DETERMINANTS OF SERVICE DELIVERY IN PUBLIC PRIMARY SCHOOLS IN WEST POKOT COUNTY

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Abstract: **The main purpose of this study was to analyse determinants of effective quality management. The specific objectives were to determine the effect of training on effective service delivery in public schools in West Pokot County, to determine the effect of leadership style on effective service delivery in public schools in West Pokot County, to evaluate the effect of employee remuneration on effective service delivery in public schools in West Pokot County and to determine the effect of employee motivation on effective service delivery in public schools in West Pokot County. The study adopted descriptive survey design to test the hypotheses. The target population for this study was 101 public primary schools. A sample of 28public schools was drawn from the population using stratified random sampling technique. A questionnaire and direct interview tools were used to gather data. Data collected was analysed using descriptive and inferential statistics. The study findings revealed that there was a significant relationship between training, employee remuneration, leadership style and employee motivation, and service delivery in public primary schools. The study is significant to the head teachers, educational officers and government who appreciate and understand the determinants of service delivery in public schools in West Pokot County.**

Keywords: **Leadership, Motivation, Quality Management, Remuneration, Service Delivery & Training.**

I.   BACKGROUND

In Kenya, the quality of education and the need for effective service delivery mechanisms beyond those of institutions themselves are becoming priority themes in national strategies of education. This is driven by the importance attached to education as a driver of growth, support and attainment of the national goals of education, Vision 2030 and the millennium development goals (MDGs) (Materu, 2007; UNESCO, 2003).

Education in Kenya, like the rest of Africa, is experiencing management challenges through heterogeneous students, new funding arrangements, increasing focus on accountability and performance, local to global networking, mobility and collaboration. These changes have challenged school administrators, more than ever before, on the need to review effective service delivery methods, assessing the impact of managing change, participation in competition and the requirements for national, regional and international integration (Lemaitre, 2009).

The core function of the school is effective service delivery to the learners and the community. Gamage and Pang (2003) distinguished between teachers' effectiveness and performance. They argued that teacher effectiveness is the degree to which a teacher achieves desired effects on pupils while teacher performance is the way in which a teacher behaves in the process of teaching. They further argued that teachers' competence is the extent to which a teacher possesses the

knowledge and skills necessary or desirable to teach. Supporting these arguments, Gamage and Pang (2003) argued that teachers should be provided with basic monitoring and evaluation tools for effective administration and supervision of curriculum activities.

Effective teaching and learning is achieved through communication and administration of instructional programmes, teacher management, school's community relations and administration of school business such as budgeting, financing and purchase of materials (Armstrong 2009; Gupta, 2009). As such, an effective school has to develop certain rules for carrying out these functions which include development and maintenance of the school organizational structure, school culture and the recognition of future requirements (Olembo et al, 1992). Structural flaws such as delegation of insufficient authority, holding one individual accountable to more than one job and the confusion of roles in a school setting, should be defined in terms of results expected and such positions should be arranged so that work would be carried out with maximum effectiveness (Gamage and Pang, 2003).

Performance of schools in West Pokot County has for years been on the decline occasioning transfers of head teachers and teachers. The transfers have neither improved school's performance nor effectiveness of school management. Although a number of studies have been done on the concept, there exists insufficient literature on the application of human resource factors for effective service delivery in public primary schools. It is against this background that the researcher intends to carry out a study on determinants of service delivery in public schools in West Pokot County.

Research Objectives

The study was guided by the following objectives:

a) To determine the effect of training on effective service delivery in public schools in West Pokot County

b) To determine the effect of leadership styles on effective service delivery in public schools in West Pokot County

c) To evaluate the effect of employee remuneration on effective service delivery in public schools in West Pokot County

d) To determine the effect of employee motivation on effective service delivery in public schools in West Pokot County

2.   THEORETICAL FRAMEWORK

Abraham Maslow's theory

Abraham Maslow, a theoretical psychologist analysed what human beings seek in their lives and developed the Needs-Hierarchy concept (Armstrong, 2009). The Maslow's hierarchy of needs can be used as a basis that identify various benefits an organization can offer employees to satisfy individual needs and subsequently increase revenue and decrease expenses (Bennell and Akyeampong, 2007). Maslow's theory identified the physiological need to be the most basic human need, which includes the need for food, water, air and shelter. This need can be met by through monetary compensation, a comfortable work environment and a healthy work-life balance (Armstrong, 2009). The second level, safety, is defined as the need to be safe from physical and psychological harm. This need is supported by providing employees with medical benefits, job security and retirement plans (Carr et al, 2011; Pink 2010, Bennell and Akyeampong, 2007). The social need or the need for affection and belonging can be applied to the organization by providing the teacher with a sense of importance. Teams or welfare programmes such as educational tours/outings can be organized to satisfy this need (Armstrong, 2009). Esteem need as identified by Maslow suggests that all individuals have a need for a firmly based high evaluation of themselves for self-esteem and for the esteem of others, (Armstrong, 2009). In modern school system, the esteem need can motivate teachers through recognition for their work, or defining work with specific career development possibilities. The final need, the need of self-actualization or the desire for self-fulfilment, is achieved by an individual becoming everything that they are capable of. For example, teachers get promoted to higher grades and responsibilities. At this level, teachers become motivated and inspired to perform at their highest levels (Carr et al, 2011; Pink, 2010).

