

DETERMINANTS OF SERVICE DELIVERY BY TEACHERS IN PUBLIC PRIMARY
SCHOOLS IN KWANZA ZONE, TRANS-NZOIA COUNTY, KENYA

BY

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DECLARATION

DECLARATION BY THE CANDIDATE

This thesis is my original work and has never been presented for this or any other award. No part of this thesis may be reproduced except in fair discourse and research and source acknowledged.

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DEDICATION

I dedicate this work to my beloved family that accorded me moral support, financial support and an ample time when writing this thesis. My wife was a great source of drive that always gave me both financial and moral support especially during difficult financial times. I also dedicate it to my dear parents who always gave me high inspiration and encouragement. Their support and advice were fundamental to a successful accomplishment of research and writing of this thesis.

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ABSTRACT

Service delivery in an organization is not about the actual product sold but about an experience, that exceeds customers' expectations. This is very critical for any learning institution in order for it to achieve its set objectives. However, this is not always the case due to a myriad of challenges faced by teachers. This study therefore examined the determinants of service delivery by teachers in public primary schools in Kenya with a focus on Kwanza Zone in Trans-Nzoia County. The objectives of this study were to: determine the effect of managerial approaches and strategies in service delivery; establish the existence of supervisory skills and strategies in service delivery and assess the functionality of social support measures in service delivery. Goal Setting Theory that argues that performance goals motivate employees, mobilize their effort, direct their attention, increase their persistence and affect strategies they use to accomplish a task guided this study. This study adopted survey research design. Target population comprised 333 teachers from Kwanza Zone, and the study involved a sample of 112 participants that was selected through a simple random sampling technique. Questionnaires containing closed-ended questions were used. Data collected was summarized and coded using descriptive statistics, and input in statistical package for social science (SPSS) and analyzed descriptively using percentages and frequency distributions and then presented using bar graphs, tables and charts. The study findings indicated that coercive management controls situation at work place, which receives immediate compliance from teaching staff, and authoritative management gives vision and focused leadership. It has also shown that institutional managers do not replicate training aids on the job and set targets do not show that employees are performing. The study concludes that most teachers do not use training aids on the job, on the job coaching resources and are not given proper orientation, neither are they followed up on skills application. The study recommends that school managers should help teachers identify their own strengths and weaknesses through an honest self-assessment and replicate training aids on the job. Besides, supervisors should give newly employed and old employees on transfer proper orientation.

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ABBREVIATIONS AND ACRONYMS

CEMASTEА:	Centre for Mathematics, Science and Technology Education in Africa
HRD:	Human Resource Development
INSET:	In Service Training
K R Ts:	Key Resource Teachers
SMASSE:	Strengthening Mathematics and Science Subjects Education.
T.S.C:	Teachers Service Commission
MOE	Ministry Of Education

OPERATIONAL DEFINITIONS OF KEY TERMS

Culture:	Refers to ways in which teachers carry out their activities in their schools to foster the attainment of the set objectives.
Managerial approaches:	Refers to an overall method of leadership used by school managers, which includes characteristic ways of making decisions and relating to the subordinates.
Service Delivery:	Offering any activity or benefit by one party to another Which is essentially intangible and does not result in ownership of anything.
Skill:	Refers to the ability to carry out supervisory work well.
Social support	Refers to the individual belief that one is cared for and loved.
Strategy:	Refers to the process of planning work by school managers And supervisors and putting plans into operations in skilful Ways.
Supervision:	Refers to overseeing the work or tasks of teachers and Regulating and controlling their behavior by rules or restrictions
Supervisory skills:	Refers to an ability to make objective observations of action and practices of teachers, tabling them and agreeing with them on what is to be done.
Vision:	Refers to an idea or an imagination in mind of the results that is ought to be achieved

CHAPTER ONE

1.0 INTRODUCTION

1.1 Overview

This chapter consists of background to the study problem, problem statement, research objectives and significance of the study, justification of the study, scope of the study, limitations and delimitations of the study, theoretical framework and conceptual framework.

