

**DETERMINANTS OF EMPLOYEES WORKING ENVIRONMENT ON
SERVICE DELIVERY AT THE PENSIONS DEPARTMENT OF NATIONAL
TREASURY IN KENYA**

BY

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DECLARATIO

Declaration by Candidate

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DEDICATION

This thesis is dedicated to my family for continued moral support, encouragement and understanding as well as assistance in typing the work.

It is also dedicated to my Departmental Head Madam Anne Mugo and colleagues at work for co-operation and team work spirit during the time of pursuing the course.

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ABSTRACT

Service delivery at the Pensions Department of the National Treasury is way below expectations of its stake holders. This is manifested by the numerous factors which affect clients and employees as well. Clients complain of delay in processing of their claims, communication breakdown, very poor customer relations and general incompetence of the department. The purpose of the study was to establish the determinants of service delivery. The specific objectives of the study were to; determine how staff competencies influence service delivery, establish the effect of in-house training on service delivery, assess the challenges and faced by staff and suggest appropriate solutions at the Pensions Department of the National Treasury. The study was anchored on two theories which are Maslow's Motivation Theory and Mayo's Hawthorne Effect. The study employed a descriptive design. The target population of the study was 300 employees of Pensions Department stationed at Treasury and Bima Houses. Simple random sampling was used to select a sample of 150 employees out of the total population of 300. The study used both primary and secondary data. The primary data was collected using questionnaires and interview guides. The data collected was analyzed using both qualitative and quantitative methods of analysis. The quantitative data was analyzed using descriptive statistics where the responses from the questionnaires were tallied, tabulated and analyzed using percentages, frequencies, mean and standard deviation. The qualitative data from the interview guide and the open ended questions in the questionnaires were analyzed thematically. Frequency tables, graphs and pie charts were used to present the data for easy comparison. Inferential statistics was used to test the relationship between variables and to test the hypothesis. The study found that the employees agreed that working conditions enabled them to perform their work effectively and efficiently to a great extent ($\sigma = 3.56$). Employees agreed that, supervisors coached them on matters directly affecting their work to a great extent ($\sigma = 4.01$). Every employee was given a chance to attend training to a great extent ($\sigma = 4.21$) and the level of employee commitment had improved due to good management practice to a great extent ($\sigma = 4.09$). The study concludes that staff competency, in-house training and management practice had significant relationship with service delivery. It recommends strict rules as well as supervision in order to enhance service delivery. The results of these investigations are quite beneficial for managers and policy makers. From the findings, financial benefits were inadequately offered in the organization and this had a negative impact on staff training thus regular training is recommended. The organisation should enhance working conditions as well as condition that are directed at strengthening career resilience which will consequently result in a more flexible and adaptable employees.

ABBREVIATIONS AND ACRONYMS

A	Accounts
Admin	Administration
ANOVA	Analysis of variance
DV	Dependent Variable
F	Finance
GOK	Government of Kenya
HR	Human Resource
HRM	Human Resource Manager
IV	Independent Variable
MP	Manpower planning
PA	Personal Assistant
PAC	Public Accounts Committee
SMART	Specific, Measurable, Achievable, Realistic, Timely
TNA □	Training Needs Analysis
TQM	Total Quality Management
SERVQUAL	Service Quality Assessment
DIA	Department of Indigenous Affairs
UK	United Kingdom
GDP	Gross Domestic Product
ECA	Economic Commission for Africa

OPERATIONAL DEFINITION OF TERMS

Effects: Results of doing something

Gratuity: It is a defined benefit plan and is one of the many retirement benefits offered by the employer to the employee upon leaving his job.

Pension: Sum of money paid regularly to a person following retirement from service.

Performance Contract: This is the negotiation agreement between the management of an institution and its employees.

Performance Indicator: This is a devise for measuring the duration and extent of achievement of performance criteria. The achievement of each indicator determines the extent of achievement of the performance criteria.

Performance Management: This is the process that consolidates goal setting, appraisal and development into a common system that aims at ensuring that employees' performance are supporting the overall strategic objectives.

Performance: Performance refers to work output or results achieved against specified objectives. It is the act of getting something done or the process of accomplishing a task (Armstrong, 2009).

Retirement benefits: An employer-sponsored retirement plan where employee benefits are sorted out based on a formula using factors such as salary history and duration of employment.

Service delivery: It is getting services as effectively and quickly as possible to the intended recipient.

SPSS: Statistical Package for Social Sciences

Targets: Targets are agreed, pre-determined and pre-set conditionality which the organization promises to meet or deliver.

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CHAPTER ONE

INTRODUCTION

1.1 Overview

This chapter highlights the background of the study, statement of the problem, objectives of the study, the research questions, hypothesis, significance of the study, limitations of the study, the scope of the study and conceptual framework.

1.2 Background of the study

The world has stretched beyond the industrial economy to a service based economy. In the service economy, goods are standardized and wrapped up. Service users are more concerned with the quality of service than with who actually makes these goods (Choi, 2008). This has driven organizations to market their services as a package to distinguish them from those of their competitors. The emerging experience economy is wrapping up services so fast in the same way that a service economy wrapped up goods. As the process of wrapping up services is taking place rapidly, bankers, hoteliers, insurance organizations and other service providers have to think of a way to sustain the emerging experience economy.

It is generally believed that people who work in service organizations have a desire to provide good service (Parasuraman, Zeithaml and Berry, 2005). However, whilst this may be the case, it is worthwhile to investigate the drivers of service delivery so as to more fully understand the mechanisms that foster desirable service behaviors. A key

issue in service organizations is ensuring that customer contact employees serve customers well.

The civil service pension scheme in Kenya is administered by the Pensions Department domiciled at the National Treasury. The department's role includes processing and payment of pensions, death gratuities and other benefits to retired, deceased or terminated officers in the public service as well as well as their dependents and legal representatives. This includes former East African Community personnel and those with mixed service including an aspect of Local Government and other public service. Other functions entail implementation and periodic review of the Pensions Acts, rendering advice to the Government on the public service pensions and policy and providing pensioner/customer care services to retired officers and their families on Government pension policy and the administration of their pension (Public Service Pension Reforms Paper, 2012).

According to the State Ministries and Corporations (Performance Contract) regulations, 2004 of the Government of Kenya (GOK) service delivery of state owned organizations determine whether the set objectives of providing products and services to their clients are achieved. Service delivery is a key tool of public sector reform in ministries and government parastatals. Accordingly, the government has employed the use of performance contracting to manage the public sector organizations and to be able to achieve set targets. The performance contracts are devised as a means of emphasizing on excellence as criteria for recruitment and retention of public officers in service.

Performance contracts represent evaluation of what is actually achieved versus what was expected or predetermined at the start of the period. Drucker (1997) emphasized “what gets measured and rewarded gets done”. This is the central role played by employee performance appraisal. To achieve these, three performance management concepts get into play; the setting of agreed set of targets to be met, establishing the criteria of measuring the results achieved and how to improve on targets not met. Service delivery is key in ensuring the success of an organization’s overall goal and hence the factors that determine service delivery should be known and managed.

Employees are the main factors of production and therefore the reason why organizations have learned the importance of employee performance in service delivery. The human resource determines the result of other factors of production. Good service delivery is therefore an indication of success of other factors of production and hence the success of an organization in achieving its objectives (Dessler, 2005). Egan (1995) proposes that most employees want direction and freedom to get their work done and encouragement not control.

Monitoring of service delivery through performance indicators enhances management confidence and hence improves employee productivity and overall organizational performance. The performance indicators which will be used in the study shall include; financial stability and compliance with strategic plan in delivering service.

1.3 Statement of the Problem

Clients as well as employees have complained about Service delivery at the Pensions Department of the National Treasury in Kenya because of factors which affect them. Clients complain of delay in processing of their claims, communication breakdown, very poor customer relations and general incompetence of the department. On the other hand, employees complain of demotivation occasioned by various managerial processes and practices such as bureaucratic and archaic ways of staff promotions whereby employees remain in same position for a long time even when there are vacant positions, staff not well trained on working equipment such as computers and poor coordination between management and staff on the handling of the pensions management information system.

The enumerated problems require the management to understand how the current service delivery is being affected by factors such as staff competency, in-house training, management practices and employee motivation. Such measures are to specifically improve existing manpower through thorough in-house training, looking at staff competencies, having well-defined management practices and employee morale.

Past studies, for instance, Kilui (2006), Njeru (2003), and Oswago (2006), have revealed that some of the issues that hinder proper service delivery are problems associated with staff competence, in-house training, managerial practices and employee morale. Their studies however do not deal with any particular Government Ministry or Department. They also look at the factors in a general manner and fail to separate the internal and external factors that affect service delivery. This study therefore seeks to bridge the gap

left by these and other studies by making an evaluation of employee working condition on service delivery at the Pensions Department at the National Treasury because without knowing the causes of poor service delivery, it will be difficult for the decision makers to make informed strategic decisions.

1.4 Objectives of the Study

The main objective of the study was to establish the determinants of service delivery at the Pensions Department at the National Treasury in Kenya.

The specific objectives of the study were to: -

- 1.4.1 Determine how staff competencies affect service delivery at the Pensions Department of the National Treasury in Kenya.
- 1.4.2 Establish the effect of in-house training on service delivery at the Pensions Department of the National Treasury in Kenya.
- 1.4.3 Examine how management practice affects service delivery at the Pensions Department of the National Treasury in Kenya.
- 1.4.4 Assess the challenges faced by staff and suggest appropriate solutions at the Pensions Department of the National Treasury in Kenya.

1.5 Research Hypothesis

The study was guided by the following hypothesis:

Null Hypothesis

H₀₁: There is no significant relationship between staff competencies and service delivery at the Pensions Department of the National Treasury in Kenya.

H₀₂: There is no significant relationship between in-house training and service delivery at the Pensions Department of the National Treasury in Kenya.

H₀₃: There is no significant relationship between management practice and service delivery at the Pensions Department of the National Treasury in Kenya.

Alternate hypothesis

H₀₁: There is significant relationship between staff competencies and service delivery at the Pensions Department of the National Treasury in Kenya.

H₀₂: There is significant relationship between in-house training and service delivery at the Pensions Department of the National Treasury in Kenya.

H₀₃: There is significant relationship between management practice and service delivery at the Pensions Department of the National Treasury in Kenya.

1.6 Significance of the Study

The findings of the study would be useful in strategic management of the Pensions Department-National Treasury by highlighting some of the current internal factors affecting service delivery and appropriate intervention strategies to counter the factors.

The results would also offer valuable insights to the Management on how to make

informed strategic decisions on issues of staff competence, in-house training, management practice and employee motivation. This also forms a baseline study which could be used to measure progress in the future. Other government ministries, departments and related organizations would find the findings valuable with regard to performance management and service delivery. Future researchers would also have the advantage of using the research findings as a basis for further academic investigations into the areas of service delivery.

1.7 Scope of the Study

The research study confined itself to the area of the specific factors viz: staff competence, in-house training and management practice as they related to service delivery at the Pensions Department of the National Treasury. It specifically targeted employees of Pensions Department of the National Treasury housed at Bima and Treasury buildings.

1.8 Limitations of the study

The limitations encountered during the research study included: -

1.7.1 Being a Government Ministry Department, interviewing some respondents and going through some documents required the approval of certain senior managers due to the bureaucratic systems and procedures that were in place. This was overcome by fast requesting for research permit.

1.7.2 Due to the ongoing re-structuring of Government Ministries and Departments, most employees; both senior and junior were not comfortable with an outsider

sourcing for information from them. This was overcome by clarifying the confidentiality of the responses.

1.7.3 The study was also limited by its nature as it touched mainly on a sensitive area which is under the national treasury but this was overcome by determination and resilience of the researcher.

