PERCEIVED QUALITY OF HUMAN RESOURCE MANAGEMENT SERVICES DEVOLVED BY TEACHERS SERVICE COMMISSION KENYA TO THE COUNTIES: A CASE STUDY OF NAROK COUNTY

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DECLARATION

This Research Project is my original work and has not been presented for a degree or any other qualification in any other institution.

Signed…………………………………… Date…………………………

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D61/70978/2014

This Research Project has been submitted for examination with my approval as the University Supervisor.

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DEDICATION

I dedicate this work to my daughter Tinacia Ntailan 'thank you for your love, patience and unwavering support'. To Daniel Saruni, my husband and friend, you have been my pillar of strength, thank you in a special way. Finally, to my late dad Elijah Sasire and loving mum Leah Sasire who gave me the greatest inheritance. I am profoundly grateful.

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ABBREVIATIONS AND ACRONYMS

HR   Human Resource

HRM   Human Resource Management

TSC   Teachers Service Commission

ABSTRACT

There has been little full-scale decentralization of teacher management to the school level in public education. Although teacher recruitment and management in Kenya was decentralized since 2001, perception of teachers on decentralization has not been looked into, yet teachers are among the main stakeholders in education. The objective of the study was to establish the perceived quality of human resource services devolved by TSC to the counties: a case of Narok County. This research used a descriptive survey whose target population consisted of all secondary school teachers in Narok County. According to Narok County TSC HR office there were a total of 771 secondary teachers employed by Teachers Service Commission. The researcher selected a total of 20 respondents from each constituency making a total of 80 respondents. Out of 80 questionnaires distributed for this research, 74 questionnaires were returned giving a response rate of 92.5 per cent which was considered satisfactory for subsequent analysis. The study used primary data, which was gathered from respondents using a semi structured questionnaire and analyzed using descriptive statistics. It was established that respondents were satisfied with quality of decentralization of human resource services in Narok County. Overall, results indicate that respondents were satisfied with quality of service delivery in Narok County. It was clear that not all respondents were satisfied with the quality of decentralization of human resource services in the four sub-counties in Narok County. To spur satisfaction with perceived quality of human resource services devolved by TSC in Narok county, it is recommended that respective human resource practitioners in these sub-counties as well as the TSC's national office need knowledge on human resource management practices more than just mere personnel management so that they proactively implement devolution policies related to education in the counties as well as sub-counties. Given that the study focused only on perceived quality of human resource services devolved by TSC in Narok County, the results may not apply to all counties in Kenya. It is recommended that a similar study is done cutting across all counties so as to allow for broader generalization and comparison of findings.

CHAPTER ONE

INTRODUCTION

1.1   Background

In this competitive environment, organizations in service sector and industrial sector are trying their best to win the loyalty of their customers by providing the superior quality services and innovative products to remain competitive in the market (Irfan and Yousaf 2009). In well-structured organizations where HRM and quality practices are implemented, a healthy culture and a competitive working environment develops, which creates motivation and commitment among employees for achieving quality and financial objectives of the organization. Providing quality services to attract, retain and win the customer loyalty are the objectives of every organization either it is from service or industrial sector. According to Gursoy & Swanger (2007) the goal to win the customer loyalty and satisfaction can be achieved by providing quality services to their customers timely and effectively.

Devolution provides an opportunity to rationalize the service delivery framework in Kenya for increased efficiency and accountability, by making counties the hub for organizing services at the local level. Many democracies world over, including Kenya have in recent years adopted devolution as a system of decentralization for development. A more decentralized government makes eminent sense given Kenya's diversity and past experience with political use of central power. Decentralization has been increasingly seen and adopted worldwide as a guarantee against discretionary use of power by central elites, as well as a way to enhance the efficiency of social service provision, by allowing for a closer match between public policies and the desires and needs of local

constituencies (Gursoy & Swanger 2007). Kenya's Constitution entrenches devolved government by guaranteeing a minimum unconditional transfer to counties under the new dispensation. Devolved government presents an opportunity to address the diversity of local needs, choices and constraints in Kenya.

The Teachers Service Commission in an effort to redress the challenges in teacher management in the country reviewed the recruitment and deployment of teachers and decentralized teacher recruitment and management. Experiences from developed and developing countries reveal little evidence on the extent to which decentralization of teacher management improves teaching quality and learning outcomes; and that decentralization does not necessarily increase teacher morale. Although teacher recruitment and management in Kenya was decentralized since 2001, perception of teachers on decentralization has not been looked into, yet teachers are among the main stakeholders in education (Githaiga, 2011). Without proper and frequent evaluation of such issues as teachers' perceptions and feelings, the government may be forced to follow the same path as countries like Colombia, Mexico, Nigeria and Zimbabwe, all which saw policy swings back to centralization after it became clear that there was inefficiency in handling teacher management at the levels to which it had been devolved.

Conceptually, the link between decentralization of human resource functions and quality of services can be categorized under two principal theoretical approaches: The human capital theory and the resource based view.

1.1.1 Perceived Service Quality

Perceived service quality by the customer is not necessarily the same as the quality of service actually delivered. Quality of service delivered is an internal quality concept measured by comparing what is delivered with the standards set by the organization. It is also not the same as customer satisfaction but customer satisfaction can be derived from perceived service quality (Njoroge, 2013). Chi and Gursoy (2009) stated that success of the organizations depends upon the employees' satisfaction by providing them with better working environment, training and development, better compensation packages as compared to market and superior quality services to their customers as compared to their competitors. Service quality is delivery of superior services to their customers according to their desire and expectations (Zeithaml and Bitner, 1996).

Service quality has become a key to success for the service organizations and a motivated human resource played an important role for delivering superior quality services by identifying the needs and wants of their customers (Shubash and Jay 2004). A satisfied, motivated and committed employee in the organization are more dedicated and involved in delivering high level of quality services to the customers (Yee et al 2008). It seems essential these days to invest in quality improvement simply to stand still, let alone increase sales or market share. The historical dichotomy of high quality versus low cost is increasingly challenged by effective quality management, resulting in both improved quality and reduced costs (Njoroge, 2013).