1.1.1 Background of the Study Problem

Service delivery in an organization is not about the actual product sold but about the experience, that exceeds customer's expectation. Service delivery can be achieved by doing ordinary things in an extra ordinary way such that pleasant memories are shared between the organization and the client (MOE, 2011).

Management and staff of an organization considered as service providers at customer touch points should develop strategies and standards to ensure that service provided to customers not only meet but surpasses customers' expectations. This can be realized if an organization takes a proactive approach to understand the needs of the customers. Staff in an organization should build confidence in their clients through understanding of clients' concerns, worries and considerations. This way any time a client gets in touch with the staff will understand the staff as service selling point for an organization that will translate to referral from the client (MOE, 2011).

Work place has changed and become highly turbulent and complex thereby resulting to terribly ambiguous and contradictory career signals. Career development system is a mechanism for meeting the present and future human resource needs of the organization. Formal systems of career development are key to competitive advantage, and career systems that emphasize promotions from within promote advantage in terms of managing the employment relationships. Moreover, it also makes it more likely that strategies for achieving competitive advantage through people will be well understood and pursued by organizations, (Armstrong, 2009).

Career development practices are designed to enhance the career satisfaction of employees and to improve organizational effectiveness. Employees irrespective of their previous training, education and experience need to be shown how to perform specific tasks. Armstrong (2009) denotes that the effectiveness of managers is influenced by employees' involvement and participation in the organization and insight about themselves and their work. However, knowledge gained through learning about management performance is crucial despite the difference in the two activities.

The study was developed upon the concepts of goal setting theory (Werner, M. Jon. and De Simone, L. Randy, 2009) that was developed by Edwin Locke in 1960s mainly to find out how to improve service delivery in public primary schools. This was in realization of the fact that most schools in Kwanza Zone in Trans-Nzoia County were performing dismally due to managerial and supervisory practices that the study thought are of no benefit to service delivery of affected institutions. The goal setting theory unfolds the

situation because in learning institutions there are always opposing forces between institutional management and the people being managed to enhance an effective service delivery.

Kwanza Zone is found in Trans-Nzoia County in Kenya. It borders Kapkoi Zone to the west, Kisogon to the south, Uganda to the north and West Pokot County to the east. Kwanza Zone is multi-lingual zone because Kwanza is cosmopolitan. This is attributed to the migration of people into the region that was occasioned by availability of tradable and cultivatable land in the zone. Luhya (Bukusu and Maragoli) and Kalenjins (Nandi, Pokot and Sabaot) from the west and east of Trans-Nzoia County respectively migrated into the region. Many Kenyan tribes have therefore established their homes in this Zone. An earlier study carried out in the area (Julius Maiyo, 2015), established that Kwanza sub-county had 43.3% of households living above the poverty line, and 56.7% of the households operating below the poverty line. Poverty trend in the nation appeared to be slightly decreasing over the years but poverty in Kwanza Sub-County emerged to be increasing, which implies that more non-poor households in Kwanza Sub-County are at risk of being poor. With respect to internal efficiency of schools, the earlier study revealed that the schools in the Sub-County were still wanting. The schools experienced 13.89% out of school children ages 6-13 years, high repetition and dropout rate ranging up to 30.6% and 25.6% respectively. The study also noted that the Sub-County was operating below average in academic achievement for the period 2003-2009. With regard to transition of pupils, the earlier study findings revealed that Kwanza Sub-County on average had a transition rate of 44.62% between the period 2002-2009. This implies that

about 55.38% of pupils on final grade did not proceed to secondary school.

The concept of internal efficiency is under emphasized as an important part of managerial practice in learning institutions. Yet, ministry of education has taken cognizance of the importance of capacity building as a means of equipping serving officers with requisite knowledge, skills and attitude that will enable them deliver quality services. The sole purpose of teachers' capacity building through SMASSE, KRTs, seminars and INSET is to meet ministry's objective by providing employees teaching in public primary schools with opportunity to develop their necessary skills and competence. These skills and competencies are required by employees to perform their jobs satisfactorily and improve work performance and productivity so that as far as possible Human Resource needs can be met from within.

