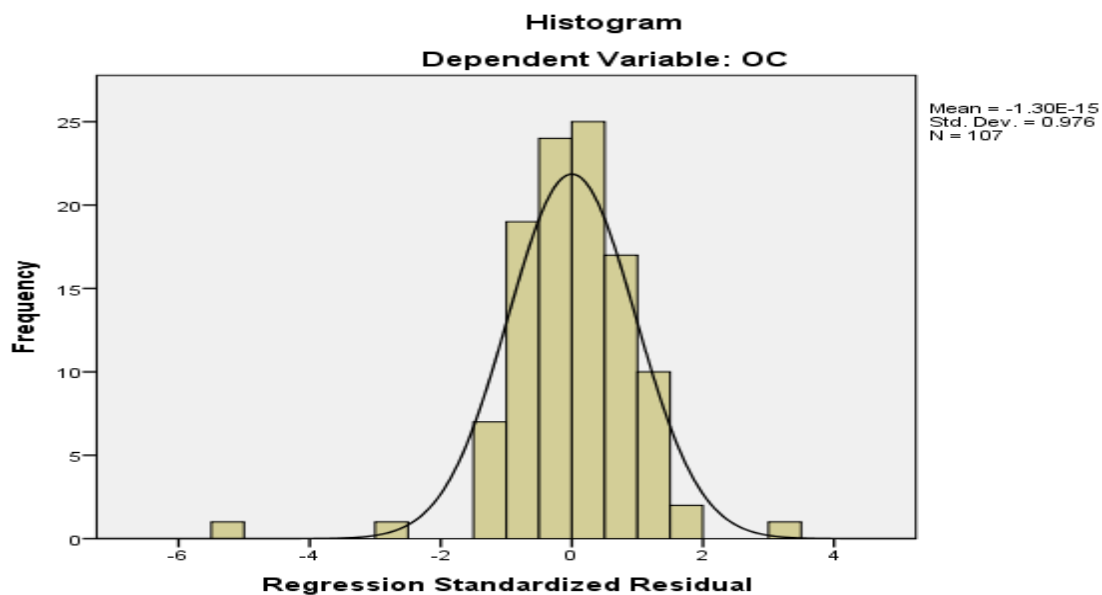


Figure 4.15: Test for normality

Figure 4.15 shows the histogram of residuals showing a positive symmetric condition for the data, a further indicator that the assumption of normality condition was true and the data met a pre - condition for multiple regression analysis. It corresponded to the Skewness and Kurtosis normality shown in Table 4.14.

Normality for dependent variable

The test for normality of organizational commitment (dependent variable) was done by the use of the Kolmogorov-Smirnov test. Given that H_0 and H_1 , set $\alpha = 0.05$, the rule is that reject H_0 if the p-value is less than α else fail to reject H_0 , where:

H_0 : The data is normal

H_1 : The data is not normal

Table 4.15 : One - Sample Kolmogorov-Smirnov Test for Normality

		OC
N		107
Normal Parameters ^{a,b}	Mean	2.8970
	Std. Deviation	.67946
Most Extreme Differences	Absolute	.079
	Positive	.079
	Negative	-.069
Test Statistic		.079
Asymp. Sig. (2-tailed)		.093 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Table 4.15 indicates that using the Kolmogorov - Smirnov Test of normality, organizational commitment data was normal since the p-value, 0.093 was above 0.05 ($p > 0.05$). The research did not reject the null hypothesis (H_0). The study concluded that organizational commitment and inclusive leadership variables were normal in distribution and

subsequent analysis could be carried out. Table 4.15 further shows that organizational commitment was approximately normally distributed with a mean of 2.8970, a standard deviation of 0.67946 and the number of respondents were 107 represented by N=107. The assumption that the dependent variable should be normally distributed is because the study was using multiple linear regression model, hence the condition of normality must be satisfied (Lapan, Quartaroli & Julia, 2012).

Linearity

The assumption of linearity in regression analysis is that there is a linear relationship in relation to the correspondent change in the dependent variable in response to change in the independent variable (Hair et al. 2015). It shows that the correlation between the independent variable and dependent variable is based on a linear relationship.

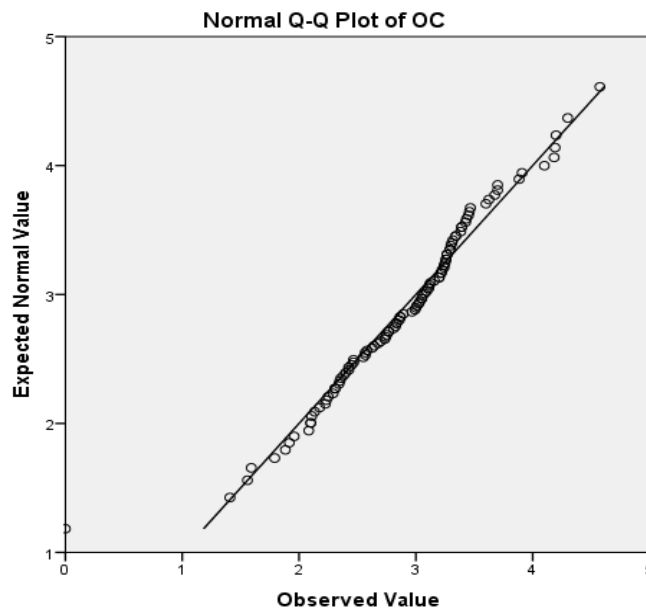


Figure 4.16: Normality graph for normal distribution

Figure 4.16 shows a normal distribution for the organizational commitment data with a mean of 2.8970 and a standard deviation of 0.67946. This meets the assumption of normality

as a requirement for regression analysis. In the linearity test for the study involved the use of residual plots as shown in figure 4.16 where a straight line was generated. This shows that the assumption of linearity between the dependent and independent variables exists and allows for regression analysis.

Homoscedasticity

Homoscedasticity test involves a test for the assumption of no violation of equal variance of the error term; with a show of unequal variances showing violation of homoscedasticity otherwise referred to as heteroscedasticity (Hair et al. 2015). In this study, test for homoscedasticity was carried out by plotting the residuals against the predicted values of organizational commitment. The results are as shown in the scatter plot in figure 4.17, indicating that there was a linear relationship among the variables, an indicator that the assumption of linearity holds and that there was no violation of the linearity assumption adopted for multiple regression in this study. From figure 4.17 the scatter plot shows that there is homoscedasticity in line with the scatter of the points. This agrees with the statistical tests undertaken. The data set shows no violation of the assumption of homoscedasticity and qualifies for use in linear regression and multilinear regression analysis.

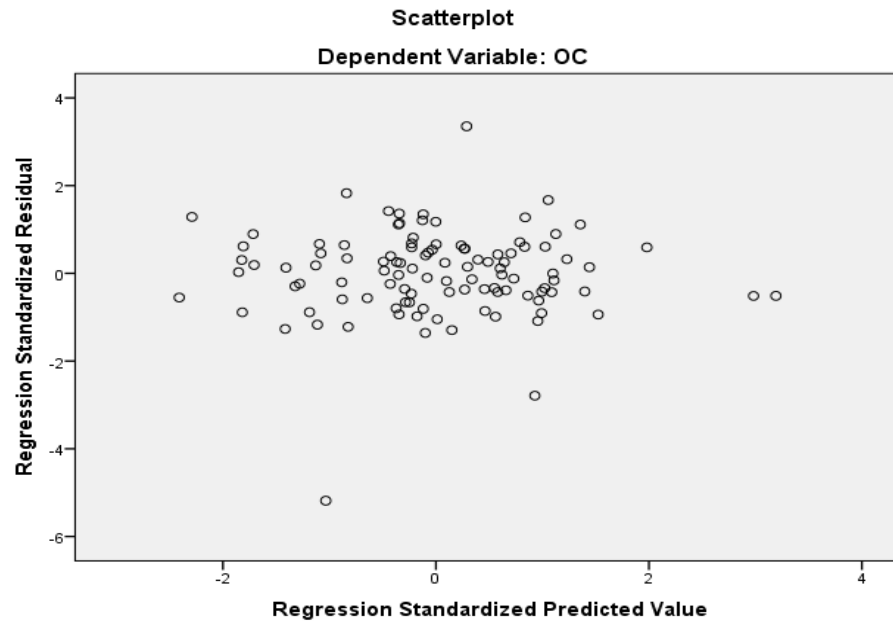


Figure 4.17: Regression Standardized Residuals against Regression Predicted Value

The four diagnostic tests on normality are a pre-condition for the different variables in the data sets analysed, in relation to the postulated hypothesis using regression analysis. It allowed for the subsequent justifiable generalization of the findings within NPS. The use of these diverse diagnostic tests of normality was geared towards diagnostic rigour and in particular concerning the nature of the organization, its critical role of public safety and security including security of the critical infrastructure and the fact that the study was in a developing African nation.

Regression analysis

Regression analysis was done to investigate the statistically significant relationship between the independent and dependent. According to Marshall & Rossman (2006), regression analysis is a statistical process of estimating the functional relationship between variables. It helps in generating an equation having dimensional measurements that describe the statistical relationships between variables. The R Square in a regression analysis, also

known as the coefficient of determination or the coefficient of multiple determination has been used to explain variability caused by an independent variable or a combination of independent variables. For multiple regression analysis, R Square = 1 indicates that the model explains all the variability of the response data around its mean.

The regression analysis results of this study are presented using regression model summary tables, ANOVA and beta coefficients tables. The researcher chose to perform a regression analysis to establish the relationship between the inclusive leadership indicators (independent variables), moderating variables (authentic leadership and leader - member exchange) and organizational commitment (dependent variable). This was founded on the five hypotheses of the study which are:

1. H_{01} : Learning has no significant effect on organizational commitment in the National Police Service.
2. H_{02} : Leadership communication has no significant effect on organizational commitment in the National Police Service.
3. H_{03} : Relational mentoring has no significant effect on organizational commitment in the National Police Service.
4. H_{04} : Inclusive leadership has no significant effect on organizational commitment in the National Police Service.
5. H_{05} : Generational diversity leadership has no significant effect on the relationship between inclusive leadership and organizational commitment in the National Police Service.

Hypothesis testing

1. H_01 : Learning has no significant effect on organizational commitment in the National Police Service.

Table 4.16 is a model summary of Model 1 for H_01 .

Table 4.16: Model 1 Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.480 ^a	.230	.223	.599904

The R-value of .480 shows a high level of prediction of the dependent variable, organizational commitment by the predictor, which is learning. As presented in table 4.16, the coefficient of determination R square was 0.230 and R was 0.480 at 0.05 significance level. The coefficient of determination indicated that 22.3 % to 23.0 % of the variation on organizational commitment in the study is influenced by learning. This means that there exists a positive significant relationship between learning and organizational commitment in the study. It implies that in the NPS, learning has a significant role in influencing the indices of organizational commitment among the officers.

Table 4.17 : ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	11.257	1	11.257	31.369	.000 ^b
	Residual	37.680	105	.359		
	Total	48.936	106			

a. Dependent Variable: OC

b. Predictors: (Constant), LR

The ANOVA results as shown in Table 4.17 confirm that the model fit is appropriate for this data since there is a reduction of the squared error by 23%.

This reduction with an F -ratio of 31.369 $\{F(1,105) = 31.369\}$ and a significance level of .000, $p < 0.05$ shows that the independent variable, learning, statistically significantly predicts the dependent variable, organizational commitment. This implies that there is a statistically significant positive relationship between organizational commitment and learning. Hence reject H_01 .

Table 4. 18: Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.507	.255		5.915	.000
	Learning	.465	.083	.480	5.601	.000

a. Dependent Variable: organizational commitment

A simple linear regression was calculated to predict organizational commitment based on learning as an independent variable, $b = .480$, $t(107) = 5.915$, $p < .05$. Table 4. 18 gives the fitted model for the effect of learning on organizational commitment as; $OC = 1.507 + 0.465 \cdot X_1$ with t values of 5.915 and 5.601 being statistically significant at .000 implying that the coefficient was non - zero . It had a predictive effect on organizational commitment. The model then predicts that for a unit increase in learning. There will be an increase in organizational commitment by 0.465, the incremental predictive effect of learning. Even when learning is non - existent, organizational commitment is still positive at 1.507 indicating that there are other drivers of organizational commitment. The findings on the statistical significance of learning on organizational commitment were congruent with empirical evidence by Dixon (2017), showing that learning is a collective organizational process core towards satisfying all the organizational stakeholders.

Learning delivers change from destructive mindsets, attitudes, stereotypes, mistrust and withholding of social resources by cultivating collective organizational learning (Engström & Käkälä, 2019). Police officers are critical stakeholders requiring relevant collective organizational learning experiences towards making them have dynamic; self-efficacy, team-efficacy and group-efficacy, if they are to have high commitment levels to the organization, leadership, other followers and external customers. Through learning, an indicator of IL, there are significant; individual, group and organizational outcomes key towards achieving high levels of organizational commitment as outlined in the set of efficacies.

H_02 : Leadership communication has no significant effect on organizational commitment in the National Police Service.

Table 4.19: Model 2 Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
2	.350 ^a	.123	.114	.63947

a. Predictors: (Constant), LC

Table 4.19 presents above the regression model of leadership communication on organizational commitment. The R-value of .350 shows a fairly high level of prediction of the dependent variable, organizational commitment by the predictor, which is leadership communication.