Teacher motivation may be viewed as the engine that converts changes in the internal environment to the individual performance and service quality that lead to the necessary external student learning improvement as well as community satisfaction level. Without understanding such fundamentals, it becomes impossible to reveal the potential for the school's success (Armstrong, 2009).

McGregor's Theory X and Y

Social psychologist Douglas McGregor expounded two contrasting theories on human motivation and management in the 1960s: The X Theory and the Y Theory. McGregor identified Theory Y as the basis of good management practice, pioneering the argument that workers are not merely cogs in the company machinery as Theory X-Type organizations seemed to believe (Paarlberg et al, 2008). According to Bunmi (2007), Theory X assumes that people dislike work and therefore avoid it and do not want to take responsibility while Theory Y assumes that people are self-motivated and thrive on responsibility. Paarlberg et al (2008) and Bunmi (2007) argue that the theories look at how a manager's perception of what motivates his or her staff members affects the way he or she behaves. By understanding how manager's assumptions about employees' motivation can influence the head teachers' management style, he/she can adapt his/her approaches appropriately and so manage teachers, students and parents more effectively, (Bunmi, 2007). The school management style is strongly influenced by the head teacher's beliefs and assumptions about what motivates members of his/her staff. For example, if the head teacher believes that staff members dislike work, he/she will tend towards an authoritarian style of management. On the other hand, if he/she assumes that teachers take pride in doing a good job, will tend to adopt a more participative style (Paarlberg et al, 2008).

In a theory X organization, the head teacher is authoritarian and a centralized control is retained, whilst in theory Y, the leadership style is participative; that is, management involves the staffs in decision making, but retains power to implement decisions. Theory X teachers tend to have specialized and often repetitive work habit but in theory Y, the teachers tend to be organized in their schools around wider areas of skill or knowledge (departments) and are also encouraged to develop expertise and make suggestions and improvements, (Armstrong 2009, Bunmi, 2007).

According to Perry and Hondeghem (2008), trained, remunerated and motivated employees tend to play essential roles within an organization thereby making them essential and beneficial. Teachers are likely to be motivated in diverse ways taking into consideration their various positions or ranks within the school. In order for teachers to be efficient, it is necessary for the head teacher to understand what actually motivates his/her staff within the environment of the roles they perform. This is basically due to the fact that strategies involved in the process of employee motivation are considered not to be static (Perry and Hondeghem, 2008; Schermerhorn, 2010).

3. CONCEPTUAL FRAMEWORK

In carrying out the study, the researcher identified four independent variables for study as determinants of effective quality management on service delivery in public schools in West Pokot County. The variables are training, leadership style, employee remuneration and motivation. However, intervening variables such as the organisational policy, which includes the school's policy and procedures, may affect the variables under study. The table below shows the conceptual framework of the study.
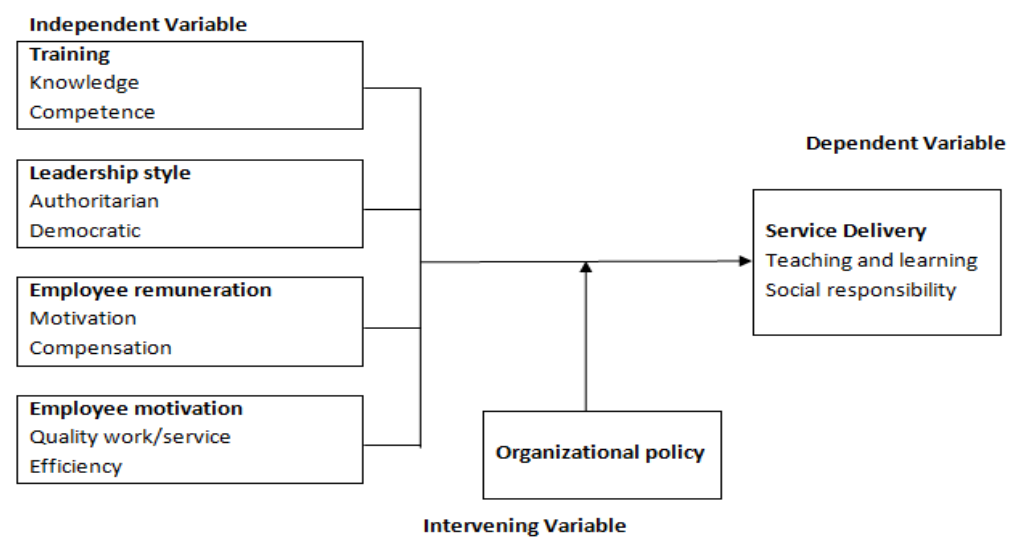
Figure 1: Conceptual Framework

Effect of training on effective service delivery

According to Armstrong (2009) the core of any organization is its human capital; the strength or weakness of this capital is reflected in the overall performance of the institution. He recognised the need for, and appreciation of employee training and development. He contends that it ensures that the organisation functions according to promulgated government regulations and has skilled competent staff. This is supported by Marquardt et al. (2000) who highlight that employee training and development are playing an increasingly important and strategic role in the economic success of organizations which recognize that they now operate in a new global economy. Nutting (2000) adds that employers should develop training or learning paths for employees based on criteria such as their status, title, or job description.