1.7.4 The investigative nature of this study also sparked misplaced doubt.

Respondents feared that the research intended to involve individuals in a negative manner. To this end, this doubt caused resistance and lack of cooperation. The researcher excluded this paranoia by clarifying the aims of the research.

1.7.5 The study was also limited by lack of prior locally based studies in the topical area and hence inadequacy of the relevant empirical literature to regulate it. This was overcome by exploration of studies carried in related areas in different parts of the globe.

1.9 The Conceptual Framework

The conceptualization of the study was based on the assumption that the four factors affect service delivery at the Pensions Department of the National Treasury. Any of these factors affect the service delivery differently. The model here below (fig. 1.1) shows the conceptualization of how the dependent and independent variables relate. Based on the conceptual framework, the study established the extent to which the four factors affect service delivery at the Pensions Department. This informed the findings. The dependent

variable was service delivery which included timely reports, client satisfaction and achievement of targets. The independent variables were staff competence, in-house training, management practice and challenges and faced by staff and suggest appropriate solutions. The relationships of the variables were as indicated in figure 1.1:

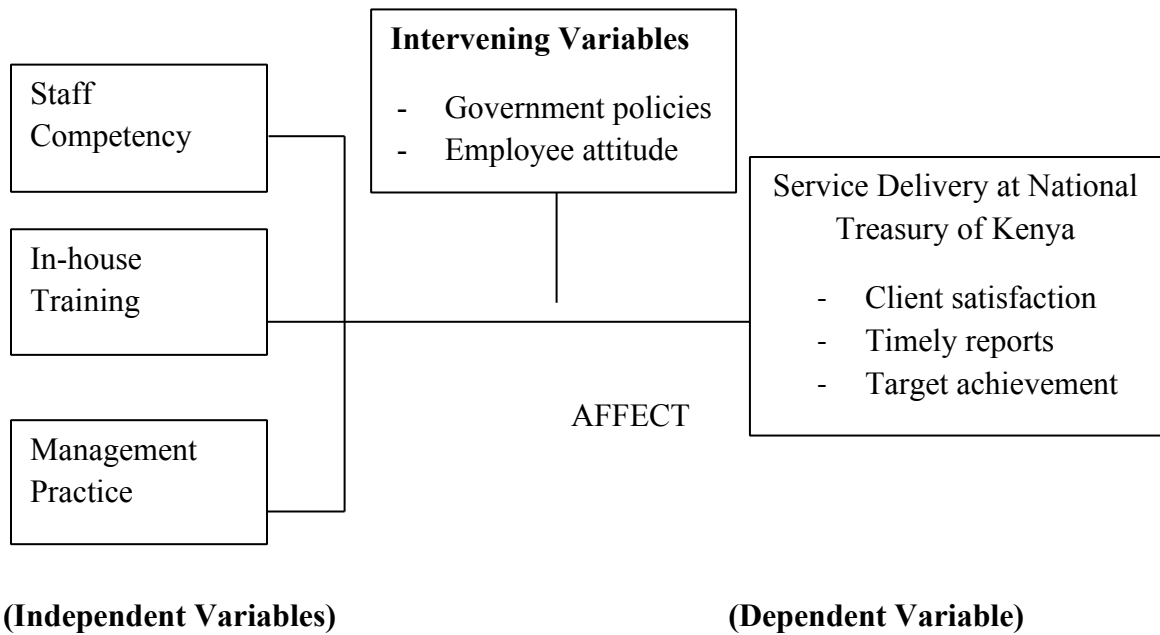


Figure 1.1 The Conceptual Framework

Source: Researcher 2014

CHAPTER TWO

LITERATURE REVIEW

2.1 Overview

This chapter gives the relevant literature review on staff competence, in-house training, management practice, service delivery, measurement of variables, summary, research gaps and conclusions. The chapter focused on past studies related to factors affecting service delivery at Pensions Department. The study was guided by the research questions. As it presented the critical review, it also provided a summary of missing gaps and conclusions.

2.2 Public Services

Stauss (2005) argues that services are not physical resources but economic transactions exchanged for money, comprising of the exchange of specialized skills and knowledge. He further insists that goods constitute tangible materializations of knowledge and activities, and thus are nothing more than distributional mechanisms for services. Rao (2005) seems to be of the same opinion when he defines services as intangible activities performed by machines or persons or both for the purposes of creating value perceptions among customers. He further stresses that since services are intangible activities, or benefits produced by the service provider and in association with the consumer, their quality results in perception and value assessment by the consumer.

Goldstein, Johnston, Duffy and Rao (2002) state that the service concept is a frequently used term in the service design literature and that there are several definitions of the service concept. They define service concept as the way in which an organization would like to have its services perceived by its customers, employees, shareholders and lenders, i.e. the organization's business proposition. Edvardsson and Olsson (1996) refer to the service concept as the prototype for service and define it as the detailed description of what is to be done for the customer, i.e. what needs and wishes are to be satisfied, and how this is to be achieved. This involves understanding the needs of customers in the target market and aligning this with the organization's strategy and competitive intentions.

OECD (2010) indicates that services can be categorized in a number of ways including, the type of entity providing them, the type of user and the nature of the services provided. The categories of services according to OECD (2010) include private services, public services and collective or joint services. According to OECD (2010), public services include all services provided by the government as well as all services where the government has a significant influence. OECD further states that public services can be provided directly by the government or indirectly – where the government is not the direct provider but still plays a role in their provision through regulation or a financial contribution. The most obvious public services are those directly provided by some level of government, such as police protection or building inspection.

Humphreys (1998), concurs that public services are those services which are mainly, or completely, funded by taxation and that typically, public services would include the

following areas of public management: central and local government, the health, authorities, education, defense, justice/home affairs and non-commercial semi-state organizations. OECD (2010) observes that public services can also be provided by private firms, for example, solid waste collection and disposal, or by voluntary organizations, for example, community volunteers of a fire brigade. In such cases, while the government does not provide the service it is involved in the process, perhaps by providing funds, establishing regulations or some other means. Examples of this type of arrangement would include the contracting out of local government services, such as refuse collection and local transport, to private companies, as well as the privatization of certain central government functions, such as the prison service.

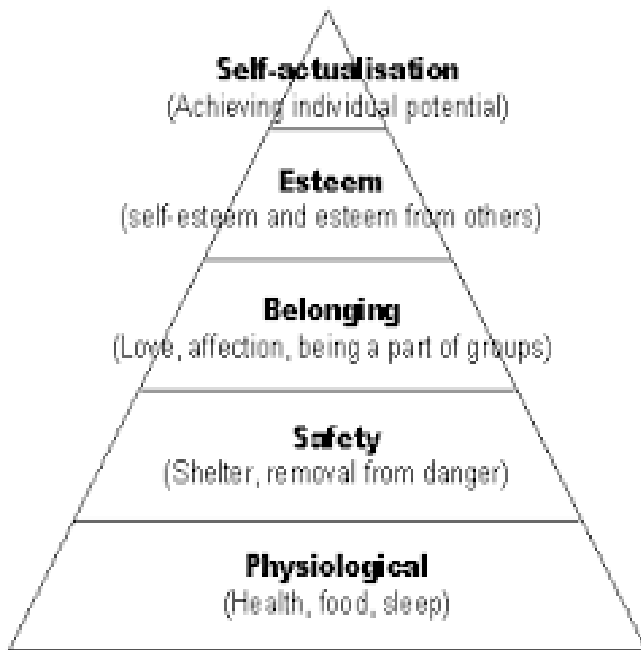
Public services have been presented with a view that, under normal circumstances, public services providers do not operate for financial profit or require immediate payment for goods or services prior to delivery. If public services are charged for, then they are not usually sold to customers at commercial prices set to produce profits (Humphreys, 1998). In addition to their primarily noncommercial character, public services are often distinguished by an absolute, or at least comparative, lack of competition in the normal market sense of seeking to entice customers away from their competitors or rival service providers. Indeed, public services are often monopolistic or oligopolistic (Humphreys, 1998).

2.3 Theoretical foundations for the study

2.3.1 Maslow's Motivation Theory

Abraham Maslow's widely quoted Hierarchy of Needs model illustrates the Motivation Theory (Grobler *et al* 2006:217; Maslow 1943:370-96; Moore 1985:109-11). Maslow proposed five levels of needs as indicated in the model below:

Figure 2.1: Model of Maslow's Hierarchy of Needs (Cheminais et al 1998:155)



Maslow argued that some people appear to be content with lower level needs, but only until these are satisfied; they would then strive for the next level (Maslow 1943:370-96).

Since the theory was first presented in 1943, there has been much debate by many scholars on the five categories as suggested by Maslow, the stated order of the five step model, and how some steps seem to interact more or overlap with others (Cronje *et al* 2001:155-6; Dresang 2009:84-5; Marnewick 2011:1295; Rabin *et al* 1985:156). Similarly, Hofstede (1984:389-398), Cianci and Gambrel (2003:143-161) felt that the theory was more applicable to societies where “individualism” was more accepted than a strong community responsibility. A strong community responsibility can be likened to the African concept of *Ubuntu*, where each person is accountable to the community and not just themselves (Masango 2006:930-943).

The researcher notes that despite the criticisms, Maslow’s model has had a considerable impact on the study of motivation in general and in particular as regards employee performance that relates to this research. This study evaluated employees from ministry who are of different age groups and grade levels in the workplace. This is in order to establish if Maslow’s theory of the hierarchy or stages in different needs is applicable to employee performance in the Kenyan context.

2.3.2 Mayo’s Hawthorne Effect

Cheminaiset *al* (1998:192), Dresang (2009:90-1) and Safferstone (2007:3) refer to Mayo’s 1939 study of conditional factors and their influence on employee behavior

which he detailed in his book *The human problem of industrial civilization*. Mayo hypothesized that the physical working condition directly affects an employee's performance and motivation. Mayo's extensive research involved submitting workers to working conditions where he manipulated physical factors such as lighting, humidity, temperature or hours of sleep to see if this affected their performance.

Mayo's initial theory proved a poor correlation between these physical factors in relation to heightened or reduced employee performance. However, it culminated in Mayo's adjusted focus from the physical condition affecting performance, to the individual and personal aspects that really motivate people to work effectively (Cheminais *et al* 1998:192; Dresang 2009:91; Safferstone 2007:3). This foundational theory by Mayo helped to position individual worker motivation as an important factor in organizational productivity.

2.4 Public Service Delivery

Municipal Research and Services Centre (1993) defines service delivery as the actual producing of a service such as collecting refuse and disposing it or lighting the streets. Whitaker (1980) concurs with this argument and observes that depending on the kind of service being offered, each service has a primary intervention of transforming the customer and that the client himself or herself is the principle beneficiary. Whether it is learning new ideas or new skills (education), acquiring healthier habits (health), or changing one's outlook on family or society (social services), only the individual served can accomplish the change.

He or she is a vital co-producer of any personal transformation that occurs (Whitaker, 1980). The service provider or agent can only use his or her skills and conduct activities to facilitate the process. Whitaker further insists that in delivering services, the agent helps the person being served to make the desired sorts of changes by supplying encouragements, suggesting options, illustrating techniques, and providing guidance and advice; but the agent alone cannot bring about the change. Both the citizen and the agent together produce the desired transformation (Whitaker, 1980).

As a crucial responsibility of government and government institutions, the public service should deliver services that a society requires to maintain and improve its welfare. To do this, government institutions require organizational structures and suitably qualified people who must be supported to deliver the services they are responsible for (Whitaker, 1980). Besley and Ghatak (2007) argue that public services are delivered by a nexus of relationships between beneficiaries, politicians and service providers (such as bureaucrats, doctors, and teachers). They insist that it is necessary to analyze the incentives that govern the behavior of politicians and service providers, if services are to match the best interest of the beneficiaries.