As presented in table 4.19, the coefficient of determination R square was 0.123. R was 0.350 at 0.05 significance level. The coefficient of determination indicated that 11.4 % to 12.3 % of the variation on organizational commitment in the study was influenced by leadership communication. This implies that there exists a positive significant relationship between leadership communication and organizational commitment in the study. It also implies that in NPS, leadership communication has a significant role in influencing the indices of organizational commitment among the officers.

Table 4.20 : ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
2	Regression	5.999	1	5.999	14.671	.000 ^b
	Residual	42.937	105	.409		
	Total	48.936	106			

a. Dependent Variable: organizational commitment

b. Predictors: (Constant), leadership communication

The ANOVA results as shown in table 4.23 confirm that the model fit is appropriate for this data. There was a reduction in the squared error by 12.26%. This reduction with an *F*-ratio of 14.671, {*F* (1,105) =14.671}, significance level of .000, $p < 0.05$ and R Square = .123, shows that the independent variable, leadership communication, statistically significantly predicts the dependent variable, organizational commitment. Hence reject H_{02} .

Table 4.21: Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		Sig.
		B	Std. Error	Beta	t	
2	(Constant)	1.893	.269		7.027	.000
	LC	.347	.091	.350	3.830	.000

a. Dependent Variable: Organizational commitment

Table 4.21 shows the beta and t-statistics for the independent variable LC. A simple linear regression was calculated to predict organizational commitment based on leadership communication as an independent variable; $b=.350$, $t(105)=7.027$, $p < .05$. Table 4.21 gives the fitted model for the effect of leadership communication on organizational commitment as; $OC = 1.893 + 0.347 * X_1$, with t values of 7.027 and 3.830 being statistically significant at .000 implying that the coefficient was non-zero and had a predictive effect on organizational commitment.

The coefficients of the fitted model indicated that a unit change in leadership communication would lead to an increase in organizational commitment by 0.347 units, the incremental predictive effect of leadership communication. It also showed that when leadership communication is not factored into the fitted model, organizational commitment was still positive at $OC=1.893$. This indicates that other variables were influencing organizational commitment. The statistical significance of leadership communication to OC supports the findings by Brown et al. (2019) on the role of leadership communication on the perception of followers about the effectiveness of leaders and the organizational leadership, with a direct effect on OC followers. The findings had congruence with the statistical significance findings on the effect of listening organizations on organizational commitment which gave their results as; ($R\text{ Square} = .436$, $F(1, 62) = 48.79$, $p < .001$). Reed et al.(2016), in comparison to the LC variable which gave ($R\text{ Square} = .123$, ($F(1,105) = 14.671$), $p < 0.05$). Although listening is an item under leadership communication, the impact of leadership communication on OC in the NPS ($R\text{ Square} = .123$), is much lower than that of its equivalent,

listening ($R^2 = .436$) in the high performing firm, an indicator that NPS lacks relevant leadership communication.

In the same research, the effect of a listening organization on organizational identity was studied using a hypothesis. The results were presented as follows; ($R^2 = .370$, $F(1, 62) = 37.03$, $p < .001$). Organizational identity is an antecedent of OC. and There is a high positive correlation between the two hence the justification of this research study's comparison of the two findings (Reed et al., 2016). In this study, the findings of leadership communication on organizational commitment were; ($R^2 = .123$, ($F(1, 105) = 14.671$), $p < 0.05$), an implication that the leadership communication practices in the NPS ($R^2 = .123$) had low impact on the index of identification than for the high performing firm ($R^2 = .370$).

The OC levels, measured using a mean from a five - point Likert scale to measure OC in the two organizations, show marked differences where the NPS had a low OC (mean = 2.81). That for the other organization, a high performing manufacturing firm, was high (mean = 3.98). This shows that the leadership communication practice, the common independent variable in both cases, is wanting in NPS despite its critical role in delivering a high OC.

H_03 : Relational mentoring has no significant effect on organizational commitment in the National Police Service.

Table 4.22: Organizational Commitment Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
3	.492 ^a	.242	.235	.59436

a. Predictors: (Constant), relational mentoring.

Table 4.22 above shows the model summary for the regression of relational mentoring on organizational commitment in line with the hypothesis. The R - value of .492 shows a high level of prediction of the dependent variable, organizational commitment by the predictor, which is relational mentoring. As presented in table 4.22, the coefficient of determination R square was 0.242. R was 0.492 at 0.05 significance level.

The coefficient of determination indicates that 23.5 % to 24.2 % of the variation on organizational commitment in the study was influenced by relational mentoring. This implies that there exists a positive significant relationship between organizational commitment and relational mentoring. Similarly, it implies that in the study sample of NPS, relational mentoring had a significant role in influencing the indices of organizational commitment among the NPS officers.

Table 4.23: ANOVA^a

Model		Sum of Squares	Df	Mean Square	<i>F</i>	Sig.
1	Regression	11.843	1	11.843	33.524	.000 ^b
	Residual	37.093	105	.353		
	Total	48.936	106			

a. Dependent Variable: organizational commitment

b. Predictors: (Constant), relational mentoring

The ANOVA results as shown in table 4.23 indicate that the model fit was appropriate for this data since there was a reduction in the squared error by 24.20%. This reduction with an *F*-ratio of 33.524, {*F* (1,105) =33.524}, significance level of .000, $p < 0.05$, R Square = .242, shows that the independent variable, relational mentoring, statistically significantly predicts the dependent variable, organizational commitment. Hence reject H_03 .

Table 4.24: Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
3	(Constant)	1.831	.193		9.495	.000
	relational mentoring	.421	.073	.492	5.790	.000

a. Dependent Variable: organizational commitment

A simple linear regression was calculated to predict organizational commitment based on relational mentoring as an independent variable, $b = .492$, $t(105) = 9.495$, $p < .05$. Table 4.24 gives the fitted model for the effect of relational mentoring on organizational commitment as $OC = 1.831 + 0.421 \cdot X_1$, with t values of 9.495 and 5.790 being statistically significant at .000 implying that the coefficient was non - zero . It had a predictive effect on organizational commitment.

The coefficients of the fitted model indicated that a unit change in relational mentoring would lead to an increase in organizational commitment by 0.421 units. It also showed that when relational mentoring was not factored into the fitted model, organizational commitment was still positive at $OC = 1.831$. This indicates that other independent variables were influencing organizational commitment. In line with the unique hallmark of IL of flexibility and adaptability as asserted by Gotsis & Grimani (2016), the role of IL in cultivating a practice of relational mentoring becomes a critical leader - follower relational space. It delivers flexibility through the high quality leader - follower relationship between mentor and mentee where each undergoes personal development with consequent self and dyadic efficacies core towards developing high OC (Curtis & Taylor, 2018).

As a statistically significant organizational process in regard to influencing OC, it then becomes a critical part of IL within NPS. In particular this is core owing to the diversities of NPS, as a highly hierarchical and command-driven organization across ranks.

Combined effect model

This model set to find the statistical effect of generational diversity leadership moderator on the relationship between inclusive leadership and organizational commitment.

Multiple linear regression for all variables

The study aimed at finding out the overall effect of the independent variables under inclusive leadership.

H₀₄: Inclusive leadership has no significant effect on organizational commitment in the National Police Service.

Table 4.25 : Model Summary from Independent Variables

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
4	.750 ^a	.563	.559	.45131

a. Predictors: (Constant), relational mentoring, leadership communication, learning

Table 4.25 shows the model summary (Model 4) that includes all the indicators of inclusive leadership. The R - value of the inclusive leadership model is .750 indicating that the combined predictive effect of inclusive leadership on OC is high. The model $OC = \beta_0 + \beta_1 X_1 + \varepsilon$ explained 56.3 % of the variations in organizational commitment as shown in table 4.25. This showed that the inclusive leadership indicators explained 55.9 % to 56.3 % of the variation in organizational commitment.

The implication is that there are other drivers of organizational commitment either as direct independent variables, mediating or moderating variables.

Table 4.26: ANOVA^a

Model		Sum of Squares	Df	Mean Square	<i>F</i>	Sig.
4	Regression	27.550	1	27.550	135.259	.000 ^b
	Residual	21.387	105	.204		
	Total	48.936	106			

a. Dependent Variable: organizational commitment

b. Predictors: (Constant), relational mentoring, leadership communication, learning

From Table 4.26, the reduction in squared error is 56.3 %. This reduction with an *F*-ratio of 135.259{*F* (1, 105) =135.259}, significance level of .000, $p < 0.05$, R Square = .563, shows that the independent variable, inclusive leadership, statistically significantly predicts the dependent variable, organizational commitment.

Hence reject H_0 .

This implies that inclusive leadership has a significant and positive effect on organizational commitment.

Table 4.27: Coefficients^a

		Unstandardized Coefficients		Standardized Coefficients	<i>t</i>	Sig.
Model		<i>B</i>	Std. Error	<i>Beta</i>		
1	(Constant)	1.039	.166		6.270	.000
	IL	.652	.056	.750	11.630	.000

a. Dependent Variable: organizational commitment

The overall model as shown in table 4.27 indicates that inclusive leadership, $p=0.000$, $p<.05$ is a statistically significant variable in the model. The fitted model was $OC = 1.039 + 0.652X_1$. Inclusive leadership had a high beta value at $b=.750$, indicating its high predictive value on organizational commitment. The study findings in table 4.27, ($t = 11.630$, $p < 0.001$), show that inclusive leadership has a positive and statistically significant effect on organizational commitment. Although the literature review found no research focusing on the effect of inclusive leadership on organizational commitment, there exists empirical evidence in the research studies on the effect of inclusive leadership on correspondent leader directed helping behaviours exhibited by followers (Randel et al., 2016). The findings show a statistically significant effect of inclusive leadership across both low ($b = 0.14$, $t = 2.21$, $p < 0.05$) and high ($b = 0.33$, $t = 4.80$, $p < 0.001$) psychological organizational climates on leader - directed behaviours of followers (Randel et al., 2016).

This is in agreement with the statistically significant findings of the effect of inclusive leadership on organizational commitment in this study where $\{F(1, 105) = 135.259\}$ a significance level of $.000$, $p < 0.05$, $t = 11.630$, $p < 0.05$. The practical significance between these two findings is in regard to the contextual relational outcomes exhibited in the followers developing helping behaviour as a result of inclusive leadership. From the context of organizational commitment, helping behaviours represent organizational citizenship behavior an indicator of high organizational commitment. The inclusive leadership perception levels of NPS in this study are: (mean = 2.80, SD = 0.69) and correspondent organizational commitment (mean = 2.90, SD = 0.68). This shows that at low levels of inclusive leadership there are correspondent low levels of organizational commitment. At high levels of inclusive leadership there are correspondent high levels of the dependent variable, organizational

commitment, as indicated in the findings on statistical significance. The implication for NPS leadership is that there is an urgent organizational leadership need to focus on improving on inclusive leadership practices if NPS is to deliver the organizational commitment commensurate with its critical mandates, functions and roles on safety and security.

Generational diversity leadership model

Regression analysis on the moderating effect of generational diversity leadership between organizational commitment and inclusive leadership was carried out. To test the moderating effect of the moderating variable, the following hypothesis was used:

H₀₅: Generational diversity leadership has no significant effect on the relationship between inclusive leadership and organizational commitment in the National Police Service.

The statistical model was given as:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \varepsilon$$

Where:

Variable Y was the organizational commitment response variable.

Variable β_1 and β_2 were the inclusive leadership and moderating variable indicators respectively.

β_0 is the least squares estimates of the intercept.

β_1 is least squares estimates of the population regression coefficient for X₁.

β_2 is least squares estimates of the population regression coefficient for X₂.

ε is the error.

Table 4.28 below shows the predictive value of the model with predictors being: Inclusive leadership and moderator, generational diversity leadership.

Table 4.28: Model 5 Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
5	.813 ^a	.660	.654	.39979

a. Predictors: (Constant), IL, GDL

The study aimed at finding out the moderating effect of generational diversity leadership moderator as a combination of its indicators of authentic leadership and leader member exchange on the relationship between inclusive leadership and organizational commitment. Table 4.28 shows closeness between R Square and adjusted R Square at .660 and .654 respectively, indicating that there was no redundancy among the independent variables, a further proof of lack of multicollinearity. The R value of the model was .813 indicating that the combined predictive effect of inclusive leadership and generational diversity leadership as a moderating variable on organizational commitment was very high. Table 4. 28 shows that the R value of the overall combined model ($R = 0.813$) was higher than that of the model for inclusive leadership ($R = 0.750$), showing that the total predictive effect of the moderating variable on organizational commitment is higher than the independent variable of inclusive leadership. There was an increase in the adjusted R Square of Model 4 from .559 to an adjusted R Square of .654 in Model 5; indicating the relevance of the moderator as a predictor. This shows that the moderating variable had a high predictive effect on the effect of inclusive leadership on OC. The model $OC = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \varepsilon$ explained 66% of the variations in organizational commitment as shown in table 4.28. The adjusted R Square changed from 55.9 % in the fitted model showing the effect of inclusive leadership on organizational commitment to 65.4 % in the moderated model (Model 5).