1.1.2 Human Resource Management Services

The HRM functions are all the activities and processes involved with the management and development (contractual and legal) of people in an organization from the period of hiring or acquisition and retention to the point of exit. The functions of HRM include resourcing and retention; compensation and rewards; training and development; performance appraisal; benefits and relations with employees (Coda, Cesar, Bido & Louffat, 2009). The execution of these functions is not the sole prerogative of management but also stretches to the line managers who actually implement the HR policies. The assumption underpinning the practice of HRM is that people are the organization's key resource and organizational performance largely depends on them. Therefore, if an appropriate range of HR policies and processes are developed and implemented effectively, HR will make a substantial impact on firm performance.

HR can impact on organizational sustainability (defined in terms of economic prosperity, social justice, environmental equality, education and peace) by generating the conditions for dialogue on what sustainability vis-à-vis corporate goals are as well as developing the competencies and skills among all levels of employees in achieving those goals (Colbert & Kurucz, 2007 cited in Rimanoczy & Pearson, 2010). For this reason high HRM implementation quality should transfer the importance of service quality behavior to employees.

HRM can be regarded as an internal service, which is delivered to employees, because it fits the main characteristics of service, which are intangibility, heterogeneity and inseparability (Parasuraman, Zeithaml and Berry; 1998). Firstly, HRM is intangible, because it consists of HR policies and practices, which cannot for example be

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inventoried, tested or verified in advance. Secondly, the delivery of HR policies and practices is heterogenic, because the delivery might differ from line manager to line manager and the perception of HR might be entirely different than it was intended (Nishii & Wright, 2008). Thirdly, HR practices are inseparable, because the 'consumption' and 'production' of HR policies and practices happen at the same time. For example, on-the job training is received by the employee at the same time as it is conducted by the line manager. HRM thus are regarded as services, which makes it possible to use the concept of service quality to conceptualize the quality of HRM.

1.1.3 Decentralization/Devolution

Decentralization is defined as the transfer of planning, decision making or administrative authority from the central government to its field organizations, local administrative units, semi-autonomous organizations, agencies of local government and even non-governmental organizations. An overarching theme of such a view of decentralization is the transfer of handing over of power (for planning, decision making and management of public functions) from the higher level of the government to local or lower level organization (Cheema and Rondinelli, 1983).

Decentralization means both reversing the concentration of administration at a single centre and conferring powers of local government. The need for some form of decentralization appears to be universal. Even the smallest states have some kind of local government with some degree of autonomy. Decentralization is widely regarded as a necessary condition for social, economic, and political development. (King and Duchacek, 1982). The values of decentralization seem to have a wide appeal, regardless of ideology or political theory (Mawhood, 1985). It is commonly associated with a wide

range of economic, social and political objectives in both developed and less developed societies. Economically, decentralization is said to improve the efficiency with which demands for locally provided services are expressed and public goods provided (Conyers, 1990). Decentralization is said to reduce costs, improve outputs and more effectively utilize human resources (Smith, 1985). Politically, decentralization is said to strengthen accountability, political skills and national integration. It brings government closer to people. It provides better services to client groups. It promotes liberty, equality and welfare (Maas, 1959; Hill, 1974). It provides a training ground for citizen participation and political leadership, both local and national. It has even been elevated to the role of guardian of basic human values (King & Ozler, 1998).

1.1.4 Teachers Service Commission

The origin of the Teachers Service Commission can be traced back to 1967 when the Kenyan Parliament passed an Act to establish it. The Teachers Service Commission (TSC) of Kenya is an independent government Commission established under the Constitution of Kenya 2010 to manage human resource within the education sector. It is based in the capital city Nairobi with offices in the counties. The role of the Commission as defined in the Constitution is; to register trained teachers; to recruit and employ registered teachers; to assign teachers employed by the commission for service in any public school or institution; to promote and transfer teachers; to exercise disciplinary control over teachers; and to terminate the employment of teachers. The Commission reviews the standards of education and training of persons entering the teaching service; review the demand for and the supply of teachers; and advise the national government on matters relating to the teaching profession. (www.tsc.go.ke).

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The Teachers Service Commission in an effort to redress the challenges in teacher management in the country reviewed the recruitment and deployment of teachers, and decentralized teacher recruitment and management. Experiences from developed and developing countries reveal little evidence on the extent to which decentralization of teacher management improves teaching quality and learning outcomes; and that decentralization does not necessarily increase teacher morale. Although teacher recruitment and management in Kenya was decentralized since 2001, perception of teachers on decentralization has not been looked into, yet teachers are among the main stakeholders in education. Without proper and frequent evaluation of such issues as teachers' perceptions and feelings, the government may be forced to follow the same path as countries like Colombia, Mexico, Nigeria and Zimbabwe, all which saw policy swings back to centralization after it became clear that there was inefficiency in handling teacher management at the levels to which it had been devolved (Githaiga, 2011). To address this problem, this study sought to find out the perception of the relationship between decentralization of human resource functions to counties and quality of services rendered.

1.2   Research Problem

The values of decentralization seem to have a wide appeal, regardless of ideology or political theory (Furniss, 1974). It is commonly associated with a wide range of economic, social and political objectives in both developed and less developed societies. Dore and Woodhill (1999) added that decentralization of teacher management functions will not increase operational efficiency if the level receiving the responsibility cannot support it. Such countries as Colombia, Mexico, Nigeria and Zimbabwe saw policy swings back to centralization after it became clear that there was inefficiency in handling

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teacher management at the levels to which it had been devolved. Economically, decentralization is said to improve the efficiency with which demands for locally provided services are expressed and public goods provided (Shepard, 1975). Decentralization is said to reduce costs, improve outputs and more effectively utilize human resources (Hart, 1972). Politically, decentralization is said to strengthen accountability, political skills and national integration. It brings government closer to people. It provides better services to client groups. It promotes liberty, equality and welfare (Maas, 1959; Hill, 1974). It provides a training ground for citizen participation and political leadership, both local and national.

There has been little full-scale decentralization of teacher management to the school level in public education (Dore and Woodhill 1999). Stronger experiences are available in industrialized countries, such as the United States, United Kingdom, Australia and New Zealand; but even in industrialized countries the trend is far from uniform. Without proper and frequent evaluation of such issues as teachers' perceptions and feelings, the government may be forced to follow the same path as countries like Colombia, Mexico, Nigeria and Zimbabwe, all which saw policy swings back to centralization after it became clear that there was inefficiency in handling teacher management at the levels to which it had been devolved (Githaiga, 2011). Although teacher recruitment and management in Kenya was decentralized since 2001, perception of teachers on decentralization has not been looked into, yet teachers are among the main stakeholders in education (Mwaniki, 2011).