In fact, schools have to constantly introduce new managerial practices and instruments in order to be more competitive and effective in teaching and learning as well as public service delivery, (Schermerhorn et al, 2001). Training has been found to be positively related to quality management as it continually improves school processes, teachers and systems. Marquardt et al (2000) established a coherent relationship between training and organizational outcomes. He states that training is considered a vital function for all organizations regardless of their specialization or size.

Lagrosen and Lagrosen (2005) argued that if there is an intention to improve the quality of services provided by the school, it follows that it must start with improving the quality of the head teacher. The head teacher has to have the necessary leadership qualities, skills and knowledge in order to coordinate and ensure effective quality management. One of the most important enabling factors for systematic quality work is the head teacher's education, training, participation and commitment, (Marquardt et al, 2000; Oladipo et al, 2013).

Effect of Leadership Style on Effective Service Delivery

A leader can be defined as a person who delegates or influences others to act so as to carry out specified objectives. According to Nahavandi (2002) and Murray (2007), leadership is a social influence process in which the leader seeks the voluntary participation of subordinates in an effort to reach organization goals (Jeremy et al 2012). Leadership style is relatively the consistent pattern of behaviour that characterizes a leader (Gamage and Pang, 2003). There are three types of leadership: authoritarian, democratic and laissez-faire. Each type of leadership impacts organizational performance differently. Authoritarian leadership is commanding and sets clear expectations for employees in the organizational. Democratic leadership encourages feedback and input from administration or the staff regarding organizational performance. Laissez-faire is a hands-off approach, where managers and employees work according to their own preference and schedule. This leadership style can lead to poor motivation and work practices, (Wong, 2003; Voon et al, 2011).

According to the Oladipo et al (2013), the success or failure of an organization, nation and other social units has been largely credited to the nature of their leadership style. Today's schools need effective leaders who understand the complexities of the rapidly changing global environment. For example, if the tasks are highly structured and the leader has skills and with good relationship with the staffs, effectiveness will be high on the part of the staffs (Jeremy, et al, 2012; Murray, 2007). An effective head teacher influences teachers in a desired manner in order to achieve the desired school goals. Different leadership styles may affect organizational effectiveness or performance, (Nahavandi, 2002; Barchiesi, et al, 2007). A study conducted by Jeremy et al (2012) explained that in a manufacturing company, leadership is really a process for impacting on others commitment towards recognizing their full potential in achieving goals, vision with passion and integrity. Based on this study, the relationship between the head teacher and the staffs give satisfaction which is considerably affected through the leadership style adopted by the head teacher.

While exploring the relationship between organizational culture and style of leadership, Voon et al (2011) used factors like charismatic leadership, transformational leadership and transactional leadership and found out that there was an influence of a leadership style on employee's job satisfaction in public sector organizations in Malaysia. In the study, they also used factors like salaries, job autonomy, job security and workplace flexibility to find out their relationship with transformational and transactional leadership style. Out of these factors, they found that transformational leadership style had a stronger relationship with job satisfaction. Chung – Hsiung et al (2009) found that leadership style can affect organizational commitment and work satisfaction positively and work satisfaction intern can affect organizational commitment and work performance positively. Thus, leadership style can affect trust and satisfaction of teachers and school behaviour further enhances the relationship between leadership style and commitment directly.

Effect of employee remuneration on effective service delivery

According to Unison (2011), money is the most significant motivational strategy in any organization. Taylor and his scientific management associate in 1991, described money as the most important factor in motivating the industrial workers to achieve greater productivity. The study found that money possesses significant motivating power in as much as it symbolizes intangible goals like security, power, prestige, and a feeling of accomplishment and success (Carr et al 2011). According to the UNESCO/USAID (2006) report on Strategic framework for teacher education and professional development, it advocated for the establishment of incentive wage system as a means of stimulating teachers to higher performance, commitment and eventually satisfaction, (USAID (2006).

Research relating to pay and motivation suggests that effective organizations compensate people in amounts and in ways that allow individuals to mostly forget about compensation and instead focus on the work itself (Pink 2010). This suggests that a sufficiently high level of base pay would motivate more effectively. Pink (2010) and Unison (2011) argued that tailoring pay to the relevant labour market conditions is usually a necessary, but not sufficient, factor to ensure good performance.