Table 4. 29: ANOVA^a

Model 5	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	32.314	2	16.157	101.085	.000 ^b
Residual	16.623	104	.160		
Total	48.936	106			

a. Dependent Variable: OC

b. Predictors: (Constant), IL, GDL

The ANOVA results in Table 4.29 indicate that the model fit is significant. By using Model 5, there was a 66% reduction in squared error. This reduction with an F -ratio of 101.085, $\{F(2, 104) = 101.085\}$ and a significance level of .000, $p < 0.05$, R Square = .660, shows that the independent variables of inclusive leadership and generational diversity leadership, statistically significantly predict the dependent variable, organizational commitment. There was a statistical difference between the statistical effect of inclusive leadership $\{F(1, 105) = 135.259\}$, a significance level of .000, $p < 0.05$ and that of the moderating variable $\{F(2, 104) = 101.085\}$ and a significance level of .000, $p < 0.05$. The F -ratio of the moderator $\{F(2, 104) = 101.085\}$ and a significance level of .000, $p < 0.05$, and R Square is .660 implying that there is a statistically significant moderating effect of the moderating variable on the relationship between inclusive leadership and organizational commitment.

Hence reject H_{05} .Table 4.30: Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	T	
5 (Constant)	.336	.195		1.719	.089
GDL	.312	.057	.321	5.459	.000
IL	.587	.051	.675	11.490	.000

a. Dependent Variable: OC

Table 4.30 shows that no regression coefficient is equivalent to zero in line with the t-test done. The standardized coefficients, b , show that inclusive leadership ($b = .675$), has a higher impact on organizational commitment than generational diversity leadership ($b = .321$). The generational diversity leadership variable statistically significantly moderates the relationship between inclusive leadership and organizational commitment, $b = .321$, $t = 5.459$, $p = .000$, $p < .05$.

The moderating effect of generational diversity leadership was found to have a significant influence on the relationship between inclusive leadership and organizational commitment (OC) as shown in table 4.30. The new fitted model now becomes:

$OC = 0.3336 + 0.587X_1 + 0.312X_2$. Whereas the organizational commitment of NPS involving only inclusive leadership was: $OC = 1.039 + 0.652X_1$ indicating a low NPS value of 1.551, the value of organizational commitment when the moderating variable was integrated into the overall relationship was $OC = 1.039 + 0.652X_1$. This means that there is a significant moderating effect of the moderator, generational diversity leadership on the relationship between inclusive leadership and organizational commitment.

This study found no research where the moderating variable was made up by integrating authentic leadership theory and leader - member exchange theory. It also found none investigating the moderating effect of generational diversity leadership on inclusive leadership. The study contributes to new knowledge on organizational leadership while responding to various research gaps. Among these theoretical research gaps is the inclusion of AL in research on organizational commitment and moderators in similar research. It also adds theoretical value in organizational leadership research and practice by integrating AL and LMX into inclusive leadership as predictors of organizational commitment.

By coming up with the descriptor, generational diversity leadership, the study introduced a new theoretical term core towards setting critical research and practice pace. This is in response to the research and practice need for development of authentically inclusive climates for generationally diverse individuals and groups in organizations (Nishii & Rich, 2014; Pinelli et al., 2018). The study developed a model of inclusive leadership for creating authentically inclusive climates to enhance generational inclusivity core towards enhanced performance through organizational commitment. For NPS, it opened a new window in the role of emerging leadership forms and theoretical frameworks in serving towards a moral and ethical leadership practice significant to solving long standing moral and ethical dilemmas while being proactive and flexible in leading effectively through emerging generational complexities. This adds value to the on - going reforms across each of the services and the directorate while guiding the leadership of NPS, IPOA, IAU, NPSC and the MICNG on need for continuous improvement through formal and informal leader - follower centric approaches: a new policing leadership paradigm.

Leader-member exchange as a moderating variable

Table 4.31: Model Summary

				Std. Error of the
Model	R	R Square	Adjusted R Square	Estimate
6	.794 ^a	.630	.623	.41722

a. Predictors: (Constant), lm_avg_p, IL

The study also aimed at finding out the moderating effect of the LMX moderator on the relationship between inclusive leadership and organizational commitment.

Table 4.31 showed closeness between R Square and adjusted R Square at .630 and .623 respectively, indicating that there was no redundancy among the independent variables, a further proof of lack of multicollinearity. The R value of the model was .794 indicating that the combined predictive effect of inclusive leadership and LMX as a moderator on organizational commitment was very high. Table 4.31 also shows that the R value of the overall combined model (Model 6) ($R = 0.794$) was higher than that of the model for inclusive leadership ($R = 0.750$), showing that the total predictive effect of the moderating variable on organizational commitment was higher than the independent variable of inclusive leadership. By extension there was an increase in the adjusted R Square of Model 4 from .559 to an adjusted R Square of .623 in Model 6; indicating the relevance of the moderator as a predictor. This shows that the moderating variable had a high predictive effect on the effect of inclusive leadership on OC. Model 6 explained 63 % of the variations in organizational commitment as shown in Table 4.32. The adjusted R Square changed from 55.9 % in the fitted model showing the effect of inclusive leadership on organizational commitment to 62.3 % in the moderated model (Model 6).

Table 4.32 : ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
6	Regression	30.833	2	15.416	88.561	.000 ^b
	Residual	18.104	104	.174		
	Total	48.936	106			

a. Dependent Variable: OC

b. Predictors: (Constant), lmx_avg_p, IL

The ANOVA results as shown in table 4.32 confirm that the model with an F -ratio of 88.561, $\{F(2,104) = 88.561\}$ and a significance level of .000, $p < 0.05$, $R^2 = .630$, shows that the independent variables of inclusive leadership and LMX, statistically significantly predict the dependent variable, organizational commitment. The ANOVA results in Table 4.32 indicate that the model fit is significant. By using the model (Model 6), there was a 63% reduction in squared error. This reduction with an F -ratio of 101.085, $\{F(2,104) = 101.085\}$ and a significance level of .000, $p < 0.05$, $R^2 = .660$ shows that the independent variables of inclusive leadership and generational diversity leadership, statistically significantly predict the dependent variable, organizational commitment. The F -ratio of the moderator $\{F(2,104) = 101.085\}$, a significance level of .000, $p < 0.0$, and R^2 was .660, implying that there was a statistically significant moderating effect of the moderating variable, LMX, on the relationship between inclusive leadership and organizational commitment.

Table 4.33: Coefficients^a

		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	T	Sig.
1	(Constant)	.425	.208		2.040	.044
	IL	.596	.053	.685	11.150	.000
	lmx_avg_p	.253	.058	.267	4.343	.000

a. Dependent Variable: OC

Table 4.33 shows that no regression coefficient is equivalent to zero in line with the t-test done. The standardized coefficient b show that inclusive leadership ($b = .596$) has a higher impact on organizational commitment than LMX ($b = .253$). The LMX variable statistically significantly moderates the relationship between inclusive leadership and organizational commitment, $b = .267$, $t = 4.343$ $p = .000$, $p < .05$. The moderating effect of LMX was found to have a significant influence on the relationship between inclusive leadership and OC as shown in Table 4.33. This points to the role of LMX across the NPS if practiced from an authentic perspective. Authentic LMX is anchored on moral and ethical perspectives. It has high quality positive reciprocity between leader and member, leader and groups, leader and teams, between followers, among groups and teams. In the NPS where LMX has been abused through in-groups of corrupt officers there is a need to undertake a change leveraged on inclusive leadership through learning, relational mentoring and leadership communication to have authentic LMX. This addresses the contextually dysfunctional LMX which has resulted in high levels of corruption, suicide, homicide and inaction. These counterproductive behaviors show lack of identification with the core values, standing orders, mission and vision of the NPS. It dispenses with exploitive impression management which abounds through the various diversities. If unmanaged, dysfunctional LMX will create high levels of normative and continuance commitment and subsequently low levels of affective commitment; leaving NPS vulnerable to external factors of threat. The dysfunctional immoral and unethical extrinsic side of LMX in the NPS portends a threat to national safety and security. This justifies the need for adoption of inclusive leadership practices across all the relational spaces of the NPS.

Authentic leadership as a moderating variable

Table 4.34 : Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1.	.825 ^a	.681	.675	.38726

a. Predictors: (Constant), AL, RM, LC, LR

The results from table 4.34 show the moderating effect of the AL moderator on the relationship between inclusive leadership and organizational commitment. Table 4.34 shows closeness between R Square and adjusted R Square at .675 and .681 respectively, indicating that there was no redundancy between the independent variables, a further proof of lack of multicollinearity. The R value of the model was .825 indicating that the combined predictive effect of inclusive leadership and AL as a moderator on organizational commitment was very high. Table 4.34 also showed that the R value of the overall combined model (Model 7) ($R = 0.825$) was higher than that of the model for inclusive leadership ($R = 0.750$), showing that the total predictive effect of the moderating variable on organizational commitment was higher than the independent variable of inclusive leadership. By extension there was an increase in the adjusted R Square of Model 4 from .559 to an adjusted R Square of .675 in Model 7; indicating the relevance of the moderator as a predictor. This shows that the moderating variable had a high predictive effect on the effect of inclusive leadership on OC. Model 7 explained 68.1 % of the variations in organizational commitment as shown in Table 4.34. The adjusted R Square changed from 55.9 % in the fitted model showing the effect of inclusive leadership on organizational commitment to 67.5 % in the moderated model (Model 7).

The adjusted R Square for moderator AL in Model 7 at .675 % was higher than for generational diversity leadership moderator in model 5 at .654. Moderator LMX in model 6 was at .623. Inclusive leadership in model 4 was at .559. The implication is that AL as a moderator on its own has a higher moderating effect on the relationship between inclusive leadership and organizational commitment. This resonates with the assertion that AL is the root construct of leadership. This study adds value to research literature on organizational leadership by further empirically validating the findings and assertions of Walumbwa et al.(2008).

Table 4.35 : ANOVA^a

Model		Sum of Squares	Df	Mean Square	<i>F</i>	Sig.
7	Regression	33.339	2	16.670	111.153	.000 ^b
	Residual	15.597	104	.150		
	Total	48.936	106			

a. Dependent Variable: OC

b. Predictors: (Constant), IL, al_avg_p

The ANOVA results as shown in table 4.35 confirm that the model (Model 7) with an *F*-ratio of 111.153, {*F* (2,104) = 111.153} and a significance level of .000, $p < 0.05$, R Square = .681, showed that the independent variables of inclusive leadership and AL, statistically significantly predicted the dependent variable, organizational commitment. The ANOVA results in table 4.35 indicated that the model fit was significant. By using the model (Model 7), there was a 68.1 % reduction in squared error. This reduction with an *F*-ratio of 111.153, {*F* (2,104) = 111.153} and a significance level of .000, $p < 0.05$, R Square= .681, shows that the independent variables of inclusive leadership and AL, statistically significantly predict the

dependent variable, organizational commitment. The F - ratio of the moderator $F = 111.153$, $\{F(2, 104) = 111.153\}$, a significance level of .000, $p < 0.05$ and R Square was .681, implies that there was a statistically significant moderating effect of the moderating variable, AL, on the relationship between inclusive leadership and organizational commitment.

Table 4.36: Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients		T	Sig.
	B	Std. Error	Beta			
7. (Constant)	.353	.180			1.961	.053
al_avg_p	.330	.053	.352		6.213	.000
IL	.588	.049	.676		11.945	.000

a. Dependent variable: organizational commitment

Table 4.36 shows that no regression coefficient was equivalent to zero in line with the t-test done. The standardized coefficients, b , showed that inclusive leadership ($b = .676$) has a higher impact on organizational commitment than AL ($b = .352$). The AL variable statistically significantly moderated the relationship between inclusive leadership and organizational commitment; $b = .352$, $t = 6.213$, $p = .000$, $p < .05$.

Comparing moderating effects

Table of Models showing Moderating Effects

Table 4.37: Comparison of Multiple Regression Models

Model and Independent Variables in Model	R	R Square	Adjusted R Square	F	Sig.	Standard Error of the Estimate
Model 4 IL	.750	.563	.559	135.259	.000	.45131
Model 5 IL, GDL	.813	.660	.654	101.085	.000	.39979
Model 6 IL, LMX	.794	.630	.623	88.561	.000	.41722
Model 7 IL, AL	.825	.681	.675	111.153	.000	.38726

Table 4.37 shows that the adjusted R Square for the moderating variable, GDL, in Model 5 was 0.654, which was higher than the adjusted R Square for inclusive leadership Model 4 (adjusted R Square = .251). Table 4.37 further showed that the standard error of the estimate (SEE) for Model 5 (SEE = .39979) was lower than that for Model 4 (SEE = .45131). The SEE measures the variation around the regression line generated which gives the absolute size of the model's prediction error (Hair et al., 2015). By Model 5 having a lower SEE (SEE = .39979) in comparison to that of Model 4 (SEE = .45131), it means that Model 5 has a higher accuracy of predicting the dependent variable. The implication is that the generational diversity leadership model had a high and accurate moderating effect on the effect of inclusive leadership on organizational commitment. It improved the regression through higher predictive accuracy and influence. The predictive power of the moderating model was sufficiently high. The R Square was significant. It served as a critical criterion for predictive accuracy, in line with laid down interpretation standards by Hair et al., (2015). In addition, table 4.37 showed statistical consistency between the pairs of adjusted R Square and the standard error of the estimate in the models where the corresponding paired values in ascending order of predictive strength were: Model 4 (0.559, 0.45131), Model 5 (0.623,

0.41722), Model 6 (0.654, 0.39979) and Model 7 (0.6275, 0.38726). The resultant standard error of the estimate of Model 7 which had AL as the moderator was lower than for the Models 4, 5 and 6 as shown in Table 4.37, indicating a higher predictive accuracy and influence of the moderating variable regression model (Model 5). Table 4.37 indicated that Model 7 had the lowest standard error of the estimate (SEE =.57863) and highest adjusted R Square of .675, with highest improvement on Model 4 (unmoderated) and Model 5, inferential factors indicating that Model 7 gave the highest predictive accuracy among the four multiple regression models used for this study. The two observations on R Square and the standard error of the estimate indicated a contextual component of inclusive leadership derived from this study on the need for inclusive leadership to factor in different leadership approaches such as generational diversity leadership, for inclusive leadership to have a greater practical and positive organizational leadership effect on organizational commitment in NPS. The high value of standard error of the estimate for the model having LMX as the moderating variable could be attributable to the low values of leadership communication since leader - member exchange is leveraged on communication.