1.1.3 Primary Schools sector in Kenya

Records of education history in Kenya reveal that Kenyans had access to education far back as 1728. This can be traced from Swahili manuscript *Utendi wa Tambuka* (Book of Heraclius). The missionaries set up one of the earliest mission schools in the country at Rabai in 1846. As railway expanded from Mombasa to Uganda, the missionaries expanded their work into the interior of Kenya (Bogonko, R.A.K, 2013). Therefore, during the colonial era, there was a steady increase in the number of Kenyans who had an exposure to education. This trend rose steadily over years and by the time of independence in 1963, 840,000 African children were attending elementary school (Bogonko, R.A.K, 2013). Kenyan government introduced free primary education in 2003

to make education accessible to everyone and tuition free secondary education in 2008 to make education affordable to all Kenyans. However, it is estimated that about 3 millions children are not enrolled in primary schools. For the children who enrolled in grade one, only between 46-48% can manage to complete the final grade and transition rate remained below 50%.

There are two categories of public primary schools in Kenya– government funded and private. Government funded schools are managed by a government agency-Ministry of Education (MOE) through teachers employed by Teachers Service Commission (TSC). Private organizations or individuals run private schools. After taking the primary school leaving examination and successfully passing, students are admitted to secondary schools. Under the current system of education-8-4-4, pupils attend primary school for eight years before sitting for the school-leaving exam at the end of the eighth year. At the ends of the eighth year, in November pupils sit for the Kenya Certificate of Primary Education examination (Bogonko, R.A.K, 2013).

The system herein referred to as the 8-4-4 was launched in 1989 where pupils have to spend at least 16 years in academic institutions to be self-reliant with 8 years in preparatory and primary school, 4 years in secondary school and 4 years in university (Eshiwani, 1993). Students are expected to excel in their performance in schools in order to have a better future. In other words, the destiny determinant for a pupil is how he/she performs at the end of the eight years in public primary school in order to join the best secondary school through the assessment by the Kenya national Examinations council

(KNEC) who offer the Kenya certificate of primary education (KCPE). This examination is the determinant of the student's future because only those who attain 400 marks can join national schools while others with marks below 400 can join Extra County and county schools. The rest can get to village polytechnics whose qualifications are not positively perceived by Kenyan employers. A disclosure by Khamete (2005) reveals that students who miss a place completely because of failing to pass their examinations have fewer options such as marriage and family, alcoholism and drug abuse or jua kali engagements or engaging in criminal activities. Due to the importance of education therefore, there is need for good school management to ensure that all students perform well and proceed to secondary schools.

Public primary schools in Trans- Nzoia County are many and more so the number of enrolment of pupils in the schools is high. Both male and female teachers who are employees of Teachers Service Commission (TSC) head the schools. Over the past few years, the schools in Kwanza Zone within the county have performed dismally thereby giving very poor results. Going by the advice by Hoy and Miskel (2008) on administration, this scenario denotes a lose nut in the schools' management in the county. Based on the results of sixteen schools from the zone for 2009-2011, a few conclusions can be made about public primary schools in the zone.

TSC was established in 1967 by an act of parliament Cap, 212 of laws of Kenya, and was charged with the responsibility of managing teachers teaching in public primary schools, secondary schools, technical institutes as well as teacher training colleges. The

commission was set up to bring all the employees serving in such institutions under one employer with harmonized terms and conditions of service. Prior to its establishment, teachers were employed by different bodies like religious organizations, local authorities; district education boards (DEBS) and the central government (TSC strategic plan 2005-2010).

At its inception in 1967, the commission provided services to 39725 teacher's serving in 6,501 institutions. The number of teaching staff has increased substantially to about 239,000 to date as a response to an increase in demand for teachers in primary schools. This is occasioned by an overwhelming increment in enrolment of pupils in schools. Educational institutions have also grown in number to over 20,000 public primary schools and 4,700 post primary institutions with a total enrollment of about 8.2 million pupils and 1.33 million students respectively (Teacher's service commissions annual report 2007-2008), with kwanza zone in kwanza sub-county having 26 public primary schools. The size of the commission has also grown in response to the growing number of the teaching staff. It has expanded to 24 commissioners including the chairperson and deputy chairperson, a rise from 3 commissioners including the chairperson and deputy chairperson in 1967. The commission's secretary who is the chief executive of the commission heads the secretariat of 2,469 staff that provides services to about 239,000 teachers currently.