Studies have linked employee perception to various activities in organizations. Githaiga (2011) did a study to find out the perception of teachers on devolution to district and

school levels in Murang'a South District. The study established that secondary school teachers in Murang'a South District find the TSC agents at district and school level as effective in the general management of teachers, with the agents doing well especially in functions related to recruitment, promotion, transfer, and disciplining of teachers. However, a number of challenges hamper effective management of teachers at the district and school level through decentralization of TSC services. These include recruitment panels taking a long time to understand the process of recruitment; interference from stakeholders, politicians, teachers, relatives and friends; lack of qualified personnel; and poor transport systems. Njoroge (2010) did a study on quality service delivery and the results indicated that quality service has negative effects in customer satisfaction. Mwaniki (2011) did a correlation study on top management and quality service delivery and the results indicated that achieving high quality service and pursuing successful customer satisfaction level are highly dependent on top management support. Miriti's (2011) study on the relationship between top management support and quality service delivery reported that there is no association between top management support for quality and customer perceived value achieved. Thiongo (2011) did a study on quality service delivery with various factors and the results indicated that a 90% improvement rate in customer relations, operating procedures and financial performance is achieved due to quality service.

In light of the above studies none of them focused on the perceived quality of HR services devolved by the Teachers Service Commission to the counties especially in Narok County. It is therefore against this background that the study seeks to fill this gap.

The research question that the study seeks to answer is; what is the perceived quality of Human Resource service devolved by the TSC to the counties?

1.3 Research Objective

To establish the perceived quality of human resource services devolved by TSC to the counties: a case of Narok County.

1.4 Value of the Study

The findings of this study will be very important to those in the academic realm since it will assist with relevant literature on Decentralization. It will shed more light on employee perception of the effectiveness of decentralization of human resource functions. The study will also assist the Teachers Service Commission to get a better understanding on employee perception of decentralization of human resource functions. This will enable them to get more information on how to improve service delivery at the Commission Secretariat.

The findings may also be beneficial to other organizations that have challenges with their decentralized service delivery. It will enable them to benchmark with the Teachers Service Commission situation in order to perfect their service delivery.

The government and other service providing state corporations may use the research findings to improve the efficiency and effectiveness of management in state corporations in order to meet the expectations of both the public and government. The research findings will help identify the intervention points to foster the implementation process enabling the government to make informed decisions and therefore improving the lives of

the beneficiaries who are the general public. The public will receive quality results since

decentralization is customer focused and result oriented.

CHAPTER TWO

LITERATURE REVIEW

2.1   Introduction

This chapter contains the theoretical foundation of the study, decentralization of human resource functions and quality of service.

2.2   Theoretical Foundation

Conceptually, the link between decentralization of human resource functions and quality of services can be categorized under two principal theoretical approaches: The human capital theory and the resource based view.

2.2.1 Human Capital Theory

The term 'human capital' is used to describe the organizations human resources and the contribution they make to the organization. Scarborough and Elias (2002) define human capital as 'the competencies which employees apply to the production of goods and services for an employer'. Human capital advantage which clarifies what it is that can be uniquely and exceptionally valuable about human resources, and human process advantage is focused on how managers might obtain, develop and retain valuable resources (Boxall and Purcell, 2003). Human capital falls under the human capital advantage umbrella and refers to the stock of skills, experiences, competencies and knowledge assets in an organization. Fundamentally, human capital is about measurement.

The concept of people as an organization's resource has its roots in the economic theory of human capital. The logic of human capital theory suggests that increasing the stock of

human capital requires investment now for future returns. Thus investment in training and development can enhance the stock of an organizations human capital just as an investment in technology can enhance physical capital. Equally, both can depreciate and become obsolete through neglect and lack of investment. The concept of human capital is relevant at macro, national level as well as micro organization level and has implications for external and internal measurement and reporting. Scarborough and Elias (2002) study highlights the paradox of human capital; that the vey features that make human capital so crucial to organizations are the same features that inhibit evaluation.

2.2.2 Resource -Based View

The Resource -Based View shifts the emphasis away from the external environment and the organization's position within its competitive environment to a focus on how competitive advantage might be achieved through innovative exploitation of distinct internal resources or capabilities. Originating with the work of Penrose (1959) this approach has been extended and developed to emphasize human and other intangible resources as a source of sustainable competitive advantage which enables the organization to take advantage of market opportunities or deal with threats in a way that competitors are unable to do (Barney, 1991)

The issue of sustainability is important because although a firm's resources may have added value in the past, changes in customer preferences, industry structures or technology can reduce their value in future (Barney 1995). Competitive advantage stems from an organization's ability to build distinctive 'core' competencies which are superior to those of rivals. Research Based View thus emphasizes a long-term perspective and the organizations' ability to develop and sustain distinctive, core competencies over time.

The Resource Based View is thus closely linked to concepts such as the 'learning organization' and 'knowledge management' and the organization's ability to learn collectively and to harness that learning in a way that continuously enables the organization to adapt to its environment.

According to the resource based approach, resources are a source of competitive advantage when they are valuable, inimitable, non-substitutable and rare. Resources can be rare when they are unequally distributed and difficult to obtain and not all competitors possess them. Resources can be valuable when they have a significant impact on the bottom line. Resources can be inimitable– e.g. automated or copied by competitors. They can contribute in earning a big portion of the market niche especially when they are non-substitutable. The resources that are not readily available in the market also contribute in giving an organization a competitive advantage (Barney, 1995).

2.3   Quality of HR Services

In essence, the gurus' view was that employees naturally care about the quality of the work they do and want to improve it as long as they are provided with the training, the appropriate tools, and a supportive managerial environment for their ideas to be developed. Thus, it would seem that there is a key role for HRM practices to play in service quality improvement Redman and Mathews (1997). Evidence from the growing literature on Total Quality Management (TQM) failure emphasizes the neglect of the "soft" side of quality management wherein the HR and organizational behavior aspects of quality programmes are not given their deserved emphasis (e.g. Walker, 1992).