Becket and Maureen (2008) and Carr et al (2011) explain that pay adequacy has the power to attract, retain, and motivate individuals towards higher performance.

Effect of employee motivation on effective service delivery

Motivation is defined by Bennell and Akyeampong (2007) as the development of a desire within an employee to perform a task to his/her greatest ability based on that individual's own initiative. Armstrong (2009) on the other hand defined motivation as an educational programme which channels the employee efforts towards organizational activities and thus increasing the performance of the said boundary spanning roles. According to Baldoni (2005), although this concept is widely agreed to be one of the key management tasks, it has frequently been suggested that no single individual person can motivate others but can only create conditions for others to be self-motivated. Teacher performance fundamentally depend on many factors like performance appraisals, motivation, satisfaction, compensation, Training and development, job security, school structure and others (Latt, 2008).

Walker and Dimmock, (2000) contend that motivation is the force that energizes, directs and sustains a person's effort towards the achievement of a goal. A highly motivated teacher will work hard towards the achievement of school goals, given the ability and adequate understanding of the job. Therefore, the challenge for today's head teacher is to administer motivational programmes which will encourage staffs to improve their work performance and productivity.

Employee motivation is one of the practices to increase quality management and service delivery amongst employees in an organization. A motivated teacher is responsive of the definite goals and objectives that must be achieved, therefore directing efforts in that direction. Fard et al (2010) reported that motivation formulates an organization more successful because provoked employees are constantly looking for improved practices to do a work, so it is essential for head teachers to persuade motivation of their staffs (Latt, 2008). Motivated teachers are inclined to be more productive than non-motivated teachers.

Summary

Schools face challenges due to rising expectations for their schools and schooling in a century characterized by technological innovation, migration and globalization. The failure of public schools may be attributed to shortages of qualified head teachers. This may be more of a perception than a major concern. Although resources per se are necessary for schools to function, they are not sufficient to achieve effective teaching and learning. Globally, school performance results are not raised singularly by resources but on how such resources are managed and used to provide schools with needed in-puts and more important, the ability of teachers to transform in-puts into learning. The greater issue may be the need for a new approach that focuses on the determinants of effective service delivery. The contribution of schools to student learning most certainly depends on the motivations and capacities of teachers and administrators, acting both individually and collectively. The theory models indicate various levels of management and service delivery such as the student level, the classroom level and the school level. Training, motivation and effective leadership makes a difference in improving teachers' performance, student learning process and community participation.

4.   RESEARCH METHODOLOGY

Research Design

The study used descriptive survey design in conducting the research. According to Mugenda and Mugenda (1999), a descriptive research is a process of collecting data in order to test hypothesis or to answer questions concerning current status of subject of study. Descriptive survey method involves extensive observation and note taking as well as in-depth narrative. The purpose is to determine and report as they are. It attempts to describe behaviour, attitudes, values and characteristics, (Kothari, 2003). This approach is appropriate for this study because it involves fact finding and enquiries to determine/evaluate determinants of effective service delivery in public schools in West Pokot County.

Target Population

The target population for this study was 101 public primary schools in West Pokot County. However, due to rare availability of time and money to gather information from every school, the goal becomes finding a representative sample of that population drawn from public primary schools in West Pokot sub-county. The sample of the study will comprise 28 public primary schools chosen through stratified random sampling. Purposive sampling was used to select particular teachers in the schools. This included the head teacher, curriculum coordinator and boarding master in boarding primary schools. The choice was prompted by the fact that they are the people who carry out routine supervision and monitoring of service delivery in the school and are authorized to manage resources in a public primary school. The choice of the head teachers is because they are the persons who exercise overall management of the school and the accounting officers of public schools. They are directly involved in leadership and financial management of the public school. Curriculum coordinators are the immediate supervisors of teaching and learning in the school. They are directly charged with the responsibility of effective service delivery in public primary schools.

Sample Frame

The study focused on public schools in West Pokot County. According to Kothari (2003), for a population of more than 10,000, a sample size of 385 is representative. Based on this sampling, the researcher used a stratified random sample of 28 public primary schools distributed across the three divisions of West Pokot sub County. The actual teachers to be interviewed will be arrived at using simple random procedure and a total of 56 interviews were carried out in 28 public schools.

Table 4.1 Sample frame

Division	Population	Sample Size
Siyoi	36	10
Mnagei	42	12
Kong'elai	23	6
Total	**101**	**28**

Sampling Technique

The research used stratified random sampling technique in the selection of 28 public primary schools from where respondents were interviewed. Stratified random sampling is a probability sampling technique in which the researcher puts the entire target population into different sub-groups or strata and then randomly selects proportionally from each stratum. This will ensure selection of schools from all parts of the county. The population was stratified according to the size and location of the school. The research applied proportionate stratification and the actual head teachers and teachers to be interviewed were arrived at by using simple random procedure to get a sample from each stratum.

Data Collection and Analysis

The primary source of data was the questionnaire formulated and administered. The research highly depended on the primary sources of data but also examined some secondary sources including school reports, education journals, articles, theses and internet sources. Introduction letters were presented to the respondents to seek their approval to administer the questionnaire.