TSC venture is to develop an able human resource through an employment of trained staff and continuous capacity development of its human resource to improve service delivery in work performance. However, public primary schools are challenged to

produce quality performance if Kwanza sub-county has to produce top most schools nationally (Kwanza Sub-County evaluation report, 2011).

1.2 Problem Statement

Children of Kenya deserve good service delivery. Thus, education stakeholders must have faith that education resources are managed efficiently and effectively to enhance service delivery to the clients. For this to be realized education managers in public primary schools must lead in promoting sound leadership and good governance of educational institutions (M.O.E, 2011). Service delivery is said to have taken place when set organizational goals are achieved or when the institutions attain anticipated results. This requires an employee to make a positive contribution as an individual and as a team in improving organizational performance. Thus, right skills and attitude must be developed in employees and proper processes for performance management should be developed.

However, public primary schools are challenged to produce quality performance if Kwanza sub-county has to produce top most public primary schools nationally (Kwanza Sub-County evaluation report, 2011). The report also noted that it was a remarkable challenge to note that only 33 schools managed to score a performance index of 250 marks and above as compared to 43 schools in a similar evaluation the previous year.

This study was concerned with how learning institutions were being managed to foster work performance. Take for example the use of managerial strategies and approaches, supervisory skills and strategies and social support measures. Hence, it became important for such a study to be conducted in the actual field environment to fill the gap. A study

venture in this direction could be too costly to ignore as it could have dire negative consequences. It is against this background that the study sought to establish determinants of service delivery in public primary schools.

1.3. Research Objective

To establish determinants of service delivery by teachers in public primary schools in Kwanza zone, in Trans-Nzoia County, Kenya.

1.3.1. Specific objectives

Specifically this study aimed at achieving the following objectives;

- (i) To determine the effect of managerial approaches and strategies on service delivery by teachers in public primary schools in Kwanza Zone.
- (ii) To establish existence of supervisory skills and strategies in public primary schools in Kwanza Zone.
- (iii) To assess the functionality of social support measures on service delivery by teachers in public primary schools in Kwanza Zone.

1.4 Significance of the Study

Successful completion of the study will go a long way in helping school management improve on managerial practices and use the best managerial approaches and strategies in managing their institutions to ensure an improved work performance in their institutions.

This study served as a basis for improving individual performance in terms of output quality and overall productivity. The study increased commitment of employees, thus gave them self-actualization, and thus boosts their morale at work.

This study identified very critical areas that require government support. It also identified the role the government should play to improve human resource performance in public primary schools. This may involve formulation of appropriate policies to improve the quality of service delivery in the schools.

This study will serve as an important basis for further research to scholars who may wish to carry out their studies on teachers. The study forms an important source of literature to scholars and researchers.

1.5 Justification of the Study

The study on determinants of service delivery by teachers in public primary schools in Kwanza zone was justified on several grounds: Lack of clarity about the causes of poor work performance by teachers, and the explanations for poor performance by teachers are mainly speculative. This study shades some light to scholars into the field of institutional management and appreciates the managerial practices that determine quality service

delivery by teachers. The study also guides school managers to use it as a point of reference. The study has formed a genuine basis and a fertile ground for unveiling handicaps that impede performance among teachers.

1.6 Scope of the Study

This study was carried out in public primary schools in Kwanza zone in Trans-Nzoia County. Kwanza zone is 29,500 sq.km and has 333 teachers. The study focused on 16 public primary schools. Questionnaires were distributed to seven teachers from each school and the study involved a study sample of 112 teachers. Selection of participants was done on a homogeneous group regardless of age, gender and level of education. The study sought to assess the determinants of service delivery by teachers in public primary schools. Besides, the study assessed contributions of employees and suggestions were made on appropriate measures that would improve work performance. The findings from research work were used to make recommendations aimed at improving service delivery among teaching staff in the learning institutions.