Many commentators argue that to be fully successful and self-sustaining Total Quality Management (TQM) requires an extensive refashioning of HRM practices (e.g.

Schonberger, 1994). In particular, organizations are encouraged to move away from job-based HRM practices to system-based practices (Anderson et al., 1994; Dean and Bowen, 1994; Waldman, 1994). In this study, the researcher bases the discussion of HRM practices on an enriched and slightly modified version of Purcell's (1996) identification of an "HRM bundle" of key practices which support an organization's business strategy. Purcell's basic HRM bundle consists of: careful recruitment and selection; extensive communication systems; team working and flexible job design; training and learning; employee involvement; and performance appraisal with links to contingent reward systems. The researcher develops the recruitment and selection aspect by considering the associated issue of job security, given their particular significance for service organizations. Employee relations and reward system is also discussed.

The starting-point for a quality service must be quality staff to produce and deliver such services. The aims are to select staff with the required attitudinal and behavioral characteristics, induct them into a quality culture and, equally important but often neglected, retain their services (Redman and Mathews 1997). The recruitment and selection of high-performing employees is only part of the HRM staffing task; a further challenge is to devise ways of hanging on to such marketable and sought after assets. One area that is the focus of a lively debate is the use of reward schemes to support quality initiatives. The view coming from many of the authorities on quality management is that financial incentives have little to contribute towards the implementation of TQM, and that they can in fact be counterproductive (Crosby, 1980; Deming, 1986; Oakland, 1993). Crosby (1980) suggests that to reward an individual's commitment to quality with financial incentives is to risk demeaning them, by attaching a price tag to their efforts. He

claims that recognition is the key. Peer nomination for such awards is seen as a way of emphasizing their value in terms of recognition and motivation. Deming (1986) goes even further, suggesting that incentive pay schemes that are linked to appraisal outcomes undermine the kind of cooperative, creative, and committed behavior necessary for continuous improvement. Concerning HR service delivery quality as a signal, there has to be a differentiation between actors delivering HR service product to employees. Farndale et al., (2010) defined three intermediate deliverers in the HR function, who directly implement the HR service product to employees, which are HR shared service centers (HR SSC), HR professionals and line managers.

2.4   Decentralization of Human Resource Functions and Quality of Service

Bowen and Ostroff (2004) assert that an individual's ability to make unambiguous and confident attributions about the cause-effect relationships of decentralization of human resource functions and quality of services rendered depends on the distinctiveness, consistency and consensus. Subsequently, Bowen and Ostroff (2004) have identified nine process features that should foster perceived distinctiveness, consistency and consensus. Finally, Bowen and Ostroff (2004) further conceptualized the strength in terms of its efficiency in achieving collectively shared interpretations of the messages. Collectively shared cause-effect attributions in turn were assumed to cultivate organizational climates.

Since inception, the TSC used the supply-driven method of teacher recruitment and management, which resulted in uneven distribution of teachers. This policy changed in 1997, following the Government freeze on employment of civil servants, including teachers, due to budgetary constraints. Since the year 2001, the Commission has only been allowed to recruit teachers to replace those who leave service through natural

attrition. Thus, the Commission adopted a demand-driven policy in the recruitment and deployment process (TSC, 2006). To facilitate this process, the recruitment process was restructured and decentralized. The decentralization process has necessitated the redefining of the roles of the TSC agents. Therefore, the TSC, out of wide stakeholder consultations, saw an imperative need to review the recruitment and deployment of teachers, and implement appropriate approaches in teacher recruitment and management. This was in the belief that decentralized, demand-driven teacher recruitment and management is one way of redressing the challenges in teacher management in the country (TSC, 2006). The TSC has also been restricted to allow for effective delivery of services. In this respect the TSC headquarters has shed off most of the operational functions and devolved most of the routine processes to the Agencies. The role of the TSC headquarters now is mainly to formulate policies and regulate operations of the agents through provision of advice and guidance. Therefore the delegation of most TSC functions to the TSC County Directors, relieved pressure from the centralized system.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1   Introduction

This chapter consists of research design, target population, sample design, data collection and data analysis

3.2   Research Design

This study used a descriptive research design. Cooper and Schindler (2008) define descriptive survey studies as those studies whose objective is to explain a phenomenon, to estimate a proportion of a population with similar characteristics and to discover association among different variables. This design was preferred for this study because of the large number of respondents, although the unit of analysis was the organization.

3.3   Target Population

The study targeted all Secondary school teachers in Narok County. According to Narok County TSC HR office there were a total of 771 secondary teachers employed by Teachers Service Commission. The study therefore took the 771 employees as the target population from where respondents were picked.

3.4   Sample Design

The researcher adopted stratified random sampling to select the sample for the study. The respondents were divided into 4 distinct strata comprising of Secondary teachers. These were Narok North, Narok South, Trans Mara West and Trans Mara East TSC Units. Random sampling was then employed to pick respondents from each stratum. The researcher selected a total of 20 respondents from each constituency making a total of 80

respondents. This was 10% of the target population and conformed to the statistical provision (Mugenda and Mugenda, 2003).

3.5   Data Collection

The study used primary data. The data was collected through a structured questionnaire with closed ended questions. Likert type of questions based from "Agree to a very large extent" to "Agree to a very less extent" were used. The questionnaire was divided into two parts. Part A contained questions on the personal profile of the respondents while Part B sought for data on the perception of the respondents on the relationship between decentralization of human resource functions to counties and quality of services rendered by Teachers Service Commission. The questionnaire was administered through drop and pick later method by the researcher.

3.6   Data Analysis

The researcher used quantitative methods of data analysis. Descriptive statistics of frequencies, percentages, mean and standard deviation were applied to analyze the data. The findings from the study were presented using tables.

CHAPTER FOUR

DATA ANALYSIS, FINDINGS AND INTERPRETATION

4.1 Introduction

This chapter presents the profiles of respondents that formed the study. The frequencies, means, standard deviations and Cronbach alpha coefficients of reliability are presented, interpreted and findings discussed in relation to the stated research objective.

The general objective of the study was to establish the perceived quality of human resource services devolved by TSC to the counties: a case of Narok County. A total of 80 respondents were sampled for this study. Potential respondents were randomly drawn from the population of Narok North, Narok South, Trans Mara West and Trans Mara East TSC Units. Out of 80 questionnaires distributed for this research, 74 questionnaires were returned giving a response rate of 92.5 per cent which was considered satisfactory for subsequent analysis.