The authors further argue that the main concern in public service provision is how the obligations of the different parties is defined and enforced. The same view is held by Tamrakar (2010) who states that public service delivery is characterized by compliance with rules and it is determined by inputs. This is evident given the fact that the role of formal contractual relationships is often quite limited or typically absent in public service

delivery, when compared to the market (Besley and Ghatak 2007). These authors concluded that public service delivery is based on four key issues:

Public service provision is often mission-oriented and that the mission of the organization displaces the conventional notion of profit maximization used in the case of private sector organizations.

Accountability in public service delivery applies to the political, bureaucratic as well as market spheres. It refers to the system of punishment and reward consequent on actions taken by agents, and to the process of putting in place specific individuals to make decisions although it does not have to be governed by formal relationships. Competition from private organizations can induce public organizations to get their act together to hold on to funding and to their clientele.

Utilization of resources on the evaluation of policies is a crucial part of effective public service provision where missions are either too weak or not aligned and front line actors cannot be made directly accountable by the beneficiaries (Besley and Ghatak, 2007).

2.5 Staff Competencies

The two prime reasons for organizations to use competencies as established by Miller *et al* (2001) were first, that the application of competencies to appraisal, training and other personnel processes will help to increase the performance of employees; and second, that competencies provide a means of articulating corporate values so that their requirements can be embodied in HR practices and be readily understood by individuals and teams

within the organization. Other reasons include the use of competencies as a means of achieving cultural change and of raising skill levels.

The concept of competency is essentially about performance. Mansfield (1999) defines competency as ‘an underlying characteristic of a person that results in effective or superior performance’. Rankin (2002) describes competencies as ‘definitions of skills and behaviors that organizations expect their staff to practice in their work’. Rankin (2004) says that competencies represent the language of performance. They can articulate both the expected outcomes from an individual’s efforts and the manner in which these activities are carried out. Because everyone in the organization can learn to speak this language, competencies provide a common, universally understood means of describing expected performance in many different contexts.

Competency-based HRM is about using the notion of competency and the results of competency analysis to inform and improve the processes of performance management, recruitment and selection, employee development and employee reward. It therefore has an important part to play in all the major HR activities. The behavioral competency approach was first advocated by McClelland (1973). He recommended the use of criterion-referenced assessment.

Criterion referencing or validation is the process of analyzing the key aspects of behavior that differentiate between effective and less effective performance. Behavioral competencies define behavioral expectations, i.e. the type of behavior required to deliver results under such headings as team working, communication, leadership and decision

making. They are sometimes known as ‘soft skills’. Behavioral competencies are usually set out in a competency framework. The leading figure in defining and popularizing the concept of competency was Boyatzis (1982). He conducted research that established that there was no single factor but a range of factors that differentiated successful from less successful performance. These factors included personal qualities, motives, experience and behavioral characteristics.

Generally, Boyatzis (1982) came up with the fact that competency is the capacity that exists in a person that leads to behavior which meets the job demands within the parameters of the organizational condition and that, in turn, brings about desired results. The clusters of competencies he identified were goal and action management, directing subordinates, human resource management and leadership. He made a distinction between threshold competencies, which are the basic competencies required to do a job, and performance competencies, which differentiate between high and low performance.

Technical competencies define what people have to know and be able to do i.e. knowledge and skills to carry out their roles effectively. They are related to either generic roles (groups of similar roles), or to individual roles (role-specific competencies). They are not usually part of a behavioral-based competency framework although of course the two are closely linked.

The term ‘technical competency’ was adopted to avoid the confusion that existed between the terms ‘competency’ and ‘competence’. Competency, as mentioned above, is about behaviors, while competence as defined by Woodruffe (1990) is: ‘A work-related concept which refers to areas of work at which the person is competent. Competent

people at work are those who meet their performance expectations.’ Competences are sometimes known as ‘hard skills’. The terms ‘technical competencies’ and ‘competences’ are closely related, although the latter has a particular and more limited meaning.

2.6 Competency frameworks

A competency framework contains definitions of the behavioral competencies used in the whole or part of an organization. It provides the basis for the use of competencies in such areas as recruitment, performance management, learning and development and reward. A survey by Competency and Emotional Intelligence (2006/7) established that the 49 frameworks reviewed had a total of 553 competency headings. Presumably, many of these overlapped. The typical number of competencies was seven, rising to eight where the frameworks apply solely to managers. The most common competencies in frameworks are people skills, although outcome-based skills, such as focusing on results and solving problems, are also popular.

2.6.1 Reasons for using competencies

The two prime reasons for organizations to use competencies as established by Miller *et al* (2001) were first, that the application of competencies to appraisal, training and other personnel processes will help to increase the performance of employees; and second, that competencies provide a means of articulating corporate values so that their requirements can be embodied in HR practices and be readily understood by individuals and teams within the organization. Other reasons include the use of competencies as a means of achieving cultural change and of raising skill levels. As explained by Rankin, 2002,

subsequent research found out that 25 per cent of employers using behavioral competencies had a core framework, and 19 per cent supplemented the core framework with additional competencies for single groups such as managers.

Rankin notes that 21 per cent of respondents adopted a 'menu' approach. This enables competencies to be selected that are relevant to generic or individual roles. Some organizations provide guidelines on the number of competencies to be selected (e.g. four to eight) and others combine their core framework with a menu so that users are required to select the organization-wide core competencies and add a number of optional ones. Role-specific competencies are also used by some organizations for generic or individual roles. These may be incorporated in a role profile in addition to information about the key output or result areas of the role. This approach is likely to be adopted by employers who use competencies in their performance management processes, but role-specific competencies also provide the basis for person specifications used in recruitment and for the preparation of individual learning programs.

2.6.2 In-House Training

Training involves the application of formal processes to impart knowledge and help people to acquire the skills necessary for them to perform their jobs satisfactorily. It is considered central to organizational functioning and in particular for helping organizations respond to technical advances. Kamoche (2001), points out that the extent to which an organization is prepared to invest in training its employees is indicative of whether employees are seen as a cost to be rationalized, or a resource that has the

potential to contribute meaningfully to the organization. According to Armstrong (2009), developmental needs such as knowledge, skills, and behaviors arise from training and are identified by defining inputs and values concerned with performance. The expected results are produced within the requirements and assessment of the extent to which the expected levels of performance have been achieved through the use of knowledge and skills that upholds core values.

Achochi (2007) argues that in carrying out training needs analysis (TNA), training policies and priorities should be carefully considered because they are key factors in employee performance. A variety of needs are uncovered during a TNA survey and the organization shall require to prioritize them by concentrating on the feasible opportunities and by limiting the choice to a small number of selected needs to ensure that training makes a noticeable impact on performance. Metcalf, (2000) indicates that if appraisal is accurate and effective, there should be continued improvement and development of the individual adding that employees should be well versed about the standards expected of them from the onset. Management should work together to discuss feedback, establish future goals and identify areas that require individual training and development.

North (2006), is emphatic that performance appraisal offers an excellent opportunity for a supervisor and subordinate to recognize and agree upon individual training needs. Performance appraisal makes the need for training more pressing and relevant by linking it clearly to performance and future career aspirations. As expounded by Martinez (1995) individual development planning involves assessing the employee skills and expertise in relation to current or future job requirements and then identifying appropriate training

and other developmental experiences. This deliberate planning process provides a good framework for training, discussions between performers and supervisors and better ensures that the employee will participate in development activities. Training concepts are at the heart of high commitment, high performance and value proposition where employees have the opportunity to realize their full personal and professional potential (Walker, 2008).

2.6.2.1 Characteristics of in-house training

Stern and Sommerlad (1999) give the following characteristics for work place in-house training:

The learning and working are spatially separated with some form of structured learning activity occurring off or near the job. This may be in a company training center or on the shop floor where the production process is reproduced for trainees. The workplace itself becomes an condition for learning. Various on-the-job training activities take place which are structured to different degrees. Learning is intentional and planned, aimed at training employees by supporting, structuring and monitoring their learning. The learning is informal It becomes an everyday part of the job and is built into routine tasks. Workers develop skills, knowledge and understanding through dealing with the challenges posed by the work. This can be described as continuous learning. As Zuboff (1988) put it: 'Learning is not something that requires time out from being engaged in productive activity; learning is the heart of productive activity.'

2.6.3 Management Practice

Murugan (2007) says that management practice is guiding human and physical resources into dynamic organization units which attain their objectives to the satisfaction of those served, and with a high degree of morale and sense of attainment on the part of those rendering the service. It is the art and science of preparing, organizing and directing human effort applied to control the forces and utilize the materials of nature for the benefit of man. Management is a distinct process consisting of planning, organizing, actuating and controlling, performed to determine and accomplish stated objectives by the use of human beings and other resources. According to Wehrich and Koontz (2005) management practice is the purpose of influencing people so that they will contribute to organizational and group goals adding that managing requires the creation and maintenance of an condition in which individuals work together towards the accomplishment of common objectives. The common factors in managing are that people must be treated with respect, no matter what their position in the organization.

Bennis and Goldsmith (1997) state that while managers do things right, leaders do the right things. The behavior of managers seems to contain elements of magic and glamour which make people fascinated by the impact great managers have had in organizations and how things might have been different if other persons had been in the management role. While agreeing with these sentiments, Goleman et al (2003) emphasizes that it would be difficult to separate the history of an organization from the influence of its managers. The quality of leadership more than any other single factor, determines the

success or failure of an organization. The general agreement is that an organization without effective leadership is in trouble.

According to Coulter (2002), employees are going to learn on the job, the only issue is whether managers are going to manage their learning through the rewards they allocate and the examples they set or haphazardly allow to occur. Managers should expect that employees would look at them as models. When they are consistently late to work or take two hours for lunch or help themselves to company office supplies for personal use, they should expect employees to read the message and model their behavior accordingly. Hambrick and Mason (1994) acknowledge that human and social biases at the top of the organization substantially influence competitive behaviors. A good manager should see the invisible. Managers envision a better place, a faster process, a simpler procedure and an improved method of serving customers.

Managers should look into the future and make the present road lead there. You can see the invisible by borrowing from other cultures, other fields and other institutions (Caroselli and Hill, 2002). This line of thought has been agreed upon by Goleman et al (2003) who have researched and found out that leadership and motivation of followers are interrelated. Managers who do not facilitate satisfaction of the needs of their followers are usually not managers for long. Daniel (1999) puts it very vividly that as a good manager if you can pin point results and behaviors that are active, observable, reliable and under the control of the performers, you will have taken the first step towards being able to bring out the best in people.

Management practice concerns itself with the accomplishment of group needs and goals regardless of the group's size. The needs of the group help determine the group. Control should well be executed by a good manager because it all relates to how we get people to do what need to be done (Dsouza, 2004). While echoing these sentiments, Keating (2001) says that management practice is service in the sense that it seeks to meet the needs of another or of other group by performing needed functions. Sometimes, the group needs to be encouraged and supported, at all other times it may need to be reoriented. Crookall (1999) adds that good management practice helps an organization to develop a shared vision and unity of purpose which ultimately leads to improved employee performance.

According to Roger Burton (2006), human change isn't something you do; it's everything you do. Many steps in managing process change are there for no good reason other than decision support. Intellectually, you could argue that many steps are unnecessary or a waste of time and effort. Sadly, you are right, if you don't consider the human element. Change initiatives are often used simply as ways of creating a document. Instead, you must see change initiatives as a vehicle of more encompassing transformation.

2.7 Individual Performance Factors

According to Dsouza (2004), three major factors affect how a given individual performs. These factors are; Individual ability to do the work (i.e. skill), Effort expended and Organizational support (i.e. management of the organization). Individual performance is enhanced to the degree that all the three components are present with an individual employee; and individual performance diminishes if any of these factors are reduced or

absent. Dessler (2005), further exemplified this by stating that:- if several production workers have the abilities to do their jobs and work hard, but the organization provides outdated or old equipment or the management style causes negative reactions to workers, individual performance is automatically affected.