1.7 Limitations to the Study

This research was limited to determinants of service delivery in public primary schools in Kwanza Zone in Trans-Nzoia County. The study has some limitations that should be contemplated; the first one is pertaining to the use of a single measuring instrument-questionnaire. Thus, the internal validity of the study could be affected by variance from the common method.

Some respondents were reluctant to release information being solicited. This could be a limitation in relation to accuracy of data. However, attitude and limited resources of information was delimited by assuring the informants of the confidentiality of their responses.

In collecting data, there was over-reliance on systematic sampling of schools and random sampling of respondents as opposed to other sampling techniques such as stratified or even purposive sampling. This failed to ensure an inclusion of a diversity of schools in selection of schools for study and analysis. Consequently, no boarding schools were involved in the study and hence such schools were not represented. This means that generalization of these findings would not be applicable to boarding schools.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

Literature review aim at obtaining detailed knowledge of the topic being studied. This facilitated a good comparison in relation to the area where research was carried out. It gives credit and acknowledgement to contributions made by other researchers or authors related to the topic of study. Reviewing related literature on delivery of services by teachers assisted in forming the basis for research topic under different conditions. Earlier studies done on this topic would assist in revealing the strategies that are useful in investigating the problem. Literature review will also give guidelines towards the choice of the methods of dealing with the problem.

2.2 Theoretical Framework

Any effective research must be placed under a particular theoretical framework. This is because a theory forms an important basis for selection and organization of factual materials without which research can be unintelligible. In a way that cannot be done otherwise a theory brings out knowledge gap clearly which the study intends to fill. Hence, a theory serves as a crucial guide to a research and a predictor of events in the field of research by serving as a lens for interrogating data in any credible study (Joanna Magnusson, 2005).

This study was modeled on goal setting theory (Werner, M. Jon. and De Simone, L. Randy, 2009) that was developed by Edwin Locke in the 1960s and is one of the most

researched theories. It is one of the most popular managerial theories in organizational psychology and was first researched five years before Edwin A. Locke developed it. This theory states that performance goals play a key role in motivation. The theory proposes that goals can mobilize an employee's effort, direct their attention, increase their persistence and affect the strategies they will use to accomplish a task. Goals influence an individuals' attention that are defined as cognitive representations to which the person is committed. This commitment will continue to direct an employee's behavior until the goal is achieved or until a decision is made to change or reject the goal.

Goal-setting theory has become an integral part of many HRD programs particularly in helping participants understand the desired results of each program and to motivate them to achieve these results. Goals can then be discussed with their supervisors back on the job to ensure that the employees use what they have learned during the HRD program to improve their performance. For example, a key component of the career development process is setting career goals.

According to goal-setting theory (Werner, M. Jon. and De Simone, L. Randy, 2009), an employee who establishes career goals is more likely to advance his or her career especially if the goals are specific, challenging and accompanied by regular feedback on progress towards the goals. Career development programs should ensure that employees set such goals and help them and the organization establish mechanism for regular feedback.

Human resource teaching in learning institutions in Kenya should set career goals, have regular appraisal and evaluations and receive feedback regularly on progress towards achievement of the goals. This study attempted to establish the determinants of service delivery by teachers in public primary schools that affect the work performance by teachers in learning institutions in Kwanza Zone, Trans-Nzoia County, Kenya.