Statistical significant differences between NPS generations

Table of Statistical Significance between Gen X and Gen Y for Inclusive Leadership

Table 4.38: Statistically significant difference between Gen X and Gen Y

Variable	Sum of Squares	Df	Mean Square	F	Sig.	Variable
LR	Between Groups	2.002	1	2.002	4.203	.043
	Within Groups	50.007	105	.476		
	Total	52.008	106			
LC	Between Groups	.723	1	.723	1.547	.216
	Within Groups	49.074	105	.467		
	Total	49.797	106			
RM	Between Groups	2.625	1	2.625	4.299	.041
	Within Groups	64.116	105	.611		
	Total	66.742	106			

Table 4.38 shows that there is a statistically significant difference between Gen X and Gen Y under the independent variables of learning $\{F(1, 105) = 4.203\}$, $p=.043$, $p<.05$ and relational mentoring $\{F(1, 105) = 4.299$, $p=.041\}$, $p<.05$. The findings illuminate underlying emerging organizational contexts based on distinct generational diversities; serving as signals to the leadership towards a need for having learning and relational mentoring factoring in generational differences, perceptions, attitudes and cognitions. This is in tandem with the observations on the role of IL in inclusive organizational climates with focus on generational diversity through innovative flexibility and agility of IL (Kaminska & Borzillo, 2018; Waller et al., 2017).

Table 4.39: ANOVA for Gen X and Gen Y for Organizational Commitment

		Sum of Squares	Df	Mean Square	F	Sig.
AC	Between Groups	1.352	1	1.352	4.752	.032
	Within Groups	29.874	105	.285		
	Total	31.226	106			
CC	Between Groups	1.953	1	1.953	3.262	.074
	Within Groups	62.855	105	.599		
	Total	64.807	106			
NC	Between Groups	3.047	1	3.047	3.896	.051
	Within Groups	82.115	105	.782		
	Total	85.162	106			
OC	Between Groups	1.775	1	1.775	3.953	.049
	Within Groups	47.161	105	.449		
	Total	48.936	106			

Table 4.39 shows that there is a statistically significant difference between Gen X and Gen Y under the dependent variable of organizational commitment $\{F(1,105) = 3.953, p = .049, p < .05\}$. This negates the findings of Stassen et al. (2016) that there are no differences between the OC levels of different generations. Table 4.39 also shows that there is a statistically significant difference between Gen X and Gen Y under affective commitment $\{F(1,105) = 4.752, p = .032, p < .05\}$.

Since AC is deemed the most significant dimension of OC, this statistically significant difference of AC between the two generations signals the organizational leadership need for elaborate inclusive leadership practices towards bridging the generational diversity gap.

Table 4.40 shows the Pearson correlation results involving all the variables involved in the research study.

Table 4.40 : Correlations

		AC	AL	CC	LC	LM	LR	NC	RM	OC	GDL	IV
[	Pearson Correlation	1	.501**	.413**	.457**	.440**	.363**	.493**	.437**	.683**	.486**	.468**
	Sig. (2-tailed)		.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	107	107	107	107	107	107	107	107	107	107	107
AL	Pearson Correlation	.501**	1	.210*	.822**	.878**	.813**	.609**	.726**	.494**	.969**	.875**
	Sig. (2-tailed)	.000		.030	.000	.000	.000	.000	.000	.000	.000	.000
	N	107	107	107	107	107	107	107	107	107	107	107
CC	Pearson Correlation	.413**	.210*	1	.131	.243*	.337**	.483**	.291**	.750**	.234*	.285**
	Sig. (2-tailed)	.000	.030		.179	.012	.000	.000	.002	.000	.015	.003
	N	107	107	107	107	107	107	107	107	107	107	107
LC	Pearson Correlation	.457**	.822**	.131	1	.877**	.743**	.437**	.624**	.350**	.877**	.871**
	Sig. (2-tailed)	.000	.000	.179		.000	.000	.000	.000	.000	.000	.000
	N	107	107	107	107	107	107	107	107	107	107	107

LM	Pearson Correlation	.440**	.878**	.243*	.877**	1	.836**	.561**	.744**	.433**	.969**	.910**
	Sig. (2-tailed)	.000	.000	.012	.000		.000	.000	.000	.000	.000	.000
	N	107	107	107	107	107	107	107	107	107	107	107
LR	Pearson Correlation	.363**	.813**	.337**	.743**	.836**	1	.597**	.748**	.480**	.851**	.923**
	Sig. (2-tailed)	.000	.000	.000	.000	.000		.000	.000	.000	.000	.000
	N	107	107	107	107	107	107	107	107	107	107	107
NC	Pearson Correlation	.493**	.609**	.483**	.437**	.561**	.597**	1	.615**	.785**	.604**	.618**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000		.000	.000	.000	.000
	N	107	107	107	107	107	107	107	107	107	107	107
RM	Pearson Correlation	.437**	.726**	.291**	.624**	.744**	.748**	.615**	1	.492**	.758**	.894**
	Sig. (2-tailed)	.000	.000	.002	.000	.000	.000	.000		.000	.000	.000
	N	107	107	107	107	107	107	107	107	107	107	107
OC	Pearson Correlation	.683**	.494**	.750**	.350**	.433**	.480**	.785**	.492**	1	.479**	.495**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000		.000	.000
	N	107	107	107	107	107	107	107	107	107	107	107
GDL	Pearson Correlation	.486**	.969**	.234*	.877**	.969**	.851**	.604**	.758**	.479**	1	.921**
	Sig. (2-tailed)	.000	.000	.015	.000	.000	.000	.000	.000	.000		.000

	tailed)											
IV	N	107	107	107	107	107	107	107	107	107	107	107
	Pearson Correlation	.468**	.875**	.285**	.871**	.910**	.923**	.618**	.894**	.495**	.921**	1
	Sig. (2-tailed)	.000	.000	.003	.000	.000	.000	.000	.000	.000	.000	
	N	107	107	107	107	107	107	107	107	107	107	107

** . Correlation is significant at the 0.01 level (2 - tailed).

* . Correlation is significant at the 0.05 level (2 - tailed).

Pearson correlation results shown in Table 4.40 indicated that normative commitment was leading with the highest influence on organizational commitment with a correlation of 0.785, followed by continuance commitment at 0.750, affective commitment with a correlation of 0.683. The study concluded that normative, affective and continuance commitment were the most prominent indicators of organizational commitment in NPS. GDL had correlations of .969 with AL and LM variables. It was a combination of the two variables. There was no correlation above 0.9 between the independent variables and hence these correlations are acceptable for data analysis.

Chapter summary

This chapter focused on descriptive statistics on each of the independent variables measured to find out the perception levels of the respondents of the NPS concerning; leadership communication, learning, relational mentoring as indicators of inclusive leadership in the National Police Service. The descriptive statistics also focused on the perception levels on; affective commitment, continuance commitment, and normative commitment as indicators of the multidimensional construct of organizational commitment.

Finally, descriptive statistics were used to analyse the perception levels of the variables namely; authentic leadership and leader-member exchange which were used as the indicators of generational diversity leadership, the moderating variable. The statistical measures used were means, standard deviation, percentages, and frequencies with the findings presented in tables and figures. Interpretations of the findings involved comparing the means across NPS groups, ranks, and generations and identifying the various ranks for each NPS characteristic, followed by a comparison of those findings with those captured in the literature review.

Since the regression analysis was captured as a method of data analysis, diagnostic tests were carried out as a pre-condition that had to be met before the data analysis was undertaken. The diagnostic tests undertaken included tests for normality of data sets and variables and included; normality, linearity, multicollinearity, homoscedasticity and autocollinearity. This was to enhance diagnostic rigour and give credibility to the research findings as well as allow for generalization within the general population of the National Police Service. The data sets and variables in this research study met the necessary statistical conditions through the test statistics used and hence the data sets were subjected to the identified multiple regression analysis.

The findings were presented in tables of ANOVA model summaries as well as standardized and unstandardized coefficients to find out whether there were statistically significant effects of the independent variables on the dependent variables. It was also used to generate relevant constants for the model summaries. Interpretation of the findings involved an interrogation of the various statistics with a consequent deduction relative to each of the five hypotheses that the research study set to investigate. This involved comparative analysis with past findings to multiple analysis including those done for police services in other countries.

CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Summary of Findings

Inclusive leadership

Inclusive leadership has statistically significant effect on organizational commitment as the study found out. Since there has been no research in the NPS on the nexus between inclusive leadership and organizational commitment, this study then guides the NPS on the need to adopt this leadership practice in spite of being a hierarchical organization. This is in regard to the identified moral and ethical perspectives of leader - follower aspects of inclusive leadership in regard to developing positive relationships between followers and leaders with resultant positive perceptions and behaviors. By making it a practice in relation to operationalizing it through organizational processes of learning, relational mentoring and leadership communication, it permeates across the NPS functions delivering relevant authentic high quality relational practices. The correspondent organizational commitment then serves as a critical source of ownership of the on - going reform processes, acceptance of change and extra - role performance targeting both officers and the public. It serves to deliver policing flexibility at the micro level of individual, dyads, groups and the NPS critical towards service quality delivery across emerging roles and tasks. Among these roles calling for authentic organizational commitment include policing with communities who hitherto had negative perceptions, suspicions, hatred and fear, and the protection of emerging facilities and spaces informed by Vision 2030 under the current Medium Term Plan, 2018-2022 and the Big Four Agenda.

The NPS leadership needs to have an understanding and knowledge about how inclusive leadership delivers each of the dimensions of organizational commitment so that it prioritizes relevant plans and key result areas towards such goals and objectives. From a theoretical perspective the integration of inclusive leadership and generational diversity leadership as variables that have statistically significant effect on organizational commitment give theoretical foundations for further research on inclusive leadership. This is in view of the limited research that has been undertaken on inclusive leadership. This study has added value to the inclusive leadership research methodology by adding to guidelines on how to measure inclusive leadership in view of scarcity in guidelines. By extension this research has delivered the first research on inclusive leadership in NPS at a time when the organization is facing emerging complexities within itself, regionally and globally. This calls for flexibility, adaptability, moral and ethical courage of inclusive leadership to successfully navigate oceans of complexity and have NPS remain buoyant.

Learning

Learning has a statistically significant effect in predicting organizational commitment in the NPS. In spite of this significance, the perceptions about inclusive learning are low indicating failure of leadership to avail learning opportunities fairly across the entire organization. With emerging complexities and in line with the need for continuous learning, NPS needs to focus on innovative formal and informal learning leveraged on a leader - follower centric approach. In view of this and taking cognizance of the on - going reforms and generational diversity strengths inherent in the NPS, the use of experiential learning becomes a critical approach to enhance meaningful inclusive learning across the organization.

Opportunities in these diversities in the NPS allow for leader - member sharing of skills, experiences and knowledge with need for each officer to learn the role of open mindedness irrespective of rank, level of education, unit or experience. The availability of leaders and followers for authentic learning through knowledge sharing, formally and informally, a practice lacking in the NPS becomes important. The practice of seniors reaching out to juniors for learning is nonexistent even when the juniors have the requisite knowledge and skills. A focus on the role of learning as a prerequisite to organizational success is needed by leadership targeting the NPS leaders anchored on the self -awareness and relational transparency dimensions of authentic leadership. Authentic leadership development within the various layers of leadership at the low, middle and top NPS levels is then a priority towards laying the ground for self - awareness in regard to what a senior officer needs to learn from the junior officers. Followed by being transparent to the followers about the need for learning of skills, behaviors and knowledge, such leaders and leading the change by example will have initiated the leader - follower centric practice through their flexibility.

In line with the people - centred approach and the community partnership envisaged in the NPS mission, leader - follower relational learning enhances an in - depth understanding of how NPS can learn from diverse members of the community. This narrows the negative perception gap and conflicts between police and communities, resolving the Fergusson effects with consequent trust building through trust worthy behaviors. This is as a result of inclusive leadership that factors in learning from the communities, a form of inclusive leadership flexibility and moral courage, as an extension of the dyadic learning within NPS. It has unique linkage to the NPS values of participation and civility, indicating the nexus between inclusive leadership, organizational commitment and innovative quality service delivery.

Relational mentoring

Relational mentoring has a statistically significant effect in predicting organizational commitment in NPS. It had the lowest means NPS (mean = 2.53, SD = 0.79), APS (mean = 2.62, SD = 0.65), DCI (mean = 2.54, SD = 0.79) and KPS (mean = 2.41, SD = 0.84); indicating the lack of a significant inclusive leadership practice towards psychosocial, career development, modeling and personal development outcomes. This form of mentoring is dyadic as all others, but with the uniqueness of flexibility through leader - follower centric interrelationship where both the mentor and mentee learn from each other. On the psychosocial support perspective, police work poses a variety of stressors and trauma causing engagements within police work places and in the course of operations of safety and security (Lopez et al, 2019). The study observed that there is low commitment to the mentoring process by the mentors.