Secondly, if a customer service representative is in call center and has the necessary abilities and the employer provides excellent support, but the individual hates “being tied to a telephone code” all day long and is frequently absent because of that dislike, even though the job pays well, this will minimize the performance of this individual employee. Individual motivation is one of the variables that affects efforts and is often missing in the performance equation. Armstrong (2009) defines motivation as the desire within a person to act adding that employees usually act for one reason or another to reach a goal. Thus motivation is a goal directed drive. Understanding motivation is therefore important because performance is affected and influenced by motivation.

2.8 Service Delivery

According to Njeru, (2004), service delivery refers to how well an employee is fulfilling the requirements of the job. It emphasizes that quality of an employee is determined by three factors: effort, ability and direction. Effort refers to how hard a person works; ability refers to one’s capability and direction refers to how well the employees understand what is expected of the job. All these three are affected by conditional factors. Njeru continues that service delivery should be measured in terms of results achieved and not time expended. Jones (2002) defines service delivery as being the act of getting

something done or the process of accomplishing a task. There are a number of approaches to measure service delivery but there is no such thing as the correct approach as it depends on the objective of the performance evaluation exercise.

Mathias (2006) says that human resource management unit exists in part to analyze and address service delivery of individual employees. How that should be done depends on what upper management expects. Like any other management function, human resource management activities should be developed, evaluated and altered as necessary so that they can contribute to the competitive performance of the individual at work and therefore for the organization.

Gronroos (1984b) identified two service quality dimensions the technical aspect that is "what" service is provided and functional aspect and "how" the service is provided. The customers perceive what he/she receives as the outcome of the process in which the resources are used that is the technical quality. But he also and more often importantly, perceives how the process itself functions that is the functions quality.

The SERVQUAL instrument developed by Parasuraman et al (1985) has proved popular, being used in many studies of service quality. This is because it has a generic application and is a practical approach to any area. A number of researchers have applied the SERVQUAL model to measure service quality in the hospitality industry with modified constructs to suit specific hospitality situations.

Parasuraman et al (1985) developed the gap model and the subsequent SERQUAL instrument designed to identify and measure the gaps between customers' expectations and perceptions of the service received. Service quality from the consumer's perspective depends on the direction and degree of difference between the expected service and the perceived service. Thus by comparing customer's expected service with customer's perceived service, hotels, for example can determine whether its service standard is appropriate. The gap between expectations and perceptions of performance determines the level of service quality from a customer's perspective.

The servqual instrument consists of 22 statements for assessing consumer perceptions and expectations regarding the quality of a service. Respondent are asked to rate their level of agreement or disagreement with the given statements. Consumer's perceptions are based on the actual service they receive while consumer's expectations are based on past experiences and information received. The statements represent the determinants or dimensions of service quality. The SERVQUAL Instrument measures the five dimensions of Service Quality. These five dimensions are: tangibility, reliability, responsiveness, assurance and empathy.

2.8.1 Tangibility

Since services are tangible, customers derive their perception of service quality by comparing the tangible associated with these services provided. It is the appearance of the physical facilities, equipment, personnel and communication materials. In this survey, on

the questionnaire designed, the customers respond to the questions about the physical layout and the facilities that offers to its customers.

2.8.2 Reliability

It is the ability to perform the promised service dependably and accurately. Reliability means that the company delivers on its promises-promises about delivery, service provision, problem resolutions and pricing. Customers want to do business with companies that keep their promises, particularly their promises about the service outcomes and core service attributes. All companies need to be aware of customer expectation of reliability. Firms that do not provide the core service that customers think they are buying fail their customers in the most direct way.

2.8.3 Responsiveness

It is the willingness to help customers and provide prompt service. This dimension emphasizes attentiveness and promptness in dealing with customer's requests, questions, complaints and problems. Responsiveness is communicated to customers by length of time they have to wait for assistance, answers to questions or attention to problems. Responsiveness also captures the notion of flexibility and ability to customize the service to customer needs.

2.8.4 Assurance

It means to inspire trust and confidence. Assurance is defined as employees' knowledge of courtesy and the ability of the firm and its employees to inspire trust and confidence. This dimension is likely to be particularly important for the services that the customers perceives as involving high rising and/or about which they feel uncertain about the ability to evaluate. Trust and confidence may be embodied in the person who links the customer to the company, for example, the marketing department. Thus, employees are aware of the importance to create trust and confidence from the customers to gain competitive advantage and for customers' loyalty.

2.8.5 Empathy

It means to provide caring individualized attention the firm provide its customers. In some countries, it is essential to provide individual attention to show to the customer that the company does best to satisfy his needs. Empathy is an additional plus that the trust and confidence of the customers and at the same time increase the loyalty. In this competitive world, the customer's requirements are rising day after day and it is the companies' duties to their maximum to meet the demands of customers, else customers who do not receive individual attention will search elsewhere.

2.9 Causes of Poor Service Delivery

Aminuzzaman (2010) argues that although local authorities are the frontline local government organization closest to people, the scope and quality of service delivery is one of the most critical areas that have significantly tinted their credibility and

institutional image. According to Gwayi (2010), some of the causes of poor service delivery in town councils include: councilor interference in administration, inadequate public participation; inadequate alignment of budget with the requirements of the central government; lack of political and administrative leadership; inadequate infrastructure and shortages of skills. The Department of Indigenous Affairs (DIA) of Western Australia in 1999 also cited several impediments to service delivery as: inadequate resources, land tenure and consequential non-rate ability of land, a history of central government agencies circumventing local authorities approvals and involvement, the substandard nature of infrastructure, the limited powers of local authorities to enforce health and education services control and management, exemption of some areas from building controls and the polarized views of the parties.

A study conducted by Aminuzzaman (2010) in Bangladesh revealed that some of the critical institutional challenges facing service delivery at the level of local authorities include limited manpower and resources. Considering the work load and responsibilities, local authorities are understaffed. The author further clarifies that local authorities also lack logistic supports like computers and transport and that they also lack managerial capability and resources to design and run innovative service delivery in areas like employment generation, health and education.

A similar study was conducted in UK by Sarshar and Moores (2006) on improving service delivery in facilities management. The major challenges that hindered service delivery were identified as; Lack of strategic awareness: Despite their being an important national plan of directives and processes, the study revealed that many staff at a

supervisory and practitioner level was unaware of the issues raised within it and the impact it should have been having on their day-to-day operations. Lack of capacity: The study assessment demonstrated that many of the operational staff was unaware of both national controls assurance standards requirements and their respective responsibilities. The underlying cause of the awareness deficit was found to be a lack of training, or specific systems to involve staff, at this level in the organization. As a result, the staff was performing its roles without essential training and therefore exposing themselves and their customers to potential risk. Poor performance monitoring: Another issue applicable to all services was performance monitoring, because although each of the services had monitoring systems in place, there was an overall lack of consistency and integration between the various systems in place.

2.10 Strategies to Improve Service Delivery

In today's global competitive condition, the service industry plays an increasingly important role in the economy of many countries, therefore, delivering quality service is considered as an essential strategy for success and survival (Parasuraman *et al.*, 1985). Improving service delivery is primarily about improving the effectiveness and efficiency of the way in which services are delivered. A report by the World Bank, (2009) stated that the current cities are faced with many urgent challenges which have necessitated the implementation of new intelligent service delivery systems to tackle those problems. The reason for this strategy is that, in the developed world, cities are increasingly becoming the driving forces of their national economies, for example Tokyo, Paris, Zurich, Prague and Oslo all produce about a third of their countries' GDPs (World Bank, 2009).

In Jooste (2008) it is indicated that the use of public values, institutions, and service market in contracting can actually improve service delivery. They insist that stakeholder preferences and democratic processes establish the values to be optimized in service delivery. Furthermore, public law and organizational arrangements determine the contracting tools available for balancing competing values; and the characteristics of service markets influence which contracting tools and vendors are best suited to achieve stakeholder values (Jooste, 2008). More so, a complex combination of strategies is needed to ensure that service employees are willing and able to deliver quality services and that they stay motivated to perform in customer-oriented, service-minded ways. Continuous motivation of employees to be customer-oriented will enhance service quality. In order to build a customer-oriented, service-minded workforce, organizations must hire the right people, develop people to deliver service quality, provide the needed support systems, and retain the best people (Jooste, 2008).

In 2003 the Economic Commission for Africa (ECA) states that the public sector plays a crucial role in national development. To remain viable, efficient and effective in responding to the dynamic needs of the citizen, it has to embrace strategies that can enhance improved productivity and the quality of services delivered. It outlined a number of strategies that can be adopted by African governments to enhance public sector performance. These strategies that touch on key requirements for improving the public sector in general and service delivery in particular, are based on the concept of a 'lean' government. This means a government that is run in partnership with all stakeholders, and one that focuses on promoting the advancement of the private sector and citizens

through a well-managed policy and regulatory condition. The major strategies for improving service delivery as outlined by ECA (2003) are total quality management, organizational strategic management, training and development, and the Lean Six Sigma strategy.

2.11 Summary, Research Gaps and Conclusion

Studies by universalistic scholars have argued a direct linkage between employee working conditions and service delivery. According to Mansfield (1999) there is presence of enabling reworking condition concept that enhances service delivery. This is as a result of an effective human resource that legally enforces the service delivery in the business. Rankin (2004) proposes that to ensure that there is appropriate alignment of business goals in terms of working conditions should be aligned with adequate finances as well as management styles. According to Woodruffe (1990) most business lack the capacity to design an effective working condition atmosphere despite the fact that they are required to deliver effective and efficient services to the customers. The researcher has identified a knowledge gap as a result of businesses being faced by human resource capabilities challenges and the studied literature has not researched on the same.

A critical review of past literature shows that several conceptual and contextual research gaps existed in the discourse of enhancing employee working condition to foster service delivery. For instance, the studies by Stern and Sommerlad (1999); Wehrich and Koontz (2005) and; Murugan (2007) investigated the staff competencies on business efficiency and productivity. However, all the above studies were carried out in developed and

emerging countries such as France, Romania and Israel. It is therefore possible to argue that the economic conditions of developed and emerging economies are somewhat different from those of a developing economy like Kenya.

In addition, the reviewed literature indicates that few studies on determinants of employee working condition on service delivery in developing economies in general and Kenya in particular have been done. The reviewed local studies Kilui (2006); Njeru (2003) and; Oswago (2006) the studies however, did not critically address the determinants of employee working condition on service delivery in government state owned corporation in Kenya which the current study critically examines. There is therefore, need to conduct a study on determinants of employee working condition on service delivery especially the Pensions Department at the National Treasury in Kenya, since most International scholars concentrated their studies in the developed western countries.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Overview

This chapter defines the relevant strategies, which the study went through to satisfy the set objectives. It covered the research design, target population, sampling procedures, data collection procedures and analysis.

3.2 Research Design

A research design typically includes how data was to be collected, what instruments were employed, how the instruments were used and the intended means for analyzing data collected, (Cooper and Schindler,2003). The research design was descriptive in nature. According to Chandran (2003), the descriptive research aimed to establish factors associated with certain occurrences, outcomes, conditions or types of behavior whereby there was no clear idea or expectation of the outcome of events. Kothari (2004) maintains that the main characteristics of the design are that the person carrying out the research has no control over the variables but can only report about what happened. Descriptive research design was chosen because it enabled the researcher to generalize the findings to a larger population.

3.3 Target Population

The target population of the study was 100 pensioners who visited Bima House for their claims and 300 employees of Pensions Department stationed at Treasury and Bima Houses. Stratified sampling method was used to select both the pensioners and employee as per their job cadre. The study assumed that all categories and levels of employees were affected by one or more of the factors which affected service delivery. It therefore targets all levels of employees. The total population as per sections was as shown in table 3.1 below.