Data was mainly collected using questionnaires and interview schedules. Kothari (2009) states that a questionnaire consists of a number of questions printed or typed in a definite order on a form or set of forms. The questionnaires were delivered to the respondents who were expected to read and understand the questions and write down their responses in the spaces provided after each question. The questionnaires were self-administered. This method has low costs in administration, free from the bias of the interviewer, respondents have adequate time to give well thought out answers, respondents who are not easily approachable can be reached conveniently and large samples can be used making the result more dependable and reliable (Mugenda and Mugenda, 1999). The questionnaire had two parts. The first part was designed to obtain background data of the respondents. The second part addressed the four determinants of service delivery in public schools in West Pokot County. They were training, leadership style, employee remuneration, and employee motivation.

Data collected was coded as received cautiously to avoid errors. Frequency analysis helped to reveal preliminary problems that had to be corrected by advanced statistical computations. Data from questionnaires are presented in frequencies and percentages using statistical package for social sciences (SPSS). Quantitative data from the questionnaires were analysed in themes and categories, identifying similarities and differences that emerge (Mugenda and Mugenda, 1999). Quantitative data analysis was done through regression model.

5. STUDY FINDINGS AND DISCUSSIONS

Response Level

The study intended to collect data from 56 respondents in the 28 study sample schools identified for the study. However, data was successfully collected from 49 respondents. This represented a response rate of 87.5% of the target population. According to Mugenda and Mugenda (1999), 80% to 90% return rate is enough for a descriptive survey study as it falls within the confidence of a large sample size (n $\geq$ 30). This provides a smaller margin of error and good precision (Anderson, et al 2003). Therefore this response rate was appropriate for data analyses and discussion of this research.

Type of School

The type of school was sought in order to categorize the schools based on the three categories as shown in table 5.1.

Table 5.1: Type of Public Primary Schools

Category	Frequency	Percent
Public Day school	47	95.9%
Public Boarding and Day School	2	4.1%
Public Boarding School	0	0%
Total	**49**	**100%**

The findings of the study show that 95.9% are day schools and 4.1% are boading and day public schools in West Pokot County. Boarding schools accommodate day scholar students. There was no pure boarding school. This implies that most of the schools offer day services to students in West Pokot County.

Demographic Characteristics of Respondents

The study sought to determine the demographic characteristics of the respondents based on gender, age and level of education and training. The aim was to describe the characteristics of the respondents which were likely to have a bearing on their individual responses to the research items. A number of questions were asked in order to know the profile of the respondents of this study.

Gender of the Respondents

The study sought to find out the gender of the respondents. Gender was categorized as male and female as shown in table 5.2

Table 5.2: Gender of the Respondents

Variable	Category	Frequency	Percent
Gender	Male	20	40.8%
	Female	29	59.2%
	Total	49	100%

From the table, gender distribution of the survey responses show that there were 40.8 % males and 59.2 % females. This means that more female teachers in the schools and are involved in the management of service delivery in public primary schools in West Pokot County. The implication to this study is that information was collected from both genders.

Age of the Respondents

Age of the respondents was sought for purposes of categorizing them according to age brackets as shown in table 5.3.

Table 5.3: Age of the Respondents

Variable	Category	Frequency	Percent
Age	20-30	14	28.6%
	31-40	23	46.9%
	Above 40	12	24.5%
	Total	49	100%

The table above age analysis indicate that 28.6% were in the age bracket of 20–30 years, 46.9% were in the age bracket of 31–40 years and 24.5% were in the age bracket above 40 years. It thus shows that more teachers in West Pokot County are below 40 years. From the results, it implies that a majority of the teachers in the target sample of the age bracket of 31-40 years. This is the prime age for teachers in the teaching profession who could understand the determinants of service delivery. The implication of this finding is that information was obtained from all the age brackets.

Education Levels

The education and training levels of respondents was sought in order to provide basic information on their distribution within the schools as service providers. Their data is shown in table 5.4.

Table 5.4: Education Levels of Respondents

Variable	Category	Frequency	Percent
Education level	Certificate	30	61.2%
	Diploma	16	32.7%
	Degree	3	6.1%
	Masters	0	0%
	Total	49	100%

From the table, the education and training distribution of respondents indicated that 61.2% had certificates, 32.7% had Diplomas while 6.1% had degree level of education. There was no teacher with masters degree (0%). This implies that data was collected from knowledgeable respondents and therefore understood the intention of the study and the information they provided.

Work Experience

Work experience was sought in order to categorize respondents based on the number of years they had worked as teachers. Table 5.5 shows the experience bracket respondents had worked.

Table 5.5: Work Experience categories

Variable	Category	Frequency	Percentage
Work experience	1-5	3	6.2%
	6-10	12	24.5%
	11-15	23	46.9%
	Above 15	11	22.4%
	Total	49	100%

Work experience analysis indicated that 6.2% of the teachers had taught between 1-5years, 24.5% had taught for 6-10 years, 46.9% had taught for 11-15 years and 22.4% had taught above 15 years. This means that majority of the teachers have taught below 15 years. This implies that data was collected from experienced respondents and therefore could provide information necessary for this study.