4.2 Reliability Analysis

To determine the reliability of data collected, a pilot study was conducted among a sample of 10 respondents. This led to rephrasing of the questionnaire and a higher score of reliability was measured at Cronbach alpha of 0.9004 indicating higher reliability. A summary of the reliability test is as presented in Table 4.1.

Table 4.1: Reliability Test Analysis

	Mean of all items	Number of respondents	Mean of Cronbach Alpha	Comment
Perceived quality decentralization of human resource services	24.8	74	0.7781	Acceptable cut-off
Perceived quality of service delivery	55.8	74	0.8708	Acceptable cut-off
Total	**80.6**	**74**	**0.9004**	**Acceptable cut-off**

Source: Research Data (2015)

In the reliability test, as shown in Table 4.1 all the two scales were reliable as the reliability values (Cronbach's alpha coefficient) exceeded the threshold of 0.7 as prescribed by Mugenda and Mugenda (2003). Upon establishment of the reliability, the researcher proceeded to data collection, subsequent analysis and presentation.

4.2 Rate of Response

A total of 80 respondents were sampled for this study. Potential respondents were randomly drawn from the population of Narok North, Narok South, Trans Mara West and Trans Mara East TSC Units. Out of 80 questionnaires distributed for this research, 74 questionnaires were returned giving a response rate of 92.5 per cent which was considered satisfactory for subsequent analysis.

4.4 Profiles of Respondents

Data regarding the characteristics of the respondents including gender, educational background, location of work and length of service with the TSC were collected. This section presents findings related to this.

4.4.1 Gender of Respondents

The distribution of the respondents by gender is presented in Table 4.2.

Table 4.2: Distribution of Respondents by Gender

Gender	Frequency	Percentage
Male	43	58
Female	31	42
Total	**74**	**100**

Source: Research Data (2015)

In terms of the gender distribution, Table 4.2 shows a bias towards males. The study shows that majority of the respondents in were males 43 (58 per cent of the respondents) while females were 31 (42 per cent).

4.4.2 Educational Background

Respondents were asked to indicate their highest education level attained and Table 4.3 has the findings.

Table 4.3: Distribution of Respondents by Education Background

Education background	Frequency	Percentage
Degree	51	69
Masters	21	28
PHD	2	3
Total	**74**	**100**

Source: Research Data (2015)

Table 4.3 shows that education levels of the employee respondents ranged from Bachelors degree to PhD degree level. Findings in Table 4.3 indicated that 51 (69 percent held Bachelors degree, 21 (28 percent held Masters Degree, while 2 (3 percent) of the respondents had PHD degrees.

4.4.3   Location of Work

Another characteristic sought from respondents was their TSC Units as this was key in capturing data on the decentralization of TSC services as well as the perceived quality of service delivery. The surveyed persons were drawn from different functional areas namely Narok North, Narok South, Trans Mara West and Trans Mara East as shown in Table 4.4.

Table 4.4: Distribution of Respondents by Location of Work

TSC Unit	Frequency	Percentage
Narok North	24	32
Narok South	19	26
Trans Mara West	17	23
Trans Mara East	14	19
Total	**74**	**100**

Source: Research Data (2015)

Regarding their location of work, 32 percent of the respondents were in Narok North, 26 percent in Narok South while 23 percent were in Trans Mara West. 19 percent were in Trans Mara East as shown in Table 4.4.

4.4.4   Length of service in the organization

The length of service of the respondents in the organization was also sought in this study and the results are presented in Table 4.5.

Table 4.5: Distribution of Respondents by Length of Service with TSC

Length of service with TSC	Frequency	Percentage
0-3 years	7	9
4-7 years	10	14
8- 11years	13	18
Over 11 years	44	59
Total	**74**	**100**

Source: Research Data (2015)

An analysis of respondents' period of years served, shows that 59 percent of the respondents have served for over 11 years. A further 18 percent have been working with the TSC between 8 and 11years, 14 percent had worked with the TSC between 4 and 7 years while 9 percent had worked in this organization for less than three years. This implies that the respondents have been in the TSC for a long time to give reliable data and information concerning perceived quality of human resource services devolved by TSC to the counties. This helps validate study findings.

4.5 Perceived Quality of Decentralization of Human Resource Services

The research sought to establish the extent of perception by respondents on the quality of decentralization of human resource services in Narok County. This section presents the findings.

4.5.1 Perceived Quality of Decentralization of TSC Services

Analysis of the captured data from the five point Likert scale questions was done by use of Mean Scores (Mean) and Standard Deviations (Std. Dev.). Mean scores were used to measure the extent of satisfaction with quality of decentralization of human resource services on a five point Likert scale ranging from "agree to a very large extent" (5) to "agree to a very less extent" (1). Standard deviations were used to determine the extent of variation in the responses in which there is satisfaction or dissatisfaction with quality of decentralization of human resource services. Items in the scale measuring perception by respondents on the quality of decentralization of human resource services were expected to elicit positive responses thus a rate of 4 or 5 denoted a satisfaction with quality of decentralization of human resource services, while a rating of 1 or 2 denoted dissatisfaction. A rating of 3 was neutral. Thus, the cutoff point between satisfaction and

dissatisfaction was then placed at 3.5. With respect to overall perception by respondents on the quality of decentralization of human resource services in the four sub-counties, aggregation of the data was carried out to obtain descriptive statistics for further analysis. A summary of the descriptive statistics for analysis of the extent to which respondents were satisfied or dissatisfied with decentralization of human resource services in Narok County is presented in Table 4.6.