Table 3.1: Target Population

SECTION	TOTAL NUMBER OF EMPLOYESS
PENSIONERS	100
ASSESSMENT	80
ACCOUNTS	92
ADMINISTRATION	68
RECORDING OFFICE	60
TOTAL	400

Source: Pensions Human Resource Department (2014)

3.4 Sample Design

According to Mugenda (2003) for descriptive study, a sample between 10%- 50% is enough for sampling. Thus the study used 50% as the study sample. A sample of 50

pensioners and 150 employees out of the total population of 400 was arrived at. Simple random sampling methods was used to select the respondents. The sample is as shown in Table 3.2. Every member of the entire population will have an equal chance of selection into the sample (Mutai, 2000).

Table 3.2: Sample Design Matrix

SECTION	TOTAL TARGET RESPONDENTS	SAMPLE SIZE
PENSIONERS	100	50
ASSESSEMENT	80	40
ACCOUNTS	92	46
ADMINISTRATION	68	34
RECORDING OFFICE	60	30
TOTAL	400	200

Source: Researcher (2014)

3.5 Data Collection Instruments

The study used both primary and secondary data collection. The primary data was collected using a structured closed ended and open ended questionnaire. This instrument was preferred by the researcher since it was effective in generating the required response. The closed ended questions were easier to administer as each item was followed by an alternative answer and it was also economical to use in terms of time and money. On the other hand the open ended questions were appropriate in this study as they permitted a greater depth of response especially as the study evaluated perception which was attitudinal in nature and thus this type of questions allowed the respondents to give their

feelings, background, hidden motivation, interests and decisions (Mugenda and Mugenda, 2003).

In addition to questionnaire, the other primary data was obtained through interview to respondent and observations. The data generated through the above methods was both qualitative and quantitative in nature. For the secondary data, the researcher critically analyzed existing data provided by various reports in the ministry and specifically the Pensions Department. In addition, research findings and related literature were used to support the arguments.

3.5.1 Validity of the Research Instruments

According to Best and Kahn (1999), validity refers to the degree to which evidence and theory support the interpretation of tests scores entailed by proposal. The researcher ensured the instruments used in data collection gave accurate and meaningful results that represented the phenomenon under the study. Validity refers to the extent to which a test measures what we actually wish to determine. According to Somekh and Cathy (2005) validity is the degree by which the sample of test items represents the content the test is designed to measure. Face validity was determined by judgments made by the researcher based on surface appearance. Content validity which was employed by this study was a measure of the degree to which data collected using a particular instrument represents a specific domain or content of a particular concept. It is determined by expert judgments of the appropriateness of the contents of a measure (Kelly, 2008).

Expert opinion was requested to comment on the representativeness and suitability of questions and gave suggestions of corrections to be made to the structure of the research tools. To establish the validity of the research instrument the researcher sought opinions of experts in the field of study especially the lecturers in the department of Development studies. This helped to improve the content validity of the data that collected. It facilitated the necessary revision and modification of the research instrument thereby enhancing validity.

3.5.2 Reliability of the Research Instruments

Reliability of a measure indicates the extent to which it is without bias and hence ensures consistent measurement across time and across the various items in the instrument (Sekaran, 2006). It is the extent to which data collection procedures and tools are consistent and accurate (Salinger and Shohamy (1989). Reliability is increased by including many similar items on a measure, by testing a diverse sample of individuals and by using uniform testing procedures. An instrument is said to be reliable if it measures what is supposed to be measured.

To test reliability, a pilot study was conducted before the actual study to check on the reliability of the questionnaires in collecting the data. The researcher selected a pilot group of 10 respondents that were not specifically from the target group to test the reliability of the research instruments. In addition, their findings were not included in the study to avoid data contamination. In order to test the reliability of the instruments, internal consistency techniques was applied using Cronbach's Alpha. The alpha value

ranges between 0 and 1 with reliability increasing with the increase in value. Coefficient of 0.6-0.7 is a commonly accepted rule of thumb that indicates acceptable reliability and 0.8 or higher indicated good reliability (Mugenda, 2008). The size of alpha is arrived at by including both the number of items in the scale and the mean inter-item correlations (Gliem and Gliem, 2003).

After piloting, the questionnaire was adjusted accordingly to meet the desired purpose. Mugenda and Mugenda (1999) defines reliability as a measure of the degree to which a research instrument yields consisted results or data after repeated trials.

3.5.3 Data collection Procedure

The researcher collected primary data using self-administered questionnaire. This method was appropriate as it can reach a large number of subjects who are literate. Secondary data was obtained using Treasury service delivery information.

3.6 Data Analysis

According to Orodho (2003), data analysis is the process of systematically searching and arranging filed notes, data and other materials obtained from the field with the aim of increasing one's own understanding and to enable one to present them to others. Before analysis, data was cleaned by checking for logical consistency and any unnecessary data was removed. Coding involved converting responses to numbers. The data collected was analyzed using inferential statistics. The quantitative data was analyzed using descriptive statistics where the responses from the questionnaires was tallied, tabulated and analyzed using percentages, frequencies, mean and standard deviation by use of Statistical Package

for Social Sciences (SPSS V 21) which according to Martin and Acuna (2002), is able to handle large amounts of data and is efficient because of its wide spectrum of statistical procedures purposively designed for social sciences.

The qualitative data from the interview guide and the open ended questions in the questionnaire was analyzed thematically using conceptual content analysis. Frequency tables, graphs and pie charts were used to present the data for easy comparison. Regression analysis was used to determine the relationship between the service delivery which is the dependent variable and employee working condition which is the independent variable. The independent variable factors include; staff competence, in-house training and management practice. Regression analysis was used to test the hypotheses in order to ascertain whether to accept or reject.

3.7 Measurement of Variables

Table 3.3 below gives a summary of the variables, indicators and scale for each variable under this research study

Table 3.3: Measurement of Variables

Variable	Indicator	Scale
1. Service Delivery (DV)	a. Achievement of targets	Ordinal
	b. An above average rating	Scale
	c. No disciplinary cases	
2. Staff Competence (IV)	a. Employee ability	Ordinal
	b. Number of services transacted	Scale
	c. Staff experience	
3. In-house Training (IV)	a. Type of training	Ordinal
	b. Number of training days per year	Scale
	c. Relevance of training to the job	
4. Management Practice (IV)	a. Strategic Plan	Ordinal
	b. HR Policy	Scale
	c. Staff Appraisal	

3.8 Ethical Issues

The study collected sensitive information; therefore, the researcher had a moral obligation to treat the information with utmost modesty. The researcher ensured the respondents confidentiality of the information given so that the respondents were not reluctant to give the information as sought by the study.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Overview

This chapter presents analysis and findings of the study as set out in the research methodology. The results are presented on the assessment of the determinants of employee working condition on service delivery at the Pensions Department at the National Treasury. The data was gathered exclusively from questionnaire as the research instrument. The questionnaire was designed in line with the objectives of the study. To enhance quality of data obtained, likert type questions were included whereby respondents indicated the extent to which the variables were practiced in a five point likert scale.

4.1.1 Response Rate

The study targeted to sample 150 respondents in collecting data. From the study, 108 out of 150 sampled respondents filled in and returned the questionnaire contributing to 72% as shown in Table 4.1. This commendable response rate was made a reality after the researcher made personal visits to remind the respondent to fill-in and return the questionnaires.

Table 4.1 Response Rate

Response	Frequency	Percentage
Responded	108	72
Not responded	42	28
Total	150	100

Source: Survey Data (2015)

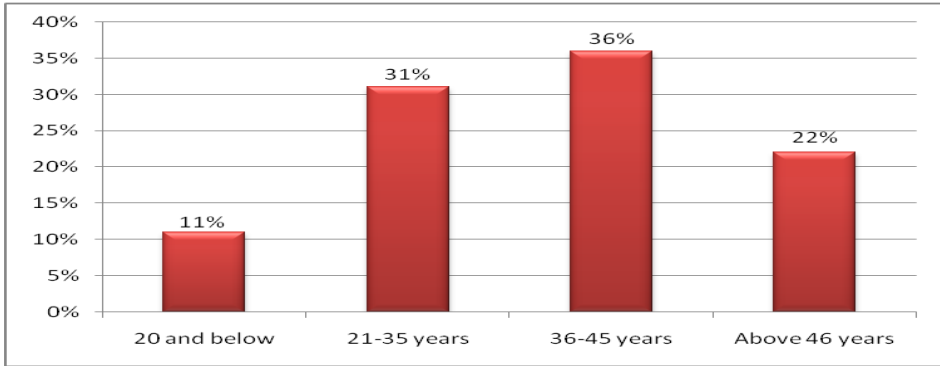
4.2 Social-Economic

4.2.1 Gender

The study found that there were 62% males more than females shown by 38%. This shows that the male gender dominated the pensions department.

4.2.2 Age

Respondents were asked to indicate their age, 36% who were the majority were between 36 and 45 years, 31% were between 21 and 35 years, 22% were above 46 years while 11% were 20 and below years as shown figure 4.1. This shows that the respondents were in their middle age as categorized in the Kenyan constitution. This influence service delivery to a great extent since service delivery reduced with age.



Source: Survey Data (2015)

Figure 4.1 Age

4.2.3 Department

Figure 4.2 shows the respondents department; 31% who were the majority were in accounts, 29% were in assessment, 21% were in administration while 19% were in recording office. The findings show that the employees under account and assessment were the majority in terms of service delivery at the pension department.

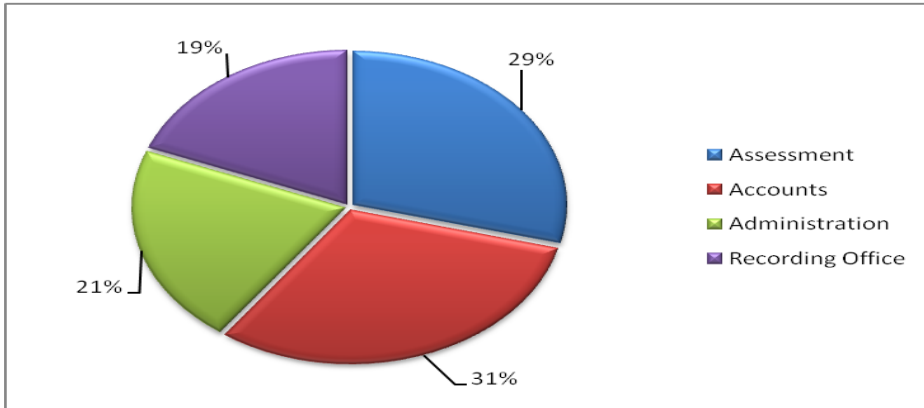


Figure 4.2 Department

Source: Survey Data (2015)

4.2.4 Length of Service

Figure 4.3 shows that 38% who were the majority had worked for a period between 6 to 10 years, 31% had worked for a period between 1 to 5 years, 19% had worked for a period between 11 to 15 years, 7% had worked for a period below 1 year while 5% had worked for a period above 15 years. The findings show that the respondents had vast knowledge of the organization due to their length of service.