2.3 Conceptual Framework

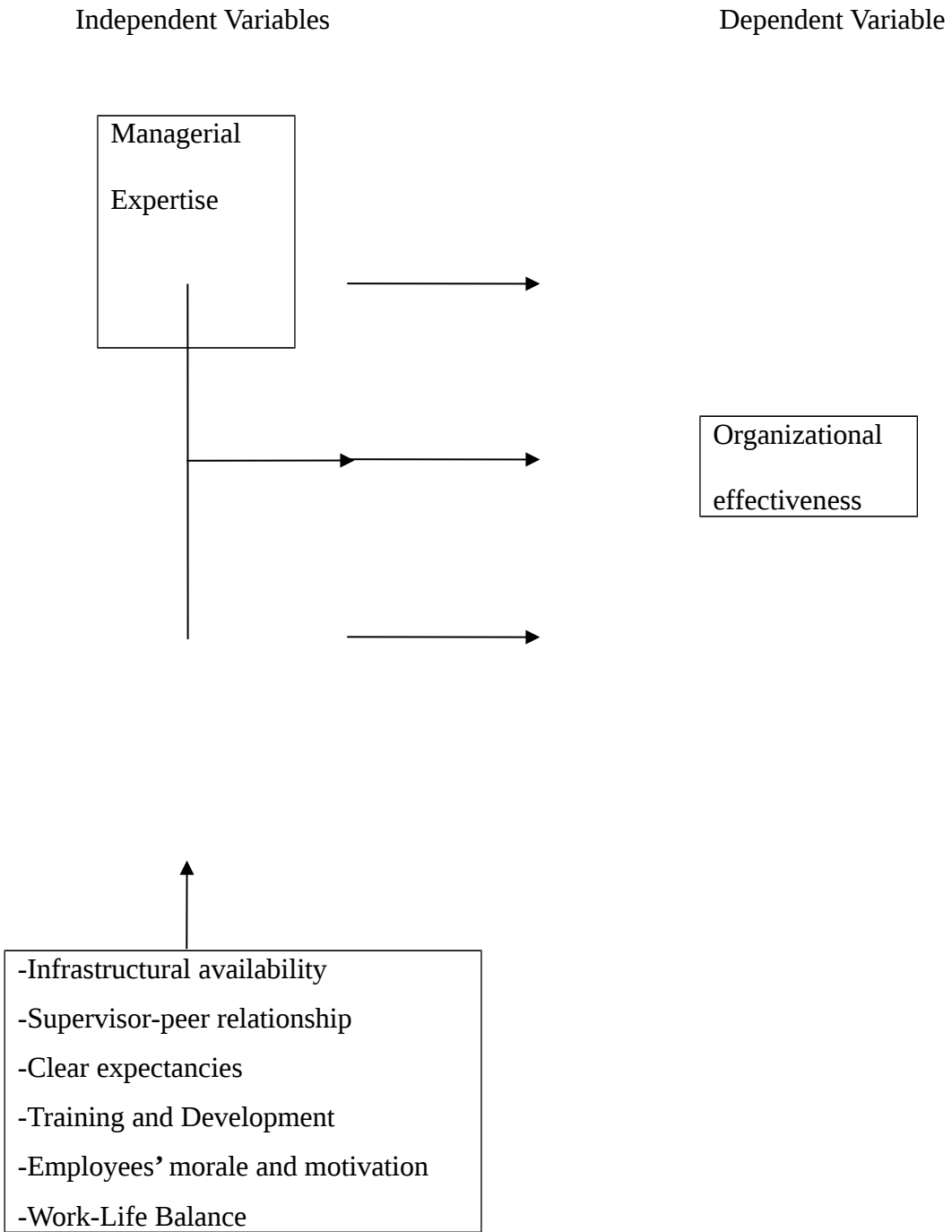


Figure 2.1: Factors influencing teachers work performance in schools

Source: Researcher's own source, (2012).

An organizational cultural norms and processes support service providers' understanding that they now have new set of skills to learn and are expected to work towards perfecting those skills. Besides, this approach supports greater role clarity where service providers know what is expected of them and how their job performance will be evaluated. This enhances a better job performance and efficacy.

If managers of schools adopt a hands-off management, approach may cause a problem. School managers should be involved and available for consultation in matters on schools' management. Managers who are available make teachers have someone to turn to for direction and guidance when they are faced with a challenge. Further, school managers who adopt a positive help instill a similar attitude in their employees and thus create a conducive environment for teachers to work effectively. They should also keep their promises, give appropriate credit to teachers and avoid blaming teachers for their own mistakes.

Supervision of teachers is very crucial because it enables teachers develop their professional skills. Supervisors of teachers in schools should therefore clearly understand their role and have support system to ensure a highest degree of work performance. Too much supervision in schools can result to a lot of fear, resentment and even displeasure in schools. This is because too much policing of teachers makes them feel that the institution does not trust or respect them. This may lead to enhanced tension and generally curtail teachers' morale and as a result lead to poor work performance.