Knowing the role of relational mentoring towards creating resilience and well being to affected officers, career development and role modeling does not translate into relational mentoring. It is commitment, availability, relevant knowledge and showing empathy which inspires the mentee to be committed to the process as a reciprocity behavior from the perceptions developed about the mentor and mentoring process: ingredients of inclusive leadership (Duran et al., 2018). Commitment by the mentee, irrespective of the objective of the relational mentoring, enhances their wellbeing and delivers satisfaction to the mentor; indicators of a positive interpersonal relationship. It improves the knowledge sharing behavior, knowledge levels and shared experiences of both the mentor and mentee (Curtis & Taylor, 2018). By giving a senior officer who is a mentor an honest feedback about the mentee's assessment of the process and nature of the mentor, a feature of positive leadership communication within relational mentoring, the officer exercises inclusive leadership that

results in trust. Such a junior officer, as a mentee, models behavior based on the personal experience with the senior officer; a positive relational outcome of relational mentoring. Trust catalyses emotional attachment to the organizational processes, leadership and organization in regard to the learning experiences of both leaders and followers, enhancing organizational commitment. It dispenses with the exploitive upward influence LMX behavior observed by Park (2017) of manipulation of leader - follower exchanges through artificial impression management. Further outcomes of trust and other bonds built are increased relational transparency and authentic leader-member exchanges devoid of artificial impression management and selfish aims.

Disclosures about past experiences, positive and negative from within the NPS or other environments by each member of the dyad become easy adding to the wellbeing of each member with consequent development of long term engagements. Long term engagements reflect the desire and behaviors of leaders and followers to remaining as NPS members, reducing chances of departure. This shows organizational commitment as an outcome of inclusive leadership through relational mentoring. When the mentee becomes a mentor the process is repeated and refined enhancing the role of relational mentoring as a dimension of inclusive leadership culture in developing organizational commitment across the organization uninhibited by former toxic rigidity of bureaucratic hierarchy. The relationship allows for the mentee to also the former mentor owing to the internal moral perspective, trust and unique relational transparency shared by the dyad as a result of inclusive leadership. These arguments and guiding contexts lay out the role of relational mentoring and possible approaches based on inclusive leadership contexts while outlining the outcomes which have a vital role towards quality service delivery to internal and external NPS customers.

Leadership communication

Leadership communication has a statistically significant effect in predicting organizational commitment in the NPS. Leadership communication within the NPS was low (mean = 2.89, SD = 0.69) and across the services and directorate, ranks and generations. This is attributed to the unidirectional command driven mode of communication, a classical form of communication in security organizations. It cultivates destructive psychological distances between leaders and followers (Brown et al., 2019). Where NPS junior officers lack voice, these are antecedents to low affective commitment. Leadership communication contextually serves a critical role in communicating organizational goals, values, operations, change and acceptable behaviours at various organizational levels. Leadership communication between a leader and follower has the critical role of creating healthy interpersonal and group communication practices with outcomes of positive reciprocity including organizational commitment (Ramaprasad et al., 2017). Unfortunately, owing to the low levels of inclusive leadership observed in NPS, there are correspondent gaps in leadership communication between leaders and followers resulting in a leader - centric perspective. The effect is ineffective leadership communication that lacks inclusivity. This affects communication in all ways across leaders, followers, organizations and customers with resultant feelings of not being valued by the organization and NPS leadership (Brown et al., 2019). This affects each of the dimensions of organizational commitment profile partly explaining the low organizational commitment levels of NPS in the study. From the study, there was lack of timely communication, poor accessibility, availability of leaders, poor listening behaviors and lack of a practice of giving views divergent from those held by the leaders. When changes affecting individual officers such as transfers and deployment lack relevant leadership communication, they result in emotional withdrawal of followers. They are also sources of stress.

This specifically affects the affective commitment of the officer with correspondent effect on the overall organizational commitment of the individual. In view of the critical and sensitive nature of police work engagements, a withdrawn officer is a risk and source of vulnerability to other NPS members, himself, the public and the facilities protected by such officers. This explains some of the destructive behaviors observed and documented in research studies about police officers (Benitez et al., 2018). When it affects the public through violence it further propagates the conflict between the public and the police affecting service delivery due to inaction. These are indicators and effects of low NPS organizational commitment.

This study guides on the role of a leader-follower centric approach to leadership communication in line with the inclusive leadership practice of being moral and ethical at intrapersonal, interpersonal and organizational levels. An understanding of a follower's perceptions regarding their perception about the sharing of organizational resources is important. This is part of the adaptable and flexibility practice of inclusive leadership geared towards deliberately catalyzing highly positive engagement of followers with outcomes of increased quality communication among other social currencies (Choi et al., 2015). It calls for a leader's initiative as part of flexibility in communication against rank and command, and openness to reach out to followers with an authentic interest of understanding the followers' perceptions and reasons on which the perceptions are based. Key to this proactive inclusive leadership approach through communication is ensuring that there is use of authentic impression management against artificial impression management. The lesson for NPS leaders is to understand through relevant learning and mentorship their weaknesses in dyadic communication and how to communicate authentically. They need to understand how leadership communication develops a critical nexus between leadership and each of the

dimensions of organizational commitment. Key note listening during dialogues involving issues where followers have different views among themselves and with the leader allows followers to become more open. Giving followers' voice is an important social currency and practice of leadership communication under inclusive leadership. It results in a perception of fairness in their treatment through opportunities availed involving participation, ability of leader to genuinely listen and show interest in the followers' views even if divergent from those of the leader (Jin et al., 2017). The NPS leadership needs to have an understanding of the officers in order to package feedback to followers, irrespective of how disruptive it is, in a manner that shows deep concern, respect and care of the intended recipients. Feedback through top - down channels with a physical approach has no human face when it fails to factor in the feelings, perceptions and past experiences of the recipient. Constructive feedback needs to have a human face of care and concern through flexibility of the leader in delivering it, with NPS having a need to develop a constructive and caring feedback. This is a departure from the belief and practice of security officers being hard and immune to feelings.

For the NPS to create a high level of leadership communication in line with inclusive leadership there is need for the leaders to know their personal weaknesses and biases in leadership communication. Among the biases could be stereotypes in regard to rank, education, experience, gender, ethnicity, knowledge, similarity –attraction behaviors and physical demographics, calling for self - awareness as a moral perspective of inclusive leadership. Although this study focused on generational diversity as an emerging complexity calling for inclusive leadership, the stated diversities abound in NPS with some having been identified as sources of unfair distribution and sharing of organizational resources (Hope, 2018; IAU, 2018).

Understanding their needs and failure in leadership communication will further call for an analysis of how the organizational communication culture may have affected them. This self-awareness will further call for their moral courage to unlearn toxic and biased leadership communication practices while embracing learning leveraged on ideals of inclusive leadership. It also calls for relational transparency involving disclosures, asking for forgiveness and for followers to participate in assessing and discussing the former mode of leadership communication. It calls for the NPS leadership to take the initiative to have followers who have adopted their toxic ways of communication to unlearn through sharing that is devoid of any blaming or countermanding. This offers opportunities for collective unlearning, involving both learners and followers, while also learning of the need for leadership communication as informed by inclusive leadership: characterizing the core normative roles of moral and ethical leadership practice under inclusive leadership.

Of significance is the need for contextualizing leader-member exchanges premised on leadership communication which excludes some followers while including others. Through increased access and adoption of social media as a medium for communication, communication to in-groups by a leader easily reaches the out-group. By sanctioning resources and communication to some followers, resulting in out-groups, it creates a dysfunctional leader-member exchange since such out-group members will at best only serve the organization in strict adherence to the contractual agreement. The organization also runs the danger of having a conflict between the groups. In NPS this could be disastrous to the group members, leaders and the public. It is unethical as it goes against the NPS core values of participation, justice and civility with resultant effect being followers' emotional withdrawal from the organizational values and ideals. This affects affective commitment of the

individual with correspondent effect on the individuals overall organizational commitment profile; a liability to NPS' values, mission and vision.

Generational diversity leadership

Authentic leadership

Authentic leadership has a statistically significant moderating effect on the effect of inclusive leadership on organizational commitment as this study found out in line with the place of authentic leadership in the conceptual framework. In NPS, the perception level of authentic leadership is low as measured for APS, DCI, KPS and NPS. This is the lowest in the KPS despite having the legal mandate and core organizational responsibility of public safety and security. The NPS service has the highest number of NPS officers.

This situation of low authenticity in NPS poses interpersonal relational barriers at follower - follower and leader - follower levels, interpersonal relational factors that affect trust, a critical antecedent of affective commitment. It (low level of authentic leadership) in a service that is characterized by stressful and life-threatening engagements results in hypocrisy, insincerity, pent-up anger, frustration, lack of honesty to self and others, with a resultant detaching of officers from the values and beliefs of NPS. This is evidenced by the low levels of affective commitment of NPS (mean = 2.81, SD = 0.64) which shows low commitment to organizational values and beliefs. Low affective commitment has a correspondent effect on overall organizational commitment profile with need to note the risk of having the organizational commitment shaped by external factors. This is an indicator of a leadership dilemma with the focus of this study on inclusive leadership practice playing a pivotal role towards addressing the dilemma.

This is by identifying the nexus between inclusive leadership and organizational commitment in NPS and consequently identifying key inclusive leadership approaches towards enhancing the organizational commitment profiles of individuals and collectively the NPS. This is coupled with lack of mental health practice, as the research study showed, an indicator of lack of relevant inclusive leadership in an organization known to have diverse and highly stressful engagements. These engagements require elaborate mental health management processes as part of inclusive leadership where the effects of organizational operations on employees' wellness are factored into leadership practice. Mental wellness is critical for highly stressful work engagements. The combination of low authentic leadership practices and lack of critical inclusive leadership practice exposes individual officers to potentially traumatic mental health challenges with no processes to heal the same (Lopez et al., 2019). The inclusive leadership's role of deliberately understanding followers' perceptions with concern towards addressing negative perceptions and causes of negative perception is a moral duty. This resonates with the internal moral perspective of understanding and taking relevant moral and ethical actions towards resolving followers' problems indicating the nexus between AL and inclusive leadership in having leader behaviors that shape followers' perceptions about the value attached to the follower by the leaders and the organization.

By having the low levels of authentic leadership as shown by the findings of this study, there are far - reaching implications towards the authenticity of individual police officers to the public in relation to NPS aphorism, values, mission, vision, anticipations and expectations of the public. Lack of authentic leadership practices implies that in the decision - making processes, there is a lack of self - awareness, balanced processing of information, internal moral perspective and relational transparency between officers and by officers to the public.

This might spread to the relational spaces between different groups within a single NPS group and between the three distinct NPS groups of APS, DCI and KPS. Further, it might become a culture that ultimately affects the expected policing relationships between NPS officers and the public. This clearly highlights the role of authentic leadership in enhancing inclusive leadership. It resonates with the observations of the study to the effect that authentic leadership statistically significantly, $\{F(2,104) = 111.153\}$, significance level of .000, $p < 0.05$, moderates the effect of inclusive leadership on organizational commitment justifying the need to include authentic leadership in the leadership model. The study further found that authentic leadership has the highest predictive and moderating effect ($R = .825$, $SEE = .38726$) on the relationship between inclusive leadership and organizational commitment. This adds further value to the role of authentic leadership in the relationship between inclusive leadership and organizational commitment. It also validates the assertions by Walumbwa et al. (2008) that authentic leadership is a root construct of all forms of leadership. This validation of the authentic leadership theory adds value to organizational leadership literature and knowledge. It also adds towards strengthening organizational leadership practice in line with emerging complexities and in particular police organizations. It further introduces a new theoretical framework in regard to the nexus between inclusive leadership and organizational commitment. NPS has a leadership call towards developing authentic leadership across all levels through the channels laid out by the NPSC, IPOA, IAU and IAU in the spaces through which leadership development takes place. This includes the various schools and colleges, curriculum, trainings, units, sub units and dyads of leadership such as Corporal - Constable, Sergeant -Senior Sergeant and Inspector - Chief Inspector.

Authentic leadership development will require morally and ethically upright officers with relevant facilitation under leadership development as outlined by NPSC and the Competency Framework for the Public Service. It should factor in joint leadership development across the services and directorate as part of co - creation of relevant NPS authentic leadership models that serve the broad mandates of NPS while contextualizing the same at the service and directorate level as a call of inclusive leadership. The nexus between authentic leadership and the impact on inclusive leadership's nexus with organizational commitment should be viewed right from a dyadic level all the way to the strategic levels of the NPS. This gives strategic direction on the place of authentic leadership and inclusive leadership in enhancing the transformation of the NPS into a moral and ethical organization leveraged on contextualized authentic and moral leader-follower centric relational practices.

Leader-member exchange

Leader - member exchange has a statistically significant moderating effect on the effect of inclusive leadership on organizational commitment as this study found out in line with the place of leader - member exchange. In NPS, the perception level of leader - member exchange was low as measured for APS, DCI, KPS, generations and NPS. In particular, this is the lowest in KPS (mean = 2.91, SD = 0.70), Constable to Corporal (mean = 2.96, SD = 0.72) and Gen Y (mean = 2.56, SD = 0.73) for the NPS group, rank range and generations respectively.