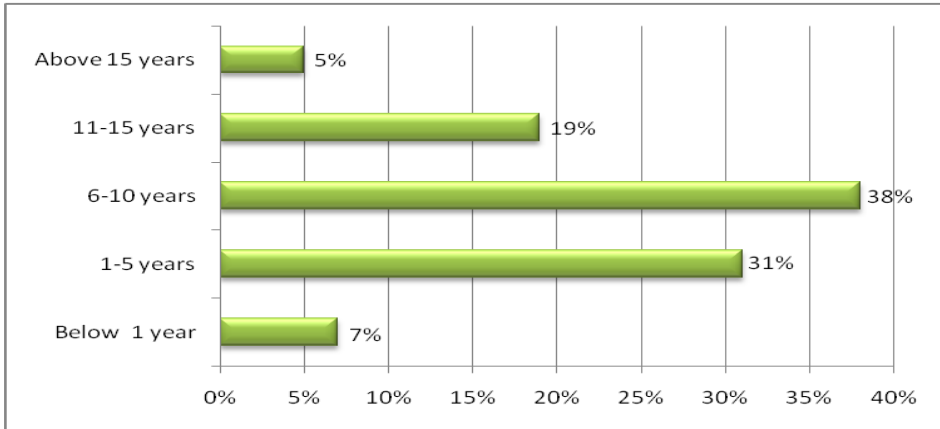


Figure 4.3 Length of service

Source: Survey Data (2015)

4.2.5 Educational level

Figure 4.4 shows that 58% who were the majority were secondary certificate holders, 35% were university graduates while 7% were tertiary certificate holders as shown by figure 4.4. The findings show that the respondents were literate.

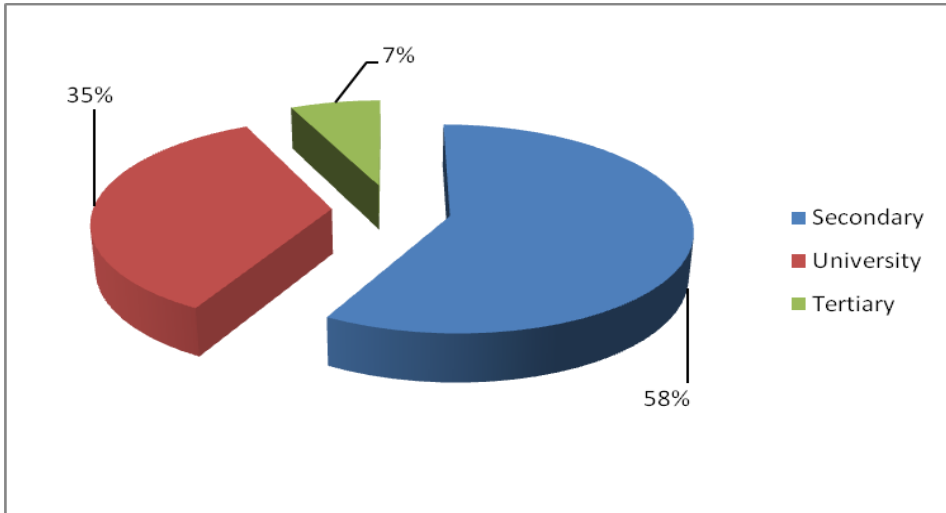


Figure 4.4 Educational level

Source: Survey Data (2015)

4.3 Service Delivery by Employees

According to the findings in Table 4.2; respondents working conditions enabled them to perform their work effectively and efficiently to a moderate extent as shown by a mean score of 3.56, performance appraisal rating for employees in the respondents section was fairly carried out to a moderate extent as shown by a mean score of 3.41, sometimes respondents were not up to date with their work to a moderate extent as shown by a mean

score of 3.31, respondents supervisors set targets which were difficult to attain to a moderate extent as shown by a mean score of 2.59 and most employees were not well disciplined to a low extent as shown by a mean score of 2.34

Table 4.2 Service Delivery by Employees

Statements	Mean	Std.dev
Performance appraisal rating for employees in my section is fairly carried out	3.41	.931
My working conditions enable me to perform my work effectively and efficiently	3.56	.242
Sometimes I am not up to date with my work	3.31	.491
My supervisor sets targets which are difficult to attain	2.59	.572
Most employees are not well disciplined	2.34	.886
Total	15.21	3.122
Average	3.042	.6244

Source: Survey Data (2015)

According to the key informants, the employees knew of what the business was trying to achieve, they explained the employees role in helping the business achieve its goals, they trained the employees on the skills and competencies they needed to fulfill their role, they explained to the employees the standards of performance required, they taught the employees on how they could develop their performance and contribute to development of the organization, they ensured that they updated the employees on how they were progressing in terms of achievements and the key informants made the employees aware when there were performance problems and what was to be done about them.

4.4 Staff Competencies

On respondents level of agreement with statements on staff competencies, from Table 4.3 the study found out that; supervisors coached them on matters directly affecting their work to a great extent as shown by a mean score of 4.01, supervisors helped them accept responsibility for personal and work effectiveness to a great extent as shown by a mean score of 3.89, supervisors encouraged them to set their goals and work plans to a great extent as shown by a mean score of 3.72, respondents supervisors closely monitored them, shouted at them and ordered them around to a moderate extent as shown by a mean score of 3.55, supervisor made them feel motivated to work to a moderate extent as shown by a mean score of 3.51 and supervisor consulted them on matters concerning their work to a moderate extent as shown by a mean score of 3.48.

Table 4.3 Staff competencies

Statements	Mean	Std.dev
My supervisor encourages me to set my goals and work plans	3.72	.211
My supervisor helps me accept responsibility for personal and work effectiveness	3.89	.973
My supervisor coaches me on matters directly affecting my work	4.01	.450
My supervisor makes me feel motivated to work	3.51	.762
My supervisor never cares about what I do	2.39	.391
My supervisor consults me on matters concerning my work	3.48	.524
My supervisor closely monitors me, shouts at me and orders me around	3.55	.199
Total	24.55	3.51
Average	3.51	.501

Source: Survey Data (2015)

According to the key informants they encouraged employees to take ownership of their jobs and to strive for personal excellence, they taught the employees to be knowledgeable, and to share resources and referrals, they made sure job responsibilities were clear and useful, they discussed skills that were essential to the employees, they provided opportunities for increased responsibility and career advancement, they gave honest recognition for work achievements to the employees and the key informants created the need for continuous learning.

4.4.1 General Comment on Staff Competence

Respondents indicated that the administration played a big role in staff competence thus the administration should take consideration with the employees affairs so as to enhance their competence.

4.4.2 Other Competencies

Respondents indicated that strict rules and supervision by their supervisors should be enhanced, the management should provide them with non-financial incentives, providing good working conditions as well as financial rewards.

According to the managers, employees first listened to the particular complaints in order to find basics of handling them, and lastly key informants managed a formal way of investigating complaints and deciding on how to solve them amicably.

4.4.3 Improving Staff Competencies

On other ways that improve staff competence respondents indicated that, training them to their job specifications, motivating their attitude to work by appreciating them and giving them good pay, allowances and compensations to keep them motivated in their work.

Key informants indicated that evaluating attitude of employees affected how workers approached their jobs, because attitudes had a ripple effect on those around them thus a positive attitude brought about productivity in the organization. They also indicated that attitudes helped to develop the prevailing workplace environment that determined employee morale and team-building abilities that enhanced harmony in the organization.

4.5 In-House Training

According to the findings in Table 4.4; every employee was given a chance to attend training to a great extent as shown by a mean score of 4.21, training had helped to mold respondents as individuals to a great extent as shown by a mean score of 4.07, training had helped respondents to perform their work better to a great extent as shown by a mean score of 4.02, training offered was relevant to the type of work respondents did to a great extent as shown by a mean score of 3.92, respondents had been able to be assigned more challenging duties after training to a great extent as shown by a mean score of 3.73, respondents had been promoted due to better work performance after training to a great extent as shown by a mean score of 3.69 and regular staff training was conducted at respondents department to a great extent as shown by a mean score of 3.62.

Table 4.4 In- House Training

Statements	Mean	Std.dev
Regular staff training is conducted at your department	3.62	.539
Training offered is relevant to the type of work I do	3.92	.107
Training has helped me to perform my work better	4.02	.973
I have been able to be assigned more challenging duties after training	3.73	.252
Every employee is given a chance to attend training	4.21	.721
I have been promoted due to better work performance after training	3.69	.364
Training has helped to mold me as an individual	4.07	.637
Total	27.26	3.593
Average	3.89	.513

Source: Survey Data (2015)

According to the key informants, the employees ensured the courses were current and relevant, instructors with relevant expertise and practical experience were invited for course design and delivery, they facilitated workshops for management systems design and implementation, using proven improvement methodologies, tools and techniques as well as supporting of coaching and mentoring sessions by specialist trainers which were delivered in-house or remotely.

4.5.1 Other Areas of Training

Respondents indicated that they should be trained on employees' commitments as well as performance training on relations between peers and team work trainings.

4.5.2 General Comments on Training

According to the respondents staff training was an important contributor to individual and group motivation. Appropriate training increased staff involvement in the organization, improved communication between peers and facilitated change

4.6 Management Practice

According to the findings in Table 4.5; level of employee commitment had improved due to good management practice to a great extent as shown by a mean score of 4.09, management practice had improved quality of work to a great extent as shown by a mean score of 3.91, remuneration and other rewards had improved to a great extent as shown by a mean score of 3.85, quantity and quality of work has improved to a great extent as shown by a mean score of 3.77, since the introduction of performance contracts, there has been change in management approach to employee performance to a great extent as shown by a mean score of 3.67 and as employees respondents were highly motivated by the type of management practice in place to a moderate extent as shown by a mean score of 3.48.

Table 4.5 Management Practice

Statements	Mean	Std.dev
Since the introduction of performance contracts, there has been change in management approach to employee performance	3.67	.193
Management practice has improved quality of work	3.91	.429
Quantity and quality of work has improved	3.77	.952
Level of employee commitment has improved due to good management practice	4.09	.631
Remuneration and other rewards have improved	3.85	.282
As an employee I am highly motivated by the type of management practice in place	3.48	.553
Total	26.67	3.414
Average	3.81	.488

Source: Survey Data (2015)

4.6.1 Impact of Management Practice

Respondents indicated that good management practices increased and motivated employees in their work, it improved the attitude of the employees towards their work, it encouraged extra efforts towards their work and it enhanced employees' job performance.

4.6.2 Improving Management Practice

According to the respondents the management should have positive attitude towards the employees, management should improve on their communication channels in order to

avoid communication breakdown and the employees and management should engage employees in making decisions involving them.

4.6.3 Employee Morale

According to the findings in Table 4.6; coordination of activities in respondents' departments were carried out well by the management to a great extent as shown by a mean score of 3.72, set targets in respondents' sections were usually met due to good relations with their leaders to a great extent as shown by a mean score of 3.67, employees were supplied with appropriate working tools to a great extent as shown by a mean score of 3.61, there was always smooth flow of work in respondents section to a great extent as shown by a mean score of 3.55, respondents leaders were fully committed to the well-being of employees in their department to a great extent as shown by a mean score of 3.51, there had been great improvement of service delivery in the last three years to a moderate extent as shown by a mean score of 3.49 and management had good policies and strategies that motivated staff to a moderate extent as shown by a mean score of 3.45.

Table 4.6 Employee Morale

Statements	Mean	Std.dev
Management has good policies and strategies that motivate staff	3.45	.721
Your leaders are fully committed to the well-being of employees in your department	3.51	.295
Set targets in your section are usually met due to good relations with your leader	3.67	.501
There has been great improvement of service delivery in the last three years	3.49	.167
There is always smooth flow of work in your section	3.55	.910
Coordination of activities in your department are carried out well by the management	3.72	.309
Employees are supplied with appropriate working tools	3.61	.452
Total	25	3.355
Average	3.57	0.479

Source: Survey Data (2015)

The managers indicated that they ensured effective communication among them and the employees; they ensured that they lead by example, they were positive and constructive, they thanked and rewarded the staff, they encouraged innovation and the employees created a flexible approach with the employees.