Table 4.6   Perceived Quality of Decentralized Human Resource Services

Quality of Decentralization of TSC Services	Narok North		Narok South		Trans Mara West		Trans Mara East		Total	
	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.
TSC is now known in the counties	4.50	0.66	4.32	0.48	4.53	0.51	4.64	0.63	4.49	0.58
Equity in the distribution of Teachers	4.00	0.88	3.74	1.15	3.94	0.83	4.00	1.04	3.92	0.96
Equal representation by TSC at the national office	3.83	1.05	3.58	0.96	4.18	0.53	3.93	1.07	3.86	0.94
Recruitment of teachers is fairly done	4.29	0.86	3.47	1.17	3.76	0.97	4.36	0.50	3.97	0.98
Promotion of teachers is more transparent	4.46	0.59	3.26	1.05	4.18	0.73	4.36	0.74	4.07	0.91
There is efficiency of service delivery	4.67	0.48	4.11	0.57	4.47	0.62	4.86	0.36	4.51	0.58
Composite Scores	*4.3*	*0.53*	*3.7*	*0.59*	*4.2*	*0.54*	*4.4*	*0.48*	*4.10*	*0.80*
Cronbach Alpha Coefficient = 0.7781										

Source: Research Data (2015)

Overall, as indicated in Table 4.6, results indicate that respondents were satisfied with quality of decentralization of human resource services in Narok County with a composite mean of 4.1 out of a possible 5. This implies that decentralization of human resource services in Narok County is satisfactory. This variable's Cronbach's Alpha Coefficient was 0.77781 showing high internal consistency and therefore reliable for further analysis.

From the analysis in Table 4.6, TSC is now known in all the four sub-counties with mean scores of 4.5, 4.32, 4.53 and 4.64 for Narok North, Narok South, Trans Mara West and Trans Mara East respectively. Overall, TSC is now known in Narok County as indicated by a composite mean score of 4.49 out of a possible 5. Moreover, the extent to which TSC is known in Narok County does not differ significantly between the sub-counties as reflected in the standard deviation of less than one (Std. Dev. <1.0). This implies that the fact that TSC is now known in the counties does not differ among the various sub-counties in Narok County.

In terms of equity in the distribution of teachers, results indicated that overall, with a mean score of 3.92 just above the cutoff point, results indicate that respondents were moderately satisfied with equity in the distribution of teachers in these sub-counties. This implies that distribution of teachers in these sub-counties might not be coordinated and lapses exist that are bound to cause imbalances that need streamlining to enhance satisfaction. Furthermore, analysis of findings indicated that respondents were satisfied that there is equity in the distribution of teachers in Narok North and Trans Mara East sub-counties with mean scores of 4.0 out of a possible 5. However, the extent to which there is equity in the distribution of teachers in Trans Mara East sub-county does differ significantly among the respondents as reflected in the standard deviation of more than one (Std. Dev. >1.0). Results indicated that respondents were moderately satisfied with equity in the distribution of teachers in Narok South and Trans Mara West sub-counties. Moreover, the extent to which there is equity in the distribution of teachers in these two sub-counties does not differ significantly among the respondents as reflected in the standard deviation of less than one (Std. Dev. <1.0). This reflects earlier findings for the

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overall perception in the entire county that distribution of teachers in these sub-counties might not be coordinated and lapses exist that are bound to cause imbalances that need streamlining. This is against (TSC, 2006) assertions that out of wide stakeholder consultations, there was an imperative need to review the recruitment and deployment of teachers, and implement appropriate approaches in teacher recruitment and management. This was in the belief that decentralized, demand-driven teacher recruitment and management is one way of redressing the challenges in teacher management in the country.

Results indicate that respondents were moderately satisfied with equal representation of Narok County at the TSC's national office as this aspect had a composite mean score of 3.86 out of a possible 5. Moreover, the extent to which there is equal representation of Narok County at the TSC's national office does not differ significantly among the sub-counties as reflected in the standard deviation of less than one (Std. Dev. <1.0). On whether Narok County is equally represented at the TSC's national office, it was only representation from Trans Mara West that was rated most satisfying at a mean score of 4.18. Results indicated that respondents were moderately satisfied with representation of Narok County at the TSC's national office in Narok South and Trans Mara West sub-counties. This implies that biases exist in representation of sub-counties the TSC's national office.

From the analysis in Table 4.6, with a mean score of 3.97 just above the cutoff point, results indicate that respondents were moderately satisfied with results indicate that respondents were moderately satisfied with the recruitment process for teachers in Narok County due to decentralization. Moreover, the extent to which there is fair recruitment of

teachers in Narok County due to decentralization does not differ significantly among the sub-counties as reflected in the standard deviation of less than one (Std. Dev. <1.0). On whether there was fair recruitment of teachers in Narok County due to decentralization, it was only representation from Trans Mara West that was rated most satisfying at a mean score of 4.29. Results indicated that respondents were moderately satisfied with the recruitment process for teachers in Narok South and Trans Mara West sub-counties. This implies that biases exist in recruitment of teachers in these sub-counties despite the decentralization.

4.5.2   Perceived Quality of Service Delivery

Quality of service delivery was measured using fourteen (14) items informed by both theoretical considerations and descriptions of service delivery found in the literature but operationalized as per this study's context. A five point Likert scale was used to measure the items where 1 represented 'agree to a very less extent' and 5 'agree to a very large extent'. The objective was to measure the extent to which respondents were satisfied with service delivery in Narok County as a result of decentralization of the TSC services. Responses for quality service delivery were as presented in Table 4.7.

Table 4.7:   Responses for Service Quality

Aspect of Service Delivery	Agree to a very less extent	Agree to a less extent	Agree to a moderate extent	Agree to a large extent	Agree to a very large extent	Total
TSC does what it has promised to do by a certain time.	2		10	47	15	74
TSC shows a sincere interest in solving a problem that we have as teachers.	3		18	32	21	74
TSC performs service right the first time.	3	3	25	27	16	74
TSC provides its services at the time it promise to do so.	3	5	17	32	17	74
TSC insists on error-free record.	5	8	7	28	26	74
The behavior of employees of TSC in the county instills confidence in me.			13	29	32	74
I expect that employees at TSC have the knowledge to answer my questions.			16	30	28	74
Employees at TSC offer me prompt service.			15	25	34	74
TSC gives me individual attention.			13	38	23	74
Employees at TSC understand my specific needs			22	35	17	74
TSC has operating hours that are convenient for me.		2	12	31	29	74
TSC keeps me Informed when services will be performed.	5		19	27	23	74
I believe that TSC has my best interests at heart.	3		9	45	17	74
TSC offers services that meet my expectations	3		15	43	13	74

Source: Research Data (2015)

Aggregation of the data was carried out to obtain descriptive statistics for further analysis. Items in the scale measuring service delivery were expected to elicit positive responses thus a rate of 4 or 5 denoted a satisfaction with service delivery, while a rating of 1 or 2 denoted dissatisfaction. A rating of 3 was neutral. Thus, the cutoff point between satisfaction and dissatisfaction was then placed at 3.5. A summary of the descriptive statistics for analysis of the extent to which respondents were satisfied or dissatisfied with service delivery in Narok County as a result of decentralization of the TSC services is presented in Table 4.8.