These findings are indicators of low quality relational exchanges with the study supporting earlier empirical findings (Atitumpong & Badir, 2018). As asserted in the research studies, low leader - member exchanges reflect poor leadership communication (Javed et al., 2018). This is an assertion supported by the research findings. In NPS, it was observed that there was a low level of leadership communication, one of the inclusive leadership practices

investigated in the study with scores of (mean = 2.89, SD = 0.69). Further, it was noted that leadership communication has a statistically significant effect on predicting organizational commitment. This supports the findings that inclusive leadership communication as a leadership practice obligates followers to reciprocate (Luksyte & Spitzmueller, 2016). A low level of obligation to reciprocate and participate in organizational processes affects organizational commitment hence linking the moderating effect of leader - member exchange on the effect of inclusive leadership on organizational commitment. From an NPS context, there is need for effective differentiated leadership communication to deal with the negative perceptions found under leadership communication and LMX. This resonates with the assertion that differentiated organizational processes including leadership help in overcoming leader - follower communication gaps (Javed et al., 2018).

Although LMX had a statistically significant moderating effect; $F=101.085$, $\{F(2,104) = 101.085\}$ and a significance level of .000, $p < 0.05$ and R Square is .660 on the relationship between inclusive leadership and organizational commitment, it had lower predictive value ($R = .794$) than the one of authentic leadership ($R=.825$). LMX exchanges are leveraged on a number of physical characteristics and behaviors hence its description as being extrinsic. They include: contingent awards by leaders, quality time with leader, promotions and awards. When such LMX are premised on selfish leadership ends and on selfish manipulative and impression management by followers, they are counterproductive (Weeks et al., 2017). When viewed from the rewards given by the leader to a group of followers, it results in the formation of an in - group with consequent formation of an out - group opposed to the LMX practice. They withdraw their emotional connectivity to the leader and the organization. In view of the low LMX levels, including low levels on leaders respecting the personalities of officers

irrespective of age, there is need for NPS to understand the practice of LMX from an inclusive perspective. This calls for viewing of LMX by NPS, from a functional approach by having self-awareness on the negative effects of a dysfunctional LMX. Factoring in the process of unlearning of destructive LMX by earners and followers through collective and shared learning allows for the change process needed. This exemplifies flexibility, adaptability, moral and ethical standings as underpinned by the principles of inclusive leadership. Collective and shared learning on the dangers of dysfunctional LMX, while simultaneously developing an understanding and knowledge of the critical LMX opportunities for developing long term intrinsic engagements, also becomes a vital inclusive leadership practice in NPS. It is informed by the empirical grounds of this study and serves to enhance organizational leadership in NPS.

Generational diversity descriptor

Generational diversity leaderships has a statistically significant moderating effect $\{F(2,104) = 101.085\}$, significance level of .000, $p < 0.05$ on the relationship between inclusive leadership and organizational commitment. This finding adds new knowledge on the theoretical perspective of inclusive leadership and its nexus to organizational commitment when viewed from a generational diversity moderating perspective. The study found that there were statistically significant differences between generations X and Y in regard to organizational commitment, relational mentoring and learning. This illuminates the need to have a generational diversity leadership practice within NPS having in mind the correspondent emerging changes in NPS leveraging on the role of information and communication technology in modernized policing. Relevant exchanges between leaders and followers,

juniors and seniors in generationally diverse organizations need to be anchored on moral and ethical relationships.

Of significance is the critical leadership nexus between generational diversity leadership and the development of moral and ethical leadership from the LMX extrinsic perspective. It further reduces the chances of developing dysfunctional LMX leader - follower centric relations; mitigating for any weaknesses in the inclusive leadership model. It enhances unlearning of toxic behaviors through collective learning, where hierarchy is contextually flattened through relational transparency and self - awareness, with resultant positive changes through a leader - follower joint learning process. It allows for relational mentoring across generations devoid of trappings of hierarchy, with consequent diffusion of high quality relational practices of leader - follower centric learning, communication and respondent reciprocity.

Generational diversity leadership has been identified as crucial in having an authentic inclusive leadership climate within organizations facing generational diversity complexities (Pinelli, 2018). The NPS has an emerging generational diversity complexity comprised of the annual intake of 10,000 recruits annually resulting in three distinct generations; X, Y, and Z, an ageing work force, on-going reforms with an adoption of use of information communication technology, emerging new role of police and evolving crime trends. An inclusive leadership practice needs to conceptualize the emerging complexities. In line with need for adaptability, agility and flexibility, NPS needs adopt an inclusive practice that understands how to optimise the critical roles, abilities, experiences and knowledge of the various NPS individuals and generations. This will enhance perceptions and consequent behaviors leveraged on moral and ethical standings of individuals, dyads and groups as

envisioned in NPS core values, delivering organizational commitment profiles core towards transformation NPS transformation.

This study gives way for the use of the descriptor generational diversity leadership. The moderator has shown, as a theoretical integration perspective, critical nexus between the moderator and inclusive leadership on delivering high quality moral, ethical intrapersonal, interpersonal and group relationships core towards enhancing critical organizational commitment perceptions and behavior. From an NPS context this rhymes with the on - going reforms. It sets in place need for a review of the NPS leadership practices, models, perceptions, styles and practices.

Further findings showed that there was a statistically significant difference between the perceptions of inclusive leadership between Gen Y and Gen X and in particular in relation to learning and relational mentoring. The implication is that they have distinct, different beliefs, perceptions, experiences, attitudes and behaviours about learning and relational mentoring despite being members of the same organization: NPS. Since both organizational processes are core towards relational practices, it then implies that the differences could affect learning and relational mentoring if not well integrated into organizational processes through inclusive leadership. If well integrated into leadership practice, inclusive mentoring and learning will enhance the creation of intra - organizational dyadic and group networks across generations, an assertion in agreement with (Kaminska & Borzillo, 2018; Palomares, 2018). This would result in high organizational commitment. Although both generations have low organizational commitment levels, the findings further negate earlier empirical assertions. The existing assertions were that there are no differences in the organizational commitment levels of different generations (Stassen et al., 2016).

Gen X showed higher disparities in its perception of organizational commitment ($SD = 0.76$). Gen Y showed lower levels of disparity ($SD = 0.62$). Among the senior officers, the majority were Gen X as evidenced by the fact that for the senior officers, the respective numbers of the two generations were as follows: Gen X ($N = 27$) translating to 73%, against Gen Y ($N = 10$) translating to 27%.

Across each of the three dimensions of organizational commitment, Gen X had higher values of standard deviation than Gen Y. This finding disagrees with the long held assertion that the standard deviation in the organizational commitment of senior officers is always lower than that of junior officers (Metaclafe & Dick, 2001). It further shows that there are differences in the organizational commitments of Gen X and Gen Y against the recent assertion by Stassen et al. (2016) that there are no differences in the organizational commitment of Gen X and Gen Y. This is supported by the findings of this study showing that there is a statistically significant difference between Gen X and Gen Y under organizational commitment and one of its dimensions, affective commitment.

This is new knowledge for organizational leadership practitioners and researchers core towards enhancing a deeper understanding of the great homogeneity among the Gen Y relative to that among Gen X. It sets into play a need to find out how this affects relational leadership practices and hence organizational commitment.

Organizational commitment

Whereas the dimension of organizational commitment observed to be the highest in organizations having high organizational commitment is affective commitment and further noting that it has been empirically established that high levels of affective commitment result in correspondingly high levels of the other two (Kumari & Priya, 2017), this is not the case in

NPS. Affective commitment has the lowest perception level; a key deviation from expected and recommended comparative levels against the other dimensions of organizational commitment. Affective commitment is an outcome of the perception of employees about the quality of leadership and organizational care and commitment in regard to the employees' diverse interests as individuals. As shown in the findings, there is a lack of inclusion of employees in critical decision - making processes that affect them as individuals; including rewarding, awarding, commendations, transfers, promotions and training.

The low affective commitment level contextually means that the organizational commitment of NPS is majorly influenced by the external environment, an indicator of ineffective organizational leadership practices and relational organizational processes. This is supported by the value of affective commitment being lower than that of continuance commitment indicating high levels of chances that an officer would readily leave NPS. This matrix of factors is detrimental to the delivery of the mandates of NPS of public safety and security; protective and border security and criminal investigations.

It further implies that external factors can easily influence the employees into destructive behaviours detrimental to intrapersonal wellbeing and hence performance and interpersonal relations with other officers. Some of the behaviours could pose a threat to national safety and security. This could result in insider threats in NPS jeopardizing the lives of other officers, the public and critical infrastructure in the spaces within which they provide safety and security services. Low levels of continuance commitment mean that there are organizational investments that the NPS is yet to avail to the employees and that employees have dissonance with the tasks assigned to them. Among critical investments that NPS needs to focus on in spite of on - going reforms include: insurance, medical care, housing, training, mentoring,

career development and fair engagement in organizational mandates (NPSC Strategic Plan, 2018 - 2022). In line with the Big Four Agenda NPS has opportunities to enhance investments vital towards harnessing continuance commitment. The opportunities are availed through the affordable housing and universal health care pillars with need for flexibility and the moral courage to identify the strategies towards access to the same. Such access must be seen to be fair to all officers. Otherwise it will be detrimental in creating out - groups and consequent emotional withdrawal, resulting in low organizational commitment profiles at individual, group and organizational levels. Related to continuance commitment is dissonance with work - related assignments. When officers are assigned new roles, tasks and postings without relevant leadership communication they face uncertainty and ambiguity resulting in perceptions of disrespect, disregard and exploitation by leadership and the organization. It triggers counterproductive work behaviors and stress affecting optimal performance at the expense of other officers' safety and security, the public and facilities. It adds to the statistics of an ineffective and unprofessional public sector. Bearing in mind the role of national government as a regulator of safety and security, toxic leadership threatens macro- level development efforts. When the external environment offers investments that have more meaning to officers, it can result in officers leaving the organization on such basis. The need for affectively committed officers becomes clearer while the need for continuous improvement of the terms of service also becomes an important ingredient in retention. This demands leadership that is bold in advocacy towards better terms of service and ensuring that loose coupling through lack of tools and kits is deliberately given priority across policies, legislations and regulations. The NPS leadership has the responsibility of understanding how its actions, inactions, weaknesses and omissions affect the continuance commitment of officers and by extension the image of NPS, the public service and the national government.

Although normative commitment is the dimension of organizational commitment with the highest perception level in NPS, it is below the set mean of 4.00, (mean = 3.07, SD = 0.90). Normative commitment is an indicator of the extent to which leadership practices are ethical, inclusive and allow for employee autonomy (Wang, 2014). The low perception levels of the said practices are lacking in NPS. This has been supported by evidence in this study. There have been limited studies on the link between normative commitment and leader - member exchanges in regard to the motivation between their leader - member exchanges for organizational performance (Henson & Beehr, 2018). This research study populates this body of knowledge from an organizational police leadership perspective by illuminating the role of inclusive leadership practice towards enhancing normative commitment.

The findings on normative commitment also show a departure from a long - held assertion that the standard deviation of officers should decrease with an increase in the hierarchy. In this study the findings showed that the junior rank range had the least deviation. The senior - most rank range had the highest standard deviation values. This finding implies that at the higher hierarchy levels and senior levels, there exist more unresolved diversities and relational complexities than at the lower ranks. Another implication is the nuanced need for inclusive leadership to enhance commitment at the senior levels of the NPS, a complexity to organizational leadership. Without relevant inclusive leadership practice within the top leadership, the followership stands to observe vicarious perspectives of organizational leadership detrimental to organizational commitment. This study has delivered new knowledge through the measurement of normative commitment dimension of organizational commitment besides investigating the effect of inclusive leadership, leader - member exchange and authentic leadership on organizational commitment of which normative

commitment is one of the variables. By focusing on each of the key contextual areas relevant to the NPS, the study guides on how to improve this dimension of organizational commitment. The outcomes of increased normative commitment would be highly ethical organizational leadership practices and organizational processes, increased autonomy and practice of inclusion of employees in decisions affecting them as individuals. These are critical outcomes towards achieving the NPS aphorism, mission and vision. The implication is that there would be high normative commitment serving critical ethical leader - member exchange and authenticity roles, core leadership practices enhancing inclusive leadership which would positively impact on levels of organizational commitment. This calls for NPS to have inclusive leadership practices that enhance normative commitment from a moral obligation perspective. This delivers an intrinsic approach to commitment, which translates to affective commitment.

Across the three NPS groups of services, the research found that APS had the highest level of organizational commitment (mean = 3.02, SD = 0.54), with evidence of consistency in the leadership practices through low standard deviation. The other units had higher standard deviations. This is the first study to focus on a comparative analysis of the organizational commitment levels of the three NPS groups. It serves a critical research role as a baseline study on which further researches on the areas captured in the conceptual framework can further be investigated. It is also new knowledge core towards security leadership in a developing country in Africa whose role in regional security and in particular on transnational crime is critical. By extension it serves to inform the critical role of policing leadership from the emerging context of the role of Kenya in security under its mandates as a member of the United Nations Security Council.

Since each of the NPS groups of services has distinct roles whose summative effect, outcomes and impact is overall national safety and security in diverse contexts, an evidence-based understanding and knowledge of their individual organizational commitment levels and how their organizational leadership through inclusive leadership, leader - member exchange, authentic leadership affect organizational commitment, is a leadership breakthrough for the NPS.