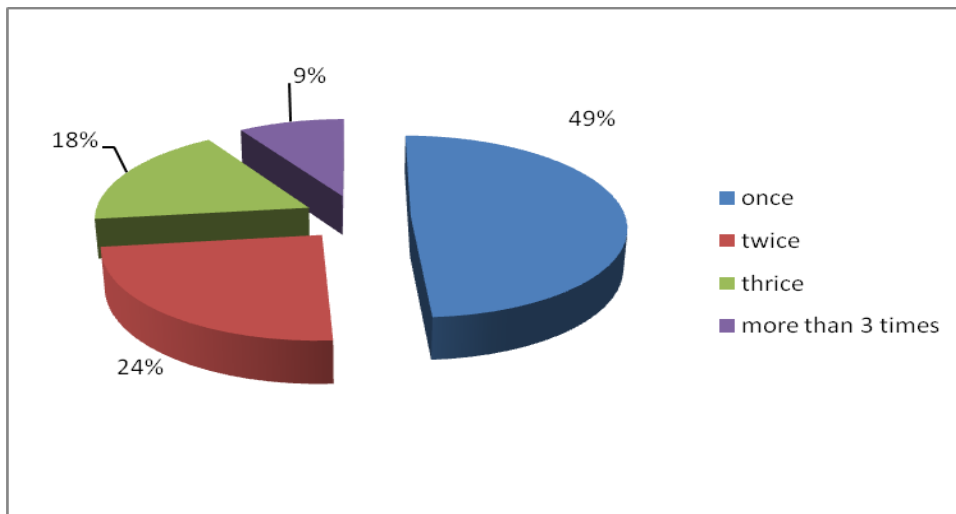
They also indicated that the government policies coordinated activities of the organization for effective delivery of services as they ensured that the services that were provided by the other organizations were provided within the requirements of the government regulations and to the satisfaction of the government.

4.6.4 Employees Morale on Service Delivery

Respondents indicated that it was a very important factor as good morale of the employees enhanced them to do a good job thus ensuring performance and efficient service delivery.

4.7 Customer Satisfaction

4.7.1 Number of Visits

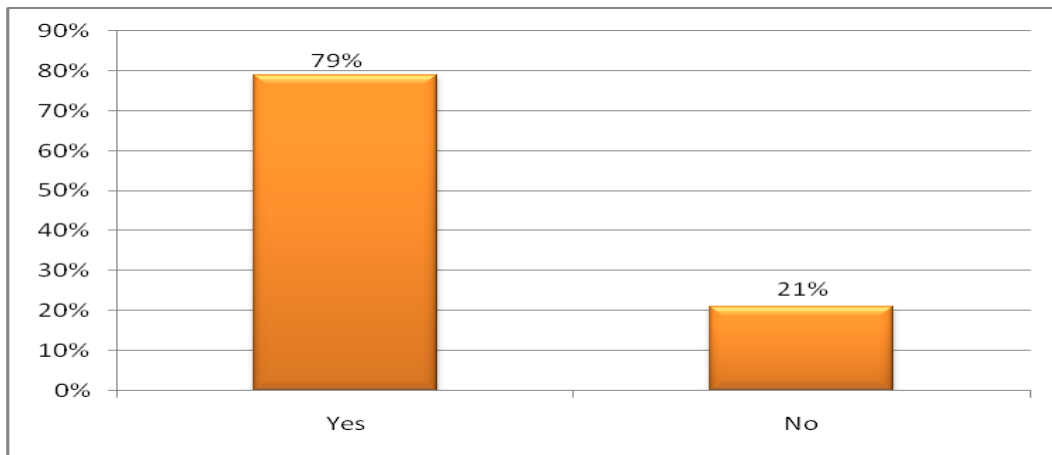


Source: Survey Data (2015)

Figure 4.5 Number of Times Customers' Visited Pensions Department

The study was to evaluate the number of times customers' had visited Pensions Department According to the findings, 49% who were the majority had visited the Pensions Department once, 24% had visited the Pensions Department twice, 18% had visited the Pensions Department thrice whereas 9% had visited the Pensions Department more than 3 times.

4.7.2 Purpose of Pensions Department Visit



Source: Survey Data (2015)

Figure 4.6 Purpose of Customers Visiting Pensions Department

On finding out whether the regular visits by the customers' to the Pensions Department were over the same issue, 79% who were the majority indicated that it was over the same issue because the department was slow and delayed the pensions while 21% indicated that it over other issues.

4.7.3 Level of Satisfaction

The study to find out the level of satisfaction in the statements on the competency in the Pensions Department, according to the customers that they were satisfied by the level of supervision by the management to a great extent as shown by a mean score of 3.67, the customers were satisfied by the overall satisfaction with service delivery to a moderate extent as shown by a mean score of 3.49, the customers were satisfied by employee attitude to a moderate extent as shown by a mean score of 3.41.

The customers were satisfied by availability of the managers to respond to customer concerns to a moderate extent as shown by a mean score of 3.39, the customers were satisfied by timeliness of services offered to a moderate extent as shown by a mean score of 3.29, the customers were satisfied by employee service quality to customers' to a moderate extent as shown by a mean score of 3.25 and the customers were satisfied by Staff competency when handling customers at Pensions Department to a moderate extent as shown by a mean score of 2.89.

Table 4.7 Level of Satisfaction

	Std.dev	Mean
Staff competency when handling customers at Pensions Department	2.89	.940

Employee service quality to customers	3.25	.943
Level of supervision by the management	3.67	1.079
Availability of the managers to respond to customer concerns	3.39	1.078
Timeliness of services offered	3.29	1.065
Employee attitude	3.41	1.072
Overall satisfaction with service delivery	3.49	1.034
Total	23.39	7.211
Average	3.341	1.030

Source: Survey Data (2015)

4.8 Test of Hypothesis

A multiple linear regression was used to determine the relationship between service delivery and the four independent factors namely: Staff competencies, in-house training, management practice and employee morale. Regression analysis was also used to test the hypotheses in order to ascertain the exact cause of relationship.

The regression equation was as follows;

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon$$

Y = Dependent variable

β_0 = Constant Term

β_1 , β_2 , β_3 and β_4 were the slopes of the regression equation,

ϵ = error term (residual term that includes the net effect of other factors not in the model and measurement errors in the dependent and independent variables.)

Whereby Y = Service delivery
 X_1 = Staff competencies
 X_2 = In-house training
 X_3 = Management practice
 X_4 = Employee morale

Table 4.8: Regression Results for the Direct Relationship

Model	R	R Square	Adjusted R Square	Standard Error of the Estimate
	0.838 ^a	0.702	0.700	0.07458

Table 4.9: ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	11.72	9	1.302	44.231	0.001
	Residual	3.432	141	0.066		
	Total	15.152	150			

Table 4.10: Coefficients Results

Description of variance	Unstandardized		Standardized	t	Sig.
	Coefficients		Coefficients		
	B	Std. Error	Beta		
(Constant)	0.116	.186		0.623	.003
Staff competencies	0.577	.068	.559	8.478	.000
In-house training	0.157	.043	.257	3.676	.001
Management practice	0.082	.042	.301	2.252	.000
Employee morale	0.121	.002	.245	6.906	.001

Source: Study data (2015)

- a) Predictors: (Constant), Staff competencies, in-house training, management practice and employee morale
- b) Dependent Variable: Service delivery

The regression analysis indicates a strong linear relationship where $R^2 = 0.702$ and Adjusted $R^2 = 0.700$ which shows that 70% of the corresponding change in service delivery can be explained by a unit change in staff competencies, in-house training, management practice and employee morale. A further test on the beta coefficient of the resulting model, the constant $\alpha = 0.116$ is significant ($p = 0.000$) less than $p = 0.05$. The coefficient $\beta = 0.577, 0.157, 0.082$ and 0.121 of the four independent were also significant at $p < 0.05$. This explains that if $\beta_1 X_1$ were held constant then service delivery will be 0.116 (low) and therefore the gradient (β) and the service delivery would be very low. The ANOVA statistics in, Table 4.9 shows that model had an $F = 44.231$ and a p-value of 0.001. This results show that the model was significant ($p\text{-value} < 0.05$) at 0.05

levels in explaining the multiple relationship between staff competencies, in-house training, management practice, employee morale and service delivery.

4.8.1 Test of Hypothesis 1

The hypothesis states; there is no significance relationship between staff competencies and service delivery at the Pensions Department of the National Treasury.

The study aimed at evaluating whether staff competencies has a significantly affect service delivery at the Pension Department. Staff competencies reliability had a beta value ($\beta_1 = 0.577$). This meant that a unit change in staff competencies elements reliability would result in a 57.7 percent change in service delivery. The model had a p-value of 0.000. Since the p value is lower than 0.05 the null hypothesis is rejected. The study observed that a staff competency has a positive relationship with service delivery at the pension department. The null hypothesis was rejected.

4.8.2 Test of Hypothesis 2

The hypothesis states; there is no significance relationship between in-house training and service delivery at the Pensions Department of the National Treasury.

The study aimed at analyzing whether in-house training has a relationship with service delivery at the Pension Department. In-house training reliability had a beta value ($\beta_1 = 0.157$). This meant that a unit change in in-house training elements reliability would result in a 15.7 percent change in service delivery. The model had a p-value of 0.001. Since the p value is lower than 0.05 the null hypothesis is rejected. The study observed

that in-house training have a significant relationship with service delivery at the Pension Department. The null hypothesis was rejected.

4.8.3 Test of Hypothesis 3

The hypothesis states; There is no significance relationship between management practice and service delivery at the Pensions Department of the National Treasury. The study aimed at establishing whether management practice influence service delivery at the Pension Department. Management practice reliability had a beta value ($\beta_1 = 0.082$). This meant that a unit change in management practice elements reliability would result in a 8.2 percent change in service delivery. The model had a p-value of 0.000. Since the p value is lower than 0.05 the null hypothesis is rejected. The study observed that management practice has an influence on service delivery at the Pension Department. The null hypothesis was rejected.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Overview

This chapter provides the summary of the findings from chapter four, and also it gives the conclusions and recommendations of the study based on the objectives of the study. The objectives determine how staff competencies affected service delivery at the Pensions Department of the National Treasury in Kenya, to establish the effects of in-house training on service delivery at the Pensions Department of the National Treasury in Kenya, to examine how management practice affected service delivery at the Pensions Department of the National Treasury in Kenya and to assess the extent to which employee morale influenced service delivery at the Pensions Department of the National Treasury in Kenya.

5.2 Summary of the Findings

The study found out that performance appraisal rating for employees in the respondents section was fairly carried out however sometimes respondents were not up to date with their work. The study also found that the respondents' supervisors coached them on matters directly affecting their work that also encouraged them to set their goals and work plans. The findings concurs with Miller *et al.*, (2001) and Mansfield (1999) study in that the application of competencies to appraisal, training and other personnel processes will help to increase the performance of employees; and second, that competencies provide a

means of articulating corporate values so that their requirements can be embodied in HR practices and be readily understood by individuals and teams within the organization.

It was found that training employees to their job specifications motivated their attitude to work enhancing service delivery at their work station. This was done by appreciating them compensating them financially and socially. The study further found that every employee was given a chance to attend training. It helped to mold employees by addressing their individual challenges that faced them while discharging their duties and equipping them with the required skills. These findings were in line with Rankin (2004) and Whitaker (1980) who observed that depending on the kind of service being offered, each service has a primary intervention of transforming the customer and that the client himself or herself is the principle beneficiary. Whether it is learning new ideas or new skills (education), acquiring healthier habits (health), or changing one's outlook on family or society (social services), only the individual served can accomplish the change.

The study further found that the level of employee commitment had improved due to good management practice. It improved the attitude of the employees towards their work, it encouraged extra efforts towards their work and it enhanced employees' job performance. Coordination of activities in respondents' departments was carried out well by the management to a great extent. The findings correlated with Murugan (2007) and Mathias (2006) who asserts that management practice is guiding human and physical resources into dynamic organization units which attain their objectives to the satisfaction

of those served, and with a high degree of morale and sense of attainment on the part of those rendering the service.