A happy teacher is a productive teacher. A teacher who gets enough rest, enjoys his time off and eats well normally has much energy to devote to his work. Besides, a happy home life for a teacher translates into a happy work life and problems at the home of a teacher can clock in the work place. Teachers pay attention to their co-teachers and discontentment can spread out quickly among teachers in an institution where some teachers do not do their fair share. Where a team of teachers helps one another out of a problem makes a seemingly dead-end job pleasurable. This enables teachers work effectively and hence enhances organizational effectiveness.

2.4 Concept of management

2.4.1. Tangibility of Service

Tangibility being the degree to which a product or a service can provide a clear and concrete image has both physical and mental component. Tangibility focuses more on the ability to visualize the service. The mental component refers to customer's ability to grasp mentally what they will receive if they purchase a service. Tangible surrogate refers to the surrounding of the intangible service while tangible benefits could be seen as physical result that the customer receives from the service performance. Tangibles have an ability to create a mental picture beforehand. This implies that tangibles contribute in parts to overall tangibility of a service. Consequently, they influence customer's evaluation of a service before purchasing it (Ayankunle, 2011).

There is a general notion that key to success is to make a service intangibility more tangible. By knowing, the degree of service's tangibility a firm can know its competitive

position in the market. By making the service tangible, an organization is able to make an evaluation of it before and after the purchase (Ayankunle, 2011).

Before making a service tangible an organization should identify customer expectations desired quality service. This is because there is a certain trade-off between ideal service level and costs involved in providing such levels of service. Offering basic service without any additional extras might perpetuate a negative image of an organization, which in turn could lead to market failure. Therefore being aware of what the customers expect gives organizations opportunities to invest a right amount of resources to provide services of good quality. The degree of tangibility or intangibility does have a significant effect on consumer's perception of service quality (Ayankunle, 2011).

Consumers might actually recognize the tangible aspect of a service as more important than the actual consumed service. The more tangible component a service has the more do the tangibles contribute to service quality. However, when services involve actions that are directed towards intangible assets such as insurances consumers, might perceive value of a service as more important (Ayankunle, 2011).

2.4.2 Indicators of service delivery

Service delivery indicators provide a set of metrics for benchmarking service delivery performance. To establish overall outcome of service delivery in public primary schools in Kwanza Zone, results of academic achievement of pupils in Kenya Certificate of Primary Education (KCPE) were used for 2009-2011. The examinations are coordinated

by Kenya National Examination Council (KNEC) for all primary schools in the nation, and are always conducted once every year. The national examination results were found appropriate than the internally set examination results because it could enable the researcher to compare the achievement of pupils in different schools across the Zone.

Leadership is considered as one of the key ingredients for success of any organization. Therefore, it is important for leaders to understand what a good leadership entails. A strategic leader should understand corporate priorities and future agendas as well as have a clear direction as on how one can contribute to it in a value-added way. Strategic leadership enables school managers to work with all the staff in the achievement of the school vision and mission (Mintzerg, H., 2011).

A leader is required to build supportive relationships with the followers. To secure the support of the followers and win their endearment, the leader has to offer his/her followers personal “gifts” such as time, attention, friendly gestures and acts of kindness. The leaders should recognize the contribution made by his/her followers in the performance of the organizational activities. School managers should practice shared leadership such that group members should take on responsibility for leadership particularly when they have the expertise, experience or passion for a particular issue. Acts of leadership should come from all the team members since is unlikely that one single person can provide the necessary leadership for all issues. The concept of shared responsibility in an organization offers a way of increasing risk taking, innovation and commitment that can create an organization that is responsive, flexible, and successful. A

good leader needs to define how work is to be done such that he/she defines and structures his/her role and those of the followers towards goal attainment. This can be achieved through insisting on maintaining standards, meeting deadlines, in addition to deciding in detail what will be done, and how it will be done (Mintzerg, H., 2011).

According to Robert Greenleaf school managers should adopt servant leadership which encourages collaboration, trust, foresight, listening and the ethical use of power. A strategic leader has a responsibility of ensuring that an organization is going to right direction such that the organization moves from the current state to the desired state. He/she should allocate resources and establish structures through which can communicate the strategic vision of the organization. A strategic leader should exhibit transformational leadership by questioning the present, evaluating the past to inform the future. These require vision, lateral thinking, creativity and innovation (MOE, 2011).