Analysis of Specific Objectives

The effect of training on service delivery in public schools in West Pokot County

The study sought to determine the effect of training on effective service delivery in public schools in West Pokot County. The results of the study were as shown in table 5.6.

Table 5.6: Effect of Training on Service delivery

Statement	SA	A	UD	D	SD
Teacher enhancement is achieved through training and helps improve teacher – student relationship	73.5%	26.5%			
1. The head teacher has adequate knowledge and skills to manage teaching and learning in the school	2.0%	12.2%	2.0%	67.3%	16.3%
2. Training enhances competence and helps to increase motivation level	77.8%	22.4%			
Training enables the teacher to be accountable and authoritative in making decisions	38.8%	61.2%			

Notes: SA-strongly agree, A-agree, UD- undecided, D- disagree, SD- strongly disagree

The research findings show that majority (73.5% strongly agreed) and 26.5% of the respondents agreed with the opinion that teacher enhancement is achieved through training and helps improve teacher – student relationship. 67.3% strongly disagreed with the opinion that their head teachers had adequate knowledge and skills to manage teaching and learning in the school while 16.3% also disagreed. However, 2.0% and 12.2% of the respondents strongly agreed and agreed that the head teachers of their schools had adequate knowledge and skills to manage teaching and learning in their schools. 2.0% were undecided on the opinion. 77.8% of the respondents strongly agreed and 22.4% agreed that training enhances competence and helps to increase motivation level. 61.2% of the respondents agreed and 38.8% strongly agreed that training enables the teacher to be accountable and authoritative in making decisions. From this finding it could therefore be concluded that training is an important aspect for effective service delivery in public primary schools in West Pokot County.

The effect of leadership styles on service delivery in public schools in West Pokot County

The study sought to determine the effect of leadership styles on effective service delivery in public schools in West Pokot County. The fondings are as shown in table 5.7.

Table 5.7: Effect of Leadership Style on Service delivery

Statement	SD	D	UD	A	SA
Teachers need to be supervised closely or they are not likely to do their work	40.8%	42.9%		10.2%	6.1%
The head teacher always retains the final decision making authority in the school			2.1%	53.1%	44.9%

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The head teacher tries to include one or more members of staff in determining what to do and how to do it. However maintains the final decision making authority	38.8%	46.9%	6.1%	8.2%	
The head teacher does not consider suggestions made by other staffs as he/she has no time for them	4.1%	8.2%	2.0%	46.9%	38.8%
Head teacher and teachers are held responsible for the KCPE results of the school				32.7%	67.3%
The school has a strategic framework of core beliefs, practices and goals for improving student achievement	18.4%	59.2%	4.1%	14.3%	4.1%

Notes: SA-strongly agree, A-agree, UD- undecided, D- disagree, SD- strongly disagree

From the table above, the study findings show that 4.08% of the respondents strongly disagreed with the opinion that teachers need to be supervised closely or they are not likely to do their work. 42.9% of the respondents disagreed with the opinion. However, 10.2% agreed and 6.1% strongly agreed with the opinion. It therefore means that in most of the sample schools, teachers worked on their own volition. 44.9% of the sample respondents strongly agreed and 53.1% agreed that the head teacher always retains the final decision making authority in the school while 2.1% were undecided on the opinion. This implies that head teachers in the sample public primary schools had the final decision making authority.

Majority of the respondents disagreed with the opinion that the head teacher tried to include one or more members of staff in determining what to do and how to do them. However maintains the final decision making authority. 46.9% disagreed and 38.8% strongly disagreed. 8.2% agreed with the opinion and 6.1% were undecided. 46.9% agreed while 38.8% strongly agreed with the opinion that the head teacher did not consider suggestions made by other staffs as he/she had no time for them. However, some respondent disagreed with the claim (8.2% disagreed and 4.1% strongly disagreed). 2.0% of the respondents were undecided on the opinion. The study findings revealed that 67.3% of the respondents strongly agreed and 32.7% agreed that the head teacher and teachers are held responsible for the KCPE results of the school. The study findings also found that 59.2% disagreed and 18.4% strongly disagreed with the opinion that their schools had a strategic framework of core beliefs, practices and goals for improving student achievement. 14.3% agreed and 4.1% strongly agreed. 4.1% of the respondents were undecided on this opinion. The study findings imply that leadership style in the management of public primary schools is an important aspect of service delivery.

The effect of employee remuneration on service delivery in public schools in West Pokot County

The study sought to evaluate the effect of employee remuneration on effective service delivery in public schools in West Pokot County. The research findings are as shown in table 5.8.