Table 4.8   Perceived Quality of Decentralization of Human Resource Services

Quality of Service Delivery	Narok North		Narok South		Trans Mara West		Trans Mara East		Total	
	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.
The behavior of employees of TSC in the county instills confidence in me	4.5	0.7	4.2	0.9	3.8	0.6	4.6	0.5	4.3	0.7
Employees at TSC offer me prompt service	4.3	0.8	4.6	0.5	3.7	0.7	4.4	0.8	4.3	0.8
TSC has operating hours that are convenient for me	4.3	0.9	4.1	0.7	3.9	0.7	4.3	0.7	4.2	0.8
I expect that employees at TSC have the knowledge to answer my questions	4.5	0.6	3.9	0.8	3.6	0.7	4.5	0.7	4.2	0.8
TSC gives me individual attention	4.3	0.7	4.2	0.6	3.9	0.6	4.2	0.8	4.1	0.7
TSC does what it has promised to do by a certain time	4.1	0.6	3.8	1.1	3.7	0.5	4.4	0.5	4.0	0.8
I believe that TSC has my best interests at heart	4.2	0.5	3.6	1.2	3.9	1.0	4.3	0.5	4.0	0.9
Employees at TSC understand my specific needs	4.2	0.7	3.7	0.7	3.8	0.7	4.1	0.8	3.9	0.7
TSC shows a sincere interest in solving a problem that we have as teachers	4.0	0.7	3.9	1.3	3.5	1.0	4.2	0.6	3.9	0.9
TSC keeps me Informed when services will be performed	4.3	1.2	3.4	1.0	3.6	0.7	4.1	1.2	3.9	1.1
TSC offers services that meet my expectations	3.9	0.7	3.6	1.1	3.9	1.0	4.0	0.7	3.9	0.9
TSC insists on error-free record	4.0	1.3	3.5	1.4	3.4	0.8	4.4	1.1	3.8	1.2
TSC provides its services at the time it promises to do so	3.9	0.9	3.4	1.1	3.5	1.2	4.4	0.7	3.7	1.0
TSC performs service right the first time	3.5	1.1	3.8	1.0	3.5	0.9	3.9	1.1	3.7	1.0
Composite Scores	*4.1*	*0.5*	*3.8*	*0.6*	*3.7*	*0.5*	*4.3*	*0.5*	*4.0*	*0.5*
Cronbach Alpha Coefficient = 0.8708										

Source: Research Data (2015)

From the analysis in Table 4.3, results indicated that respondents were satisfied that the behavior of employees of TSC in the county instills confidence in them, employees at TSC offer prompt service, TSC has operating hours that are convenient, employees at TSC have the knowledge to answer questions, TSC gives individual attention, TSC does what it has promised to do by a certain time and that TSC has teachers' best interests at

heart as these aspects had means scores of between 4 and 5. However, results showed that respondents were moderately satisfied that employees at TSC understand specific needs of teachers, TSC shows a sincere interest in solving a problem that teachers have, TSC keeps teachers informed when services will be performed, TSC offers services that meet expectations, TSC insists on error-free records, TSC provides its services at the time it promises to do so and TSC performs service right the first time as these aspects had means score just above the cutoff point of 3.5 out of a possible 5.

Overall, as indicated in Table 4.8, results indicate that respondents were satisfied with quality of service delivery in Narok County with a composite mean of 4.0 out of a possible 5. This implies that service delivery in Narok County as a result of decentralization of TSC services is satisfactory. Cronbach's Alpha Coefficient of 0.8708 shows high internal consistency and therefore reliable for further analysis.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1   Introduction

This chapter presents a summary of the findings, conclusions and recommendations for policy implications drawn in relation to the study objective as well as suggestions for further study.

5.2   Summary of the Findings

As discussed in chapter one, the objective of the study was to establish the perceived quality of human resource services devolved by TSC to the counties: a case of Narok County. This research used a descriptive survey whose target population consisted of all secondary school teachers in Narok County. According to Narok County TSC HR office there were a total of 771 secondary teachers employed by Teachers Service Commission. The researcher adopted stratified random sampling to select the sample for the study. The respondents were divided into 4 distinct strata (Narok North, Narok South, Trans Mara West and Trans Mara East TSC Units). Random sampling was then be employed to pick respondents from each stratum. The researcher selected a total of 20 respondents from each constituency making a total of 80 respondents. This was 10% of the target population and conformed to the statistical provision (Mugenda and Mugenda, 2003). Out of 80 questionnaires distributed for this research, 74 questionnaires were returned giving a response rate of 92.5 per cent which was considered satisfactory for subsequent analysis.

The study used primary data, which was gathered from respondents using a semi structured questionnaire, which was analyzed using descriptive statistics. As aforementioned the objective of the study was to establish the perceived quality of human resource services devolved by TSC to the counties: a case of Narok County. It was established that respondents were satisfied with quality of decentralization of human resource services in Narok County with a composite mean of 4.1 out of a possible 5. This implies that decentralization of human resource services in Narok County is satisfactory. Analysis of findings showed that TSC is now known in all the four sub-counties with mean scores of 4.5, 4.32, 4.53 and 4.64 for Narok North, Narok South, Trans Mara West and Trans Mara East respectively. Overall, TSC is now known in Narok County as indicated by a composite mean score of 4.49 out of a possible 5. Moreover, the extent to which TSC is known in Narok County does not differ significantly between the sub-counties as reflected in the standard deviation of less than one (Std. Dev. <1.0). This implies that the fact that TSC is now known in the counties does not differ among the various sub-counties in Narok County.