Across the three NPS rank ranges, this study shows that the rank range Sergeant to Senior Sergeant had the highest levels of each of the dimensions of organizational commitment and the highest organizational commitment level. This is against the established observations and norm of having senior leadership having higher levels of indicators of organizational leadership (Kumari & Priya, 2017; Singh, 2015), a clear indicator of the extent to which leadership in the NPS is fragile, with implications on the need to establish a strong culture of organizational leadership practices premised on the leadership theories presented in the conceptual framework. Reform agenda requires leaders with moral courage in order to achieve the desired transformation. NPS top leadership needs to have an understanding of their critical moral and ethical roles in line with inclusive leadership if they are to play their role in the reforms agenda.

Recommendations of the study

This study has shown that the perception levels of inclusive leadership, leader - member exchange, authentic leadership and organizational commitment are low. This study also found that inclusive leadership had a statistically significant effect on organizational commitment, with generational diversity leadership having a statistically significant moderating effect on the relationship between inclusive leadership and organizational commitment.

Authentic leadership and leader-member exchange viewed as separate moderators also showed statistically significant moderating effects on the effect of inclusive leadership on organizational commitment. Based on these empirical findings and in line with the general and specific research objectives, this study proposes the following recommendations:

There is a need for the NPS to develop an organizational leadership curriculum and culture that focuses on enhancing relevant inclusive leadership skills and practices core towards enhancing organizational commitment. The study has shown that organizational commitment of NPS, which is an outcome of organizational leadership, is low, despite the critical safety, security and national continuity roles of NPS.

It is recommended that within the organizational leadership of NPS should be the cultivation of a learning culture focusing on integrating inclusive leadership as a good leadership practice across all the learning spaces. This calls for the introduction of learning as an organizational process for inclusive leadership development across the curriculum of NPS schools and colleges.

It is further suggested that within the recommended inclusive leadership practice of NPS should be an organizational focus on the role of relational mentoring across the services, directorate, units, generations and ranks. As observed, it was the independent variable with the least perception index despite its significance owing to the hierarchical and emerging generational contexts and complexities of NPS.

The study further recommends that an authentic leadership culture and a deliberate leader - member exchange leadership practice be established through learning and leadership practice since the two have a positive moderating effect on the effect of inclusive leadership on organizational commitment.

There is a need to streamline organizational leadership focusing on inclusive leadership practices across the APS, DCI, KPS, ranks and generations since there were distinctive differences observed in the perceptions with some being statistically significant.

There is need for NPS to adopt the generational diversity leadership perspective of leadership in view of the current and emerging generational diversities.

There is need for the NPSC, IPOA, PSC, and NPS to adopt the findings of this study for leadership during and after the on-going NPS reforms.

Finally, the study recommends the introduction of a holistic mental wellness program for the NPS as part of inclusive leadership through relational mentoring in regard to proactively and courageously addressing the effects of police stress and trauma on organizational commitment.

Areas for further studies

There should be an undertaking of longitudinal research to investigate the outcomes of implementing inclusive leadership and the generational diversity leadership model in the National Police Service of Kenya.

There is a need for research on the relationship between inclusive leadership and the mental health of employees in the National Police Service of Kenya.

A research study focusing on inclusive leadership variables concerning the schools and colleges of the National Police Service should be undertaken.

Research factoring in the external consumers of the police services; the public, concerning their perception of organizational commitment of the National Police Service of Kenya should be undertaken.

Research should be undertaken to find the relationship between relational mentoring and trust between senior and junior officers.

Research focusing on the effect of inclusive leadership involving a cross - section of the public and private sector in Kenya should be carried out.

Undertaking a similar study in the following institutions of the NPS: IPOA, IAU and National Police Service Commission.

A similar research should be carried out targeting other national government security organizations.

Limitations

The secrecy of NPS in giving the actual numbers of officers in specific services, units and sub units was a limitation.

Although the IPOA has critical information on NPS, it is independent of NPS. It is not a policing arm, hence was not included in the population of study.

Although the top leadership of NPS was represented in the sample size, it did not capture senior officers above the level of a senior superintendent of police due to the difficulty of reaching such officers.

The researcher had to undertake data collection alone in line with the security nature of NPS resulting in a longer period of data collection than scheduled.

Conclusion

When viewed from the matrix of overall mandate of NPS, resources committed to the NPS through the taxpayers' commitment to national development, past studies on NPS behaviours, emerging security complexities, increasing generational diversity in NPS and the

expectations of the public about service delivery by NPS, these findings become critical new knowledge. This new knowledge has a wide array of users who include NPS, IAU, IPOA, NPSC, national security leadership, regional and global security organizations, public service commission, leadership researchers, learning institutions, peace and security institutes, the public, legislators and other organizational leadership actors. It has an inclusive utility right from the micro - level that focuses on organizational processes of NPS that affect individual officers, the meso - level affecting the organization as a whole and the macro - level from where the organization interacts with its external environment.

It has further identified the underlying leadership gaps core towards enhancing organizational commitment. This is core towards delivering high quality relational practices and authenticity between leaders and followers as a departure from the classical and contemporary leader - centric approach to the more effective and responsive leader - follower centric approach. In line with on - going reforms this study illuminates the role of inclusive leadership in developing both leaders and followers who have moral and ethical courage, flexibility and adaptability towards emerging complexities at the: individual, dyadic, group, organizational and global levels, with consequent significant impact towards the anticipated police transformation. With this leadership and follower development, their correspondent positive changes in perceptions and behaviors will deliver a marked positive organizational change in morals, ethics and commitment with correspondent quality service delivery in line with that anticipated in the Public Service Values and Principles, NPS, Act 2011, National Values and Principles and Chapter six on Leadership and Integrity of the Constitution of Kenya, 2010. The impact of service delivery to the public will resonate with their expectations with a positive effect about performance delivery by the NPS and the national government. By

extension this will enhance community partnership with NPS delivering a more holistic approach to policing in tandem with modern day policing. Coming at a time when Kenya has been voted as a temporary member of the United Nations Security Council, it serves to enrich NPS leadership in tandem with the emerging roles of the position. It enhances the role of NPS in the safety and security of the Big Four Agenda and upcoming Vision 2030 infrastructures and spaces.

This study presents new knowledge on the critical nexus between inclusive leadership and organizational commitment irrespective of an officer's; NPS group, unit, rank and age, a matrix that triangulates the complexities facing the service and Kenya's public sector. This study will serve to influence policy and legislation in relation to having an innovative organizational leadership model for NPS core towards enhancing organizational commitment in relation to emerging micro, meso and macro complexities. It will serve as a guide to the public service on the essence of inclusive leadership towards transformation under the on - going public sector reforms.

From a theoretical perspective, the study has added value to the role of the relationship among: inclusive leadership, authentic leadership, leader-member exchange and organizational commitment theories, with a model that is now applicable in research and practice. The study has highlighted the role of authentic leadership in the development of intrinsic mindsets from extrinsic leader-member exchange relationships, a research and leadership act addressing possible dysfunctional exchanges.

The study has empirically validated the assertion of authentic leadership as the root construct of leadership. This study has also responded to the call for more research on inclusive leadership therefore populating both research and practice knowledge on inclusive

leadership and in particular in safety and security organization in a developing nation in Africa. It has further populated the research rareness in the use of moderating variables in research on organizational commitment besides justifying the need for normative commitment to be grounded on moral obligation.

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APPENDIX I: MEASUREMENT INSTRUMENTS

The following is a questionnaire to collect data on organizational leadership. The researcher commits to keep your responses confidential and that is why none of the following personal particulars is needed: name, national identity card number, service number, cell phone number, signature and photograph. The researcher will appreciate accurate and honest answers as a key source of helping leaders in the organization and the nation as a whole. Permission has been granted from the following authorizing bodies: National Council for Science, Technology, and Innovation, National Police Service and Pan Africa Christian University. Kindly take a few minutes to fill the questionnaire.

a) Kindly indicate your appropriate age range

Age range	20 -24	25 -29	30 -34	35 -39	40 -44	45 -49	50 -54	55 - 59
Kindly tick								

b) Within what range is your rank? Kindly tick where appropriate

Constable –Corporal	Sergeant –Senior Sergeant	Inspector – Senior Superintendent

Inclusive leadership

This section contains questions about you, your work, your supervisor and your organization. Your supervisor is the person you currently report to in your organization. Officers are those working under your supervisor. Kindly take time to answer to the questions by filling in numbers representing your choice of an answer in the spaces provided on the right - hand side.

Kindly fill in the questions below by picking a number to represent your choice of answer from the five statements given. *Strongly agree (5), Agree (4), Neither agree nor disagree (3), Disagree (2), Strongly disagree (1)*

Leadership communication

	My supervisor encourages communication that allows members with conflicting ideas to be listened to	
	My supervisor encourages those with differing views to raise their views without any fear of reprimand	
	My supervisor is readily accessible to listen to those with differing views	

	My supervisor shows genuine emotional concern on issues affecting officers	
	My supervisor articulates accurate data and information with precision	
	My supervisor uses words that are encouraging while giving feedback to officers	
	There is timely communication with officers to prepare them before their transfers	
	While giving feedback on an officer's performance, my supervisor uses words that are considerate of the uniqueness of the officer	
	My supervisor is a very good listener	
	My leader openly expresses where he/she needs professional help from the officers through the use of questions	
	My supervisor expresses his/her feedback without emotions	
	My supervisor uses humour as a form of informal communication	

Relational mentoring

	There is a formal mentoring program where supervisors mentor officers serving under them	
	I always try to model my behaviours parallel to my supervisor	
	I share my personal problems with my mentor	
	I engage in social activities with my mentor after work	
	I am aware of an on-going mentoring program for police officers	
	My mentor spares some serious time and shows genuine interest in my career	
	My mentor supports me by assigning tasks that teach me new capabilities	
	My mentor shares part of his/her problems with me	
	My mentor asks for feedback from me on the success of the mentoring program	
	My mentor encourages me to open up about concerns and fears, which affect my performance at work	

	I have improved in my social interactions with other colleagues through mentoring	
	Through mentoring, I have learnt to reflect on my past personal experiences to improve myself	

Learning

	My supervisor communicates in a way that positively challenges existing different ways of thinking in officers	
	My supervisor encourages the habit of introduction of new ideas by officers	
	My supervisor is always readily available to listen to officer's suggestions to bettering service delivery	
	My supervisor invites individuals to brainstorming meetings meant to address challenges facing officers and the organization	
	My supervisor has made me learn the essence of accessibility to perform my roles by emulating his/her accessibility	
	I have learnt behaviour of openness to different ideas from the openness of my supervisor	
	I have learnt from my supervisor how to communicate to others for them to feel that I am accessible for discussions	
	My supervisor always encourages officers to learn from their mistakes	

Generational diversity leadership (Authentic leadership and Leader-member exchange)

	Authentic leadership	
	My supervisor factors age - based differences and preferences when communicating to officers	
	My supervisor always asks for ideas on how to solve challenging problems from individual officers irrespective of their age	
	My supervisor shares accurate data and information to all officers irrespective of their age	
	My supervisor gives feedback that challenges the thinking of those senior to	

	him/her in rank	
	My supervisor is transparent to all officers irrespective of their age	
	The openness of my supervisor in sharing his/her weaknesses has helped me relate more positively with him/her	
	My supervisor has a firm moral stand on his/her respect of all officers irrespective of their ages	
	I have learnt to identify my age-related weaknesses through the guidance of my supervisor	
	My supervisor has mentored me on the role of accurate data and information in the decision-making process in my profession	
	Through my mentor I have learnt to take time to reflect on my moral standing when working with officers having divergent values from mine	
	Leader-member exchange	
	My supervisor understands and respects personalities of young officers	
	My supervisor understands and respects personalities of older officers	
	My contributions are always valued by my supervisor	
	I reciprocate the honesty of my supervisor by supporting implementation of set objectives	
	There is detailed briefing by supervisors to an officers on an officer's new roles before the officer takes up the new role	
	Supervisors provide officers with adequate information and resources in order to effectively perform their roles	
	My supervisor encourages officers to share knowledge across different ranks	
	My supervisor encourages senior officers to learn from junior officers	
	I am willing to share social platforms with my supervisor following the trust we have developed between each other	
	I have learnt the behaviour of openness ideas from different ranks and age groups from the openness of my supervisor	

	My supervisor is available for officers to discuss with him/her challenging tasks irrespective of their ages	
	My boss always recognizes individual officers for taking initiative irrespective of the officer's age	
	I have learnt from my supervisor how to communicate to different age groups in order for them to feel that I am accessible for discussions	

Organizational Commitment

Kindly fill in the questions below by picking a number to represent your choice of answer from among the following five statements and filling it in the space at the far right hand side. Strongly agree (5), Agree (4), neither agree nor disagree (3), Disagree (2), Strongly disagree (1).