Table 5.8: Effect of Employee Remuneration on Service delivery

Statement	SD	D	UD	A	SA
I am satisfied with the salary and allowances I draw at present	10.2%	61.2%		22.4%	6.1%
Financial incentives motivates me more than non-financial incentives		4.1%		63.3%	32.7%
Salary increments given to teachers who do their job very well motivates them		4.1%	4.1%	51.0%	40.8%
Good physical working conditions are provided in my school	28.6%	65.3%		6.1%	
Teachers in the school feel secured in their job	16.3%	53.1%		26.5%	4.1%

Notes: SA-strongly agree, A-agree, UD- undecided, D- disagree, SD- strongly disagree

The study findings show that majority of the respondents, 61.2% disagreed and 10.2% strongly disagreed with the opinion that they were satisfied with the salary and allowances they drew presently. However, 22.4% were satisfied and 6.1% strongly agreed. 63.3% of the respondents agreed and 32.7% strongly agreed with the opinion that financial incentives motivated them more than non-financial incentives. Study findings revealed that 51.0% of the respondents agreed and 40.8% strongly agreed that salary increments given to teachers who do their job very well motivates them. 4.1% of the respondents disagreed and 4.1% were undecided. 65.3% of the respondents disagreed and 28.6% strongly disagreed with the opinion that good physical working conditions were provided in their schools. However, 6.1% agreed. 53.1% of the respondents disagreed and 16.3% strongly disagreed that teachers in the schools felt secured in their jobs. 26.5% agreed

and 4.1% strongly agreed. From the study findings, it could be concluded that employee remuneration is a major aspect in the management of public primary schools to ensure service delivery.

The effect of employee motivation on service delivery in public schools in West Pokot County

The study sought to determine the effect of employee motivation on effective service delivery in public schools in West Pokot County. The findings were as shown in table 5.9.

Table 5.9: Effect of Employee Motivation on Service delivery

Statement	SA	A	UD	D	SD
Being expected to take responsibility for tasks			2.0%	40.8%	57.1%
Praise and acknowledgement				61.2%	38.8%
Financial rewards and allowances				46.9%	53.1%
Work environment including school management style				63.3%	36.7%
High morale teachers give better performance and productivity due to knowledge, skills and positive attitude				26.5%	73.5%

Notes: SA-strongly agree, A-agree, UD- undecided, D- disagree, SD- strongly disagree

From the study findings 57.1% of the respondents said that being expected to take responsibility for tasks greatly increased his/her motivation to work while 40.8% felt that it tended to increase his/her motivation to work; and 2.0% said it had no effect on his/her motivation to work. Praise and acknowledgement greatly increased the motivation to work for 38.8% of the respondents and tended to increase the motivation to work for 61.2% respondents. 36.7% of the respondents said work environment including school management style greatly increases their motivation to work; while 63.3% said it tended to increase their motivation to work. 73.5% of the respondents strongly agreed and 26.5% agreed that high morale teachers gave better performance and productivity due to knowledge, skills and positive attitude.

Reliability Analysis

Reliability refers to the degree to which an assessment toll produces stable and consistent results (Mugenda and Mugenda's 1999). The questionnaire was first administered to a pilot sample and purification of the scales started with computing reliability coefficient using cronbach's Alpha in accordance with Mugenda and Mugenda's (1999) recommendation. This is because of the multi-dimensionality of the study constructs. Cronbach's Alpha was computed separately for the study variables to assess the internal consistency or homogeneity among variable measures (Kline 2000, George and Mallery 2003). The results are as presented in table 5.10.

Table 5.10: Cronbach's Reliability Test

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.965	.974	20

The results indicate that the variables were reliable since it established the Alpha value 0.965 which is above the value 0.700 standard value for reliability hence the sample passed reliability test.

Inferential Statistics

In this study, regression was used to analyse the relationship between the determinants of service delivery and service delivery in public primary schools in West Pokot County. This method was used because of its flexibility and can be used to forecast dependent variable from a set of predictors that may be discrete (Mugenda and Mugenda 1999). The study sought to analyse and establish the extent to which a variable affects employee performance. Each variable was correlated and regressed at 95% confidence interval with employee service delivery. Regressions of variables' findings were presented as follows:

Table 5.11: Regression Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					F Change	df1	df2	Sig. F Change	
1	.882ª	.879	.859	.219	38.716	5	44	.000	

R is a Pearson correlation between predicted values and actual values of dependent variable.

R^2 is multiple correlation coefficients that represent the amount of variance of dependent variable explained by the combination of the predictors. The significant F (P value) = .000 shows there is no significant relationship between the independent variables and the dependent variable.

Table 5.12: Regression Coefficients Results for Service Delivery

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.600	.097	.626	6.163	.000
	Training	.710	.101	.754	7.063	.000
	Leadership Style	.418	.156	.325	2.673	.000
	Employee Remuneration	.274	.203	.349	1.345	.000
	Employee Motivation	.456	.433	.269	2.673	000
	a. Dependent Variable Service Delivery					

The study findings indicate that 85.9% (r = .859) of the data used in the regression model could be accounted for in the regression model (R squared) while the comparison of the model was significant to imply that the model had been correctly computed (P = 0.00). The coefficients in the regression equation were used to compute he regression equation as follows:

Y (Service Delivery) = 0.600 + 0.754 (training) + 0.325 (Leadership style) + 0.349 (Employee remuneration) + 0.269 (employee motivation) + 0.114 (error).