In terms of equity in the distribution of teachers, results indicated that overall, with a mean score of 3.92 just above the cutoff point, results indicate that respondents were moderately satisfied with equity in the distribution of teachers in these sub-counties. This implies that distribution of teachers in these sub-counties might not be coordinated and lapses exist that are bound to cause imbalances that need streamlining to enhance satisfaction. Furthermore, analysis of findings indicated that respondents were satisfied that there is equity in the distribution of teachers in Narok North and Trans Mara East sub-counties with mean scores of 4.0 out of a possible 5. However, the extent to which

there is equity in the distribution of teachers in Trans Mara East sub-county does differ significantly among the respondents as reflected in the standard deviation of more than one (Std. Dev. >1.0). Results indicated that respondents were moderately satisfied with equity in the distribution of teachers in Narok South and Trans Mara West sub-counties. Moreover, the extent to which there is equity in the distribution of teachers in these two sub-counties does not differ significantly among the respondents as reflected in the standard deviation of less than one (Std. Dev. <1.0). This reflects earlier findings for the overall perception in the entire county that distribution of teachers in these sub-counties might not be coordinated and lapses exist that are bound to cause imbalances that need streamlining.

Results indicate that respondents were moderately satisfied with equal representation of Narok County at the TSC's national office as this aspect had a composite mean score of 3.86 out of a possible 5. Moreover, the extent to which there is equal representation of Narok County at the TSC's national office does not differ significantly among the sub-counties as reflected in the standard deviation of less than one (Std. Dev. <1.0). On whether Narok County is equally represented at the TSC's national office, it was only representation from Trans Mara West that was rated most satisfying at a mean score of 4.18. Results indicated that respondents were moderately satisfied with representation of Narok County at the TSC's national office in Narok South and Trans Mara West sub-counties. This implies that biases exist in representation of sub-counties the TSC's national office.

From the analysis, with a mean score of 3.97 just above the cutoff point, results indicate that respondents were moderately satisfied with results indicate that respondents were

moderately satisfied with the recruitment process for teachers in Narok County due to decentralization. Moreover, the extent to which there is fair recruitment of teachers in Narok County due to decentralization does not differ significantly among the sub-counties as reflected in the standard deviation of less than one (Std. Dev. <1.0). On whether there was fair recruitment of teachers in Narok County due to decentralization, it was only representation from Trans Mara West that was rated most satisfying at a mean score of 4.29. Results indicated that respondents were moderately satisfied with the recruitment process for teachers in Narok South and Trans Mara West sub-counties. This implies that biases exist in recruitment of teachers in these sub-counties despite the decentralization.

It was further established that respondents were satisfied that the behavior of employees of TSC in the county instills confidence in them, employees at TSC offer prompt service, TSC has operating hours that are convenient, employees at TSC have the knowledge to answer questions, TSC gives individual attention, TSC does what it has promised to do by a certain time and that TSC has teachers' best interests at heart as these aspects had means scores of between 4 and 5. However, results showed that respondents were moderately satisfied that employees at TSC understand specific needs of teachers, TSC shows a sincere interest in solving a problem that teachers have, TSC keeps teachers informed when services will be performed, TSC offers services that meet expectations, TSC insists on error-free records, TSC provides its services at the time it promises to do so and TSC performs service right the first time as these aspects had means score just above the cutoff point of 3.5 out of a possible 5.

Overall, results indicate that respondents were satisfied with quality of service delivery in Narok County with a composite mean of 4.0 out of a possible 5. This implies that service delivery in Narok County as a result of decentralization of TSC services is satisfactory.

5.3   Conclusions

Overall, results indicate that respondents were satisfied with quality of service delivery in Narok County. However, findings present evidence that there are variations in the perceived quality of decentralization of human resource services in the four sub-counties in Narok County. It was also clear that the satisfaction levels vary across the four sub-counties in Narok County and that some biasness and imbalances exist in some of the TSC operations such as promotions, distribution of teachers as well as representations of the counties at the TSC's national office.

5.4   Recommendations

It was clear that not all respondents were satisfied with the quality of decentralization of human resource services in the four sub-counties in Narok County. To spur satisfaction with perceived quality of human resource services devolved by TSC in Narok county, it is recommended that respective human resource practitioners in these sub-counties as well as the TSC's national office need knowledge on human resource management practices more than just mere personnel management so that they proactively implement devolution policies related to education in the counties as well as sub-counties.

5.5 Limitations

Given that the study focused only on perceived quality of human resource services devolved by TSC in Narok County, the results may not apply to all counties in Kenya

5.6 Areas for Further Research

Given that the study focused only on perceived quality of human resource services devolved by TSC in Narok County, the results may not apply to all counties in Kenya. It is recommended that a similar study is done cutting across all counties so as to allow for broader generalization and comparison of findings.

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APPENDICES

APPENDIX 1: Research Questionnaire

Section A: Bio data

1. Name of the School: _____

2. Your gender Male ( )   Female ( )

3. What is your education background?

Certificate	( )
Diploma	( )
Degree	( )
Master	( )
PhD	( )

4. Your school belongs to which of the following:

Narok North	( )
Narok South	( )
Trans Mara West	( )
Trans Mara East	( )

5. How long have you been worked with TSC

0-3 years	( )
4-7 years	( )
8- 11years	( )
Over 11 years	( )

Section B:

Rate the extent to which you agree with the following statements on quality of human resource services and decentralization in TSC

Statement	Agree to a very large extent	Agree to a large extent	Agree to a moderate extent	Agree to a less extent	Agree to a very less extent
	5	4	3	2	1
Decentralization					
The presence of TSC is now known in the counties because of decentralization					
Decentralization of TSC					

has brought equity in the distribution of Teachers					
We feel equally represented by TSC at the national office since devolution					
Recruitment of teachers is fairly done since devolution of services to the county					
Promotion of teachers is more transparent because of devolution of TSC to the county					
There is efficiency of service delivery offered by TSC due to decentralization to the county					
Quality Service Delivery					
TSC does what it has promised to do by a certain time.					
TSC shows a sincere interest in solving a problem that we have as teachers.					
TSC performs service right the first time.					
TSC provides its services at the time it promise to do so.					
TSC insists on error-free record.					
The behavior of employees of TSC in the county instills confidence in me.					
I expect that employees at TSC have the knowledge to answer my questions.					
Employees at TSC offer me prompt service.					

TSC gives me individual attention.					
Employees at TSC understand my specific needs					
TSC has operating hours that are convenient for me.					
TSC keeps me Informed when services will be performed.					
I believe that TSC has my best interests at heart.					
TSC offers services that meet my expectations					