Affective commitment	
My organization has a great meaning to me	
I do not feel emotionally attached to my organization	
I would be very happy to spend the rest of my career life in the organization	
I feel as if I am part of the problem of this organization	
I do not feel like I am an important member in this organization	
It would be very hard for me to leave this organization for now even if I wanted to due to my attachment to it	
Continuance commitment	
My life would be disrupted badly if I decided I am to leave the organization today	
One of the serious challenges I would face in leaving the organization is lack of alternative jobs	
One great reason as to why I prefer to continue working in the organization is because if I left I would lose many benefits I get from the organization	
I feel that there are very few options to consider if I am to decide to leave the organization	
For now staying with the organization is a matter of my own choice through a great desire to remain	
Normative commitment	

Leaving the organization seems like I will be betraying the organization	
I remain an employee of this organization because I believe that being loyal to the organization is important	
Even if I got a better job in another organization, I would feel guilty to leave my current organization	
I am certain that I will not look for a new job in the near future	
I have a personal responsibility to remain in the organization in order to give service	

Thank you for your time and participation

APPENDIX II: TABLE OF DATA TYPE

Variable classification	Subscales	Data type
Independent variable	Leadership communication	Ordinal
Inclusive leadership	Learning	Ordinal
	Relational mentoring	Ordinal
Dependent variable	Affective commitment	Ordinal
Organizational commitment	Continuance commitment	Ordinal
	Normative commitment	Ordinal
Moderating variable	Authentic leadership	Ordinal
Generational diversity leadership	Leader-member exchange	Ordinal

APPENDIX III: TABLE OF DESCRIPTIVE STATISTICS

Affective Commitment Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
My organization has a great meaning to me	107	1	5	4.23	.772
I think that there is fairness in the promotion process where each officer is treated without undue favor	107	1	5	2.21	1.339
For now staying with the organization is a matter of my own choice through a great desire to remain	107	1	5	3.42	1.198
I feel as if I am part of the problem of this organization	107	1	5	2.22	1.341
I do not feel like I am an important member in this organization	107	1	5	2.07	1.279
I do not feel emotionally attached to my organization	107	1	5	2.50	1.277
It would be very hard for me to leave this organization for now even if I wanted	107	1	5	2.74	1.192
I would be very happy to spend the rest of my career life in the organization	107	1	5	3.04	1.266
Valid N (listwise)	107				

Authentic Leadership

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
My supervisor always asks for ideas on how to solve challenging problems from individual officers irrespective of their age	107	0	5	2.80	1.306
The openness of my supervisor in sharing his/her weaknesses with me has helped me relate more positively with him/her	107	1	5	2.52	1.327
My supervisor factors age – based differences and preferences when communicating to officers	107	1	5	2.71	1.229
My supervisor is transparent to all officers irrespective of their age	107	1	5	2.82	1.242
Young officers are allowed to give feedback that challenges the thinking of older officers	107	1	5	2.24	1.131
I have learnt to identify my age-related weaknesses through the guidance of my supervisor	107	1	5	2.87	1.190
My supervisor has guided me on the role of accurate data and information in the decision making process in my profession	107	1	5	3.08	1.252

I have learnt to identify my age-related weaknesses through the guidance of my juniors	107	1	5	3.09	1.120
My supervisor has a firm moral standing on his/her respect for all officers irrespective of their ages	107	1	5	3.30	1.253
I have learnt from my supervisor's morals, to challenge senior officers whose moral standing is questionable	107	1	5	2.77	1.300
My supervisor gives feedback that challenges the thinking of those senior to him/her in rank	107	1	5	2.80	1.201
My supervisor openly expresses where he/she needs professional help from junior officers through use of questions	107	1	5	2.63	1.278
Colleagues are open to each other in relation to their personal mental wellness	107	1	5	2.58	1.244
There is fairness in selection for overseas training	107	1	4	1.55	.882
My supervisor openly shares his/her weaknesses with me	107	0	5	1.68	.917
Valid N (listwise)	107				

Continuous Commitment

Descriptive Statistics

	N	Min	Max	Mean	Std.
My life would be disrupted badly if I decided I am to leave the organization today	107	1	5	2.93	1.429
I feel that there are very few options to consider if I am to decide to leave the organization	107	1	5	3.11	1.216
One of the serious challenges I would face in leaving the organization is lack of alternative jobs	107	1	5	2.58	1.274
One great reason as to why I prefer to continue working in the organization is because if I left I would lose many benefits I get from the organization	107	1	5	3.07	1.294
Being able to manage stress in my work makes me want to remain in the organization	107	1	5	2.55	1.183
Valid N (listwise)	107				

Leadership Communication

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
There is timely communication with the officers to prepare them before their transfers	107	1	5	1.79	1.044

Colleagues generally give open and honest feedback to each other	107	1	5	2.88	1.070
My supervisor uses humor as a form of informal communication	107	0	5	2.93	1.135
I get timely accurate information about my progress at work from my supervisor	107	1	5	2.50	1.200
My supervisor is readily accessible to listen to those with differing views	107	1	5	3.00	1.266
My supervisor encourages those with differing views to raise their views without	107	1	5	3.01	1.328
My supervisor encourages communication that allows members with conflicting ideas	107	1	5	2.95	1.193
There is wifi in my working place for use in accessing information important for my work	107	1	5	2.69	1.575
There is official communication through use of whatsapp between junior and senior officers	107	1	5	2.96	1.485
My supervisor shares accurate data and information to officers irrespective of their age	107	1	5	2.76	1.196

My supervisor shows genuine emotional concern on issues affecting officers	107	1	5	3.13	1.190
My supervisor communicates using accurate data and information	107	1	5	2.89	1.127
While giving feedback on an officer's performance, my supervisor uses words that are considerate of the uniqueness of the officer	107	1	5	3.23	1.138
My supervisor expresses his/her feedback without emotions such as anger	107	1	5	2.93	1.184
My supervisor is a very good listener	107	1	5	3.28	1.164
My supervisor uses words that are encouraging while giving feedback to officers	107	1	5	3.34	1.132
Valid N (listwise)	107				

Leader Member Exchange

Descriptive Statistics

	N	Min	Max	Mean	Std.
My supervisor is available for officers to discuss with him/her challenging task	107	1	5	2.98	1.10
My contributions are always valued by my supervisor	107	1	5	3.21	1.16

I have learnt the behavior of openness to ideas coming from different age groups	107	0	5	3.18	0	1.25
My supervisor encourages senior officers to learn from junior officers	107	1	5	2.43	5	1.32
My supervisor encourages officers to share knowledge across different ranks	107	1	5	3.39	3	1.20
My supervisor understands and respects personalities of young officers	107	1	5	3.06	0	1.22
Supervisors provide officers with adequate information and resources to help officers to effectively perform their roles	107	1	5	2.80	1	1.16
My supervisor understands and respects personalities of aged officers	107	1	5	3.35	4	1.13
There is detailed briefing by supervisors to an officers new roles before the officer takes up the new role	107	1	5	2.98	6	1.23
I have learnt from my supervisor how to communicate to different age groups in order for them to feel that I am accessible for discussions	107	1	5	3.22	4	1.14

I am willing to share social platforms with my supervisor following the trust we have developed between each other	107	1	5	3.23	3	1.26
I reciprocate the honesty of my supervisor by supporting implementation of set objectives	107	0	5	3.33	6	1.15
My boss always recognizes individual officers for taking initiative irrespective of the officer's age	107	1	5	3.09	0	1.17
I have learnt the behavior of openness to ideas coming from different ranks from the openness of my supervisor	107	1	5	3.05	1	1.29
My supervisor has never recommended me for further training	107	1	5	2.63	1	1.41
Valid N (listwise)	107					

Learning

Descriptive Statistics

	N	Min	Max	Mean	Std.
My supervisor communicates in a way that positively challenges existing ways of thinking in officers	107	1	5	3.09	1.1

There is a practice of senior officers learning from junior officers	107	1	5	2.37	48	1.2
My supervisor invites individual officers to meetings meant to address challenge	107	1	5	3.12	37	1.3
My supervisor encourages officers to have the habit of introducing new ideas	107	1	5	3.09	28	1.3
My supervisor always encourages officers to learn from their mistakes	107	1	5	3.41	28	1.2
I have learnt from my supervisor how to communicate to other officers in order for them to feel that I am accessible for discussions	107	0	5	3.24	72	1.1
I have learnt the behavior of openness to different ideas from the openness of my supervisor	107	1	5	2.85	48	1.1
I have attended seminars focusing on how to work with officers of different generations	107	1	5	2.51	41	1.3
I have learnt to identify my age-related weaknesses through the guidance of my juniors	107	1	5	3.48	76	1.0
Colleagues openly discuss mistakes in order to learn from them	107	1	5	3.45	18	1.1

I have attended seminars focusing on how to work with officers having different types of diversity	107	1	5	2.64	96	1.3
My supervisor has made me learn the importance of accessibility to perform my roles by emulating his/her accessibility	107	1	5	2.90	4	1.12
Colleagues are involved in coming up with areas of training needed to better interpersonal relations between officers	107	1	5	2.84	2	1.28
My supervisor is always readily available to listen to other officer's suggestions on making NPS better	107	1	5	2.81	0	1.23
Valid N (listwise)	107					

Normative Commitment

Descriptive Statistics

	N	Min	Max	Mean	St d.
Leaving the organization seems like I will be betraying the organization	107	1	5	2.71	1.353

I have a personal responsibility to remain in the organization in order to give service	107	1	5	3.85	204	1.
I remain an employee of this organization because I believe that being loyal to the organization is important	107	1	5	3.52	262	1.
I am certain that I will not look for a new job in the near future	107	1	5	2.81	347	1.
Even if I got a better job in another organization, I would feel guilty to leave	107	1	5	2.48	269	1.
Valid N (listwise)	107					

Relational Mentoring

Descriptive Statistics

	N	Minimum	Max	Mean	St d.
I have an officer assigned to me whom I discuss my personal problems with	107	1	5	1.85	080
My mentor gives me letters of recommendations for promotions	107	1	5	2.14	292

My NPS mentor supports me by assigning tasks that teach me new capabilities	107	1	5	2.74	313	1.
My NPS mentor asks for feedback from me on the success of the mentoring program	107	1	5	2.24	273	1.
My NPS mentor spares his/her time to guide me on my career	107	1	5	2.41	266	1.
I engage in social activities with my NPS mentor	107	1	5	2.32	233	1.
I always try to model my behaviors to be like those of my supervisor	107	1	5	3.26	160	1.
I have improved in my social interactions with other colleagues through mentoring	107	1	5	3.12	378	1.
My NPS mentor encourages me to open up on concerns and fears, which affect my pe	107	1	5	2.98	317	1.
Through mentoring, I have learnt to reflect on my past personal experiences in o	107	1	5	3.42	325	1.
Each colleague has an officer assigned to him/her with whom to discuss the colleague	107	1	5	1.67	88	.9

My NPS mentor shares part of his/her personal problems with me	107	1	5	2.21	180	1.
Valid N (listwise)	107					

APPENDIX IV: TABLE OF RESEARCH PROJECT SCHEDULE

Activity	Date
Pre - testing of instruments	20 th April to 25 th April, 2019
Finalizing on instruments	27 th April to 30 th April, 2019
Data collection	1 st May to 10 th May, 2019
Analysis	12 th May to 30 th May, 2019
Write - up	1 st June, 2018 to 5 th July, 2019

APPENDIX V: TABLE OF RESEARCH PROJECT BUDGET

Item	Cost (Kshs,)
Getting of instruments that need buying and permission from particular institutions	10, 000.00
Pre-testing of instruments:	20, 000.00
• Travel	
• Photocopies	
• Calling	
Finalizing on instruments:	50, 000.00
• Buying rights of usage	
• Photocopying of questionnaires	
Data collection	150, 000.00
Analysis	150, 000.00
Write-up	120, 000.00
Total	490, 000.0

APPENDIX VI: RESEARCH AUTHORIZATION PERMIT

THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013

The Grant of Research Licenses is guided by the Science, Technology and Innovation (Research Licensing) Regulations, 2014.

CONDITIONS

1. The License is valid for the proposed research, location and specified period.
2. The Licensee and any rights thereunder are non-transferable.
3. The Licensee shall inform the County Governor before commencement of the research.
4. Excavation, filming and collection of specimens are subject to further necessary clearance from relevant Government Agencies.
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3070-506 Nairobi, has been permitted to
conduct research in Nairobi County

on the topic: EFFECT OF INCLUSIVE
LEADERSHIP ON ORGANIZATIONAL
COMMITMENT: CASE OF NATIONAL
POLICE SERVICE, KENYA

for the period ending:
20th June, 2020

Permit No : NACOSTI/P/19/21371/31338
Date Of Issue : 20th June, 2019
Fee Received : Ksh 2000



Applicant's
Signature

Director General
National Commission for Science,
Technology & Innovation

APPENDIX VII: RESEARCH AUTHORIZATION



OFFICE OF THE INSPECTOR GENERAL
NATIONAL POLICE SERVICE
NAIROBI - KENYA

Telegraphic Address: "IG, NPS"
Telephone: Nairobi 020-2221969
When replying please quote Ref.
No. and Date

JOGOO HOUSE 'A'
P O Box 44249-00100
NAIROBI

REF.NPS/IG/ORG/2/14/VOL. I/99

27th June, 2019

Mr. Mbugua Charles
P.O. Box 56875-00200
NAIROBI.

RE: RESEARCH AUTHORIZATION

The Inspector General acknowledges receipt of your letter dated 20th June, 2019 on the above subject.

I am pleased to inform you that the Inspector General has approved the request and granted you permission to conduct an academic research in the National Police Service. You are allowed to interact and obtain data relevant to the research topic - 'Effect of Inclusive Leadership on Organizational Commitment, A Case Study of National Police Service, Kenya'.

Upon completion of your research, you are kindly requested to share copies of your final report with the National Police Service.

A handwritten signature in black ink, appearing to read "Kirigwi".

George Kirigwi, OGW
FOR: INSPECTOR GENERAL
NATIONAL POLICE SERVICE.