The results were interpreted to mean that the determinants were valuable to higher levels of service delivery in public primary schools in West Pokot County. Training contributed about 75.4% for effective service delivery; employee remuneration was important for effective service delivery in public primary schools as it contributes about 34.9%; leadership style is an import factor in service delivery contributing 32.5% and employee motivation contributes 26.9%.

The study revealed that there was a significant relationship between Training and service delivery (P value = 0.00); between employee remuneration and service delivery (P value = 0.00); between leadership style and service delivery (P value = 0.00) and between employee motivation and service delivery (P value = 0.00).

These findings could be interpreted to mean that service delivery in public primary schools can be determined by training, employee remuneration, leadership style and employee motivation. It was established that head teachers and other school managers should have appropriate knowledge, skills and attitudes to ensure effective service delivery in public schools (Adrian, 2003).

Testing Hypotheses

The study tested the hypotheses identified in the study and computed the following results.

HO₁ - Training does not have a significant effect on effective service delivery in public schools in West Pokot County. The findings revealed that there was a significant relationship between training and effective service delivery (P value = 0.00). The study rejected the null hypothesis.

HO$_2$ - Leadership style does not have a significant effect on effective service delivery in public schools in West Pokot County. The findings revealed that there was a significant relationship between leadership style and effective service delivery (P value = 0.00). The study rejected the null hypothesis.

HO$_3$ – Employee remuneration does not have a significant effect on effective service delivery in public schools in West Pokot County. The findings revealed that there was a significant relationship between employee remuneration and service delivery (P value = 0.00). The study rejected the null hypothesis.

HO$_4$ – Employee motivation does not have a significant effect on effective service delivery in public schools in West Pokot County. The findings revealed that there was a significant relationship between employee motivation and effective service delivery (P value = 0.00). The study rejected the null hypothesis.

6. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary of Findings

The study sought to analyse determinants of service delivery in public primary schools in West Pokot County and the following were the study findings

All the variables, training, leadership style, employee remuneration and employee motivation have significant positive relationship with service delivery (training Beta value = .754, P value = .00, employee remuneration Beta value = .349, P value = .000; leadership style Beta value = -.325, P value = .000 and employee motivation Beta value = .269, P value = .000). Hence HO$_1$ - Training does not have a significant effect on effective service delivery in public schools in West Pokot County; HO$_2$ - Leadership style does not have a significant effect on effective service delivery in public schools in West Pokot County; HO$_3$ – Employee remuneration does not have a significant effect on effective service delivery in public schools in West Pokot County; and HO$_4$ – Employee motivation does not have a significant effect on effective service delivery in public schools in West Pokot County are rejected since none of the B's $\neq$ 0 and the P-values are less than Alpha. In addition the explanatory power of service delivery determinants on the variability of national examination responsibility results is strong at 72.9 per cent (R =0.729).

Conclusions

The study was an attempt to analyse the determinants of service delivery in public primary schools in West Pokot County. The concept of service delivery and its determinants were introduced by reviewing the existing literature. Service delivery is a concept in human resource management. Building on various conceptualizations adapted from other disciplines, it has been concluded that the concept of service delivery is characterized by four constructs namely training, leadership style, employee remuneration and employee motivation.

In conclusion, the findings of this study have important implications for both human resource management literature and practice. This study forms part of the empirical inquiries into the concept of service delivery in public primary schools. Head teachers and other school managers will also find some useful implications that are relevant and can be applied in designing strategies to improve academic performance. Further testing and refinement of the model is necessary in order to fully leverage the potential of effective school service delivery.

Recommendations of the study

The study provides valuable recommendations to theory and practice. The researcher believes that the recommendations will provide vital insights to both scholars and practitioners in human resource management and help fill the knowledge gap in the field model of service delivery in the context of public primary schools.

1. All head teachers and other school managers should endeavour to understand the implications of training, leadership styles, employee remunerations and employee motivations in their daily work functions.

2. School administrators should acknowledge that management of service delivery in public primary schools is a powerful tool to improve academic and social performance of the school.

3. Service delivery is a human resource function and hence personnel development, management and motivation are key to meet customer needs. It is therefore recommended that school managers need to be trained and equipped with appropriate knowledge and skills to ensure effective service delivery.

4. Ministry of education together with teachers service commission need to create appropriate systems to support school programmes in terms of management training, leadership, motivation and remuneration of school managers.

Suggestions for Further Research

The study had its limitations due to the cross-sectional nature of the research. The study did not capture long-term service delivery dynamics. Future research may consider the use of longitudinal survey method to remedy this work. Future research could compare the service delivery in both public and private primary schools. This would test if there are differences in the two settings.

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