According to the findings set targets in respondents' sections were usually met due to good relations with their leaders. It also found that positive attitude towards the management as well as fellow employees, team work, efficiency in work, extra working hours and reduced complains thus enhancing service delivery. The findings were in line with Wehrich and Koontz (2005); Parasuraman et al., (1985) in that management practice is the purpose of influencing people so that they will contribute to organizational and group goals adding that managing requires the creation and maintenance of an condition in which individuals work together towards the accomplishment of common objectives.

5.3 Conclusions

The study concludes that service delivery in Pensions Department of the National Treasury in Kenya was inadequately achieved due to poor staff competence thus there is need for the Pensions Department to review its staff competence strategy.

The study also concludes that staff training was an important contributor to individual and group motivation as it increased staff involvement in the organization, improved communication between peers and facilitated change thus in-house training affected service delivery at Pensions Department of the National Assembly.

It further concludes that taking all other independent variables at zero, a unit increase in staff competencies will lead to an increase in the scores of the service delivery. A unit increase in in-house training will lead to an increase in service delivery. On the other

hand, a unit increase in management practice will lead to an increase in the scores of the service delivery; and a unit increase in employee morale will lead to an increase in the scores of the service delivery. This infers that staff competencies influences the service delivery most followed by management practice, in-house training and then employee morale. The study also established a significant relationship between service delivery and the independent variables; staff competencies, in-house training, management practice and employee morale as shown by the p values.

5.4 Recommendation

From the findings, staff competence was inadequate in the organization and this had a negative impact on service delivery thus strict rules and supervision by their supervisors, provision of financial benefits, and provision of good working conditions and appreciation of extra efforts were other competences that would increase the employees' performance and service delivery.

The results of this investigation are quite beneficial for managers and policy makers, the study recommends that since staff competencies influenced service delivery, the organization should provide the employees with job specific training, it should ensure employees receive development opportunities in workplace skills in regular on a regular basis, it should also ensure that sufficient money is allocated for product and solution making, it should ensure that employees are involved in activities that promote professional development, they should also ensure that development programs are consistently evaluated and that the organization should release employees from regular work to attend training and even sponsor them where possible.

From the findings, financial benefits were inadequately offered in the organization and this had a negative impact on staff training thus regular training, increments in pay, allowances, compensations and fringe benefits both on periodic basis as well as on special occasions should be provided to the employees to keep them motivated in their work which in turn result to efficient service delivery. To get employees sustained, energetic commitment, management always has to be resourceful in designing and using incentives. The more a manager understands what motivates subordinates, and the more he relies on motivation incentives as a tool for implementing strategy, the greater will be the employees' commitment to carrying out the plans.

The organisation should enhance their working conditions as well as their conditions that are directed at strengthening career resilience this will consequently result in a more flexible and adaptable employee, traits that are important for the present employer and for the individual who must eventually consider career change. Career motivation should be encouraged as it reflects in the individual's career decisions and behaviours. This will allow the organization to adapt its career systems to changing workforce needs. Employees should be given the opportunity to use a variety of skills, and perform different kinds of work. The most common way to do this is through job rotation. Move employees through a variety of jobs that allow them to see different parts of the company learn different skills and acquire different experiences. This can be very motivating, especially for employees in jobs that are very repetitive or that focus on only one or two skills.

5.4.1 Recommendations for Further Studies

Since the business condition is dynamic and presents new challenges and opportunities, it will be important to replicate this study after duration of five years and establish the position as at that time. This study should be compared with findings from other sectors in order to establish the similarities and differences that may be evident. This will assist the business sector to benchmark with other sectors. Other research tools should also be used like interview guides as well as focus group discussion in order to compare results.

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APPENDICES

APPENDIX I: COVER LETTER

25th November, 2013

Damaris M Kiamba,
P.O. BOX 23891-00100, GPO,
NAIROBI.

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

RE: PROJECT RESEARCH

I am a student of Moi University pursuing a Master of Science Degree in Human Resource Development. Part of the requirement for attainment of this degree is to carry out a research project. The research I am carrying out is on ‘determinants of employees working environment on service delivery at the Pensions department of National Treasury in Kenya’.

To enable me to capture the required data, I am kindly requesting you to answer the simple questions in the attached questionnaire so as to enable me to accomplish the project. All information given is for the purpose of the research project only and shall be treated with strict confidentiality.

I look forward for your humble assistance.

Yours faithfully,

Damaris M Kiamba

APPENDIX II: QUESTIONNAIRE FOR EMPLOYEES

**ALL INFORMATION WILL BE TREATED WITH UTMOST ANONYMITY
AND CONFIDENTIALITY**

SECTION 1: PERSONAL INFORMATION.

(Please tick where applicable)

1. Gender: Male Female

2. Age (in years):

20 and below 21-35 36-45 Above 46

3. Section.....

4. Length of service (in years)

Below 1 year 1-5 6-10 11-15 above 15

5. Position held/Designation.....

6. Educational level: Primary

Secondary

Tertiary

University.....

Others (Specify).....

SECTION II: INFORMATION ON VARIABLES

2.1 Service delivery by employees

Please indicate your level of agreement with the following statements by ticking the appropriate box using the criteria below:

5. Strongly Agree (SA)

4. Agree (A)

3. Neither Agree nor Disagree (N)

2. Disagree (D)

1. Strongly Disagree (SD)

STATEMENTS	SA 5	A 4	U 3	N 2	SD 1
7. Performance appraisal rating for employees in my section is fairly carried out					
8. My working conditions enable me to perform my work effectively and efficiently					
9, Sometimes I am not up to date with my work					
10. My supervisor sets targets which are difficult to attain					
11. Most employees are not well disciplined					

2.2 Staff competencies

Please indicate your level of agreement with the following statements by ticking at the appropriate box using the following ratings:

5. Strongly Agree (SA)

4. Agree (A)

3. Neither Agree nor Disagree (N)

2. Disagree (D)

1. Strongly Disagree (SD)

STATEMENTS	SA 5	A4	N3	D2	SD1
12. My supervisor encourages me to set my goals and work plans					
13. My supervisor helps me accept responsibility for personal and work effectiveness					
14. My supervisor coaches me on matters directly affecting my work					
15. My supervisor makes me feel motivated to work					
16. My supervisor never cares about what I do					
17. My supervisor consults me on matters concerning my work					
18. My supervisor closely monitors me, shouts at me and orders me around					

19. Please give a general comment about staff competence

.....
.....

20. Are there other competencies that you feel will increase your performance? Please explain

.....
.....

21. What is your suggestion on ways to improve staff competencies?

.....
.....

2.3 In- House Training

Please indicate your level of agreement with the following statements by indicating at the appropriate box using the rating criteria shown below: -

5. Strongly Agree (SA)

4. Agree (A)

3. Neither Agree nor Disagree (N)

2. Disagree (D)

1. Strongly Disagree (SD)

STATEMENTS	SA 5	A 4	N 3	D 2	SD 1
22. Regular staff training is conducted at your department					
23. Training offered is relevant to the type of work I do					
24. Training has helped me to perform my work better					
25. I have been able to be assigned more challenging duties after training					
26. Every employee is given a chance to attend training					
27. I have been promoted due to better work performance after training					
28. Training has helped to mould me as an individual					

29. Please explain any other areas that you feel you should be trained on

.....

.....

30. Give any general comments concerning training at your department

.....

.....

2.4 Management Practice

To what extent do you agree or disagree with the statements listed below? Please rate them on the scales indicated below: -

5. Strongly Agree (SA)

4. Agree (A)

3. Neither Agree nor Disagree (N)

2. Disagree (D)

1. Strongly Disagree (SD)

STATEMENTS	SA 5	A 4	N 3	D 2	SD 1
31. Since the introduction of performance contracts, there has been change in management approach to employee performance					
32. Management practice has improved quality of work					
33. Quantity and quality of work has improved					
34. Level of employee commitment has improved due to good management practice					
35. Management practice has increased the level of employee morale					
36. Remuneration and other rewards have improved					
37. As an employee I am highly motivated by the type of management practice in place					

38. Generally speaking, what do you think is the impact of management practice in the department.....

.....

39. What do you think should be added or subtracted to make management practice much better?

Explain.....

.....

2.5 Employee Morale

To what extent do you agree or disagree with the statements listed below? Please rate them on the scales indicated below: -

5. Strongly Agree (SA)

4. Agree (A)

3. Neither Agree nor Disagree (N)

2. Disagree (D)

1. Strongly Disagree (SD)

STATEMENTS	SA 5	A 4	N 3	D 2	SD 1
40. Management has good policies and strategies that motivate staff					
41. Your leaders are fully committed to the well being of employees in your department					
42. Set targets in your section are usually met due to good relations with your leader					
43. There has been great improvement of service delivery in the last three years					
44. There is always smooth flow of work in your section					
45. Coordination of activities in your department are carried out well by the management					
46. Employees are supplied with appropriate working tools					

47. According to you, what are the indicators of employee morale? Please state briefly

.....

48. Do you think employee morale is an important factor on service delivery? Please explain.....

.....

Thank you

APPENDIX III: INTERVIEW GUIDE FOR MANAGERS

1. How do you ensure staff is competent to work in your organization?

.....

How do you ensure in-house training is performed to fit the needs of the employees in order to improve service delivery?.....

.....

As a manager how do you practice leadership in enhancing service delivery at Pensions Department?.....

.....

How do government policies affect service delivery at Pensions Department?

.....

.....

How does employee attitude affect service delivery at Pensions Department?

.....

.....

How do you handle complaints from the clients your serve at Pensions Department?

.....

As a manager how do you ensure targets are achieved?

.....

.....

APPENDIX IV: QUESTIONNAIRE FOR CUSTOMERS

1. How many times have you visited Pensions Department?

Once []

Twice []

Thrice []

More than 3 times []

b. Is it over the same issue?

Yes [] No []

c. If yes kindly indicate why?.....

.....

2. Kindly rate your level of satisfaction in the given areas. Use the scale where 1- To no extent; 2- To a little extent; 3- To a moderate extent; 4- To a great extent and 5 is to a very great extent

	1	2	3	4	5
Staff competency when handling customers at Pensions Department					
Employee service quality to customers					
Level of supervision by the management					
Availability of the managers to respond to customer concerns					
Timeliness of services offered					
Employee attitude					
Overall satisfaction with service delivery					

Appendix V: Research Clearance Permit

CONDITIONS

- 1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.**
- 2. Government Officers will not be interviewed without prior appointment.**
- 3. No questionnaire will be used unless it has been approved.**
- 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
- 5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.**
- 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.**

REPUBLIC OF KENYA

NACOSTI

National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE PERMIT

Serial No. A

CONDITIONS: see I

APPENDIX VI: PROPOSED TIME SCALE

ACTIVITY	DATE
1. Formulation of project proposal	June to November, 2013
2. Development of research instruments	December, 2013
3. Data collection	January, 2014
4. Data analysis and report writing	February and March, 2014
5. Typing, binding and submission to Moi University	April and May, 2014

APPENDIX VII: PROPOSED BUDGET

ITEM	ACTIVITY	INPUT DETAILS	QTY	RATE	TOTAL
				Kshs.	Kshs.
1	Data Collection	Foolscap papers	4 reams	500	2000
	<ul style="list-style-type: none"> • Questionnaire preparation • Distribution of questionnaires 	Ball pens	10	50	500
		Pencils	4	20	80
		Photocopying	4 reams	700	2800
2	Data analysis and write-up	Foolscap papers	1ream	500	500
		Photocopying	2 reams	700	1400
3	Literature review and internal presentation.	Printing	4 sets	1500	6000
4	Compilation and final presentation	Printing & binding	4 sets	2000	8000
5	Data Collection Assistant	Fee			5000
6	Contingencies	Typing, fare etc			6000
GRAND TOTAL					32,280