Managers of learning institutions should make a strategic plan which gives direction and scope of the organization over the long-term which achieves advantage for the organization through its configuration of resources within a changing environment to meet the needs of the markets and to fulfill stakeholders' expectations. In order to determine where the organization is going, the manager of a school needs to know exactly where the organization stands, then determine where it wants to go and how it will get there (MOE, 2011).

Recent discourse on modernizing leadership has always placed a strong emphasis on values and ethics. Values and ethics are at the heart of organizational behavior and

leadership. It is becoming increasingly apparent that the full integration of ethical standards into business practice is not only preferable, but also necessary for long-term organizational survival (MOE, 2011).

Employees, whose developmental goals are met in training, feel motivated and wish to press for their training in case they realize that they have skill gaps. This is in agreement with William James of Harvard University (Monappa, *et al.* 2002; 254-255), who estimated that employees could retain their jobs by working at a mere 20-30 percent of their potential. His research led him to believe that if those employees were properly motivated, they could work at 80-90 percent of their capabilities.

After training employees, it is prudent for management of an organization to determine the contribution trainees make to the organization after a training exercise. This can easily be established through 360 degrees feedback, using scorecards among others. This is also in line with David Fontana's (1992; 362) argument that training efforts should be carried out from time to time. If it is cost effective then it is relevant and adequate. Feedback or knowledge of the results is necessary so that the learner can compare his performance against the set goals or standards and correct any deviation.

The researcher also notes that learners should be given an opportunity to practice the skills acquired at their place of work. When learners (trainees) practice what they have learnt, read, heard or seen they gain confidence and are less likely to make errors or forget what they have learnt. Cole G. A, (2002), joins hands with the researcher in his

allegations when he notes that training provides employees with a given model to follow specific goals to achieve an opportunity to perfect the skills, feedback on employees' progress and transfer of acquired skills to the job. Any recommendations made guide the manager of an organization in designing, implementing and operating any employee training and development effort.

Leslie W. Rue, *et al.* (2004, 280-281), also agrees with the researcher when they argue that practice makes perfect and this definitely applies to the learning process. Too many supervisors try to explain the job quickly and then expect the trainees to do it perfectly the first time. Having trainees perform a particular job maintains their concentration and facilitates learning. Learning is always helped by practice and repetition. Supervisors should realize that different people learn at different rates. The pace of learning should be adjusted to suit the trainee. If a person is not a fast learner it does not mean that the person will always be a poor performer, the supervisor should have an attitude that all people can learn and want to learn.

Training helps employees do their present jobs. Benefits of training may extend through a persons' career entirely and may help to develop that person for future responsibilities. Cole G.A, (2002; 231), in harmony with the researcher, argues that early scholars such as Plato and Aristotle saw that the exercise of mental faculties was crucial to the development of the individual and ultimately, the entire community. In the same line of view, Graham H.T and Bennett Roger (2002;284), says that systematic and scientific training are the cornerstone of any organization and that absence of a formal training

program makes workers learn by trial and errors or by observation of others. This involves a lot of time and money and workers are likely to pick up wasteful methods and practices.

True training exists when there is a gap between the standard of performance expected by a departmental head and that actually being attained by the said subordinates. Therefore, the aim of training and development is to close the gap. Cumming (1993, 217), concurs with the researcher when he states that training has a purpose of giving employees all levels of sufficient instructions and guidance to enable them perform the job effectively and prepare them for promotion.

According to Saiyadain, training removes defects and teaches employees correct methods and behavior patterns. When workers with little experience or no training are recruited, they require training for efficient performance on the job. He further argues that some of the selected employees may have picked up defective ways of doing work that may result to wastage and affirms that training of employees helps to remove such defects. Training is usually a planned process to modify attitude, knowledge or skills behavior through learning experience to achieve effective performance in an activity or a range of activities. In view of these, Saiyadain (2002, 227) explains the concept of planned training and defines it as the deliberate intervention aimed at achieving the learning necessary for improved job performance. In researcher's view, a learner is motivated to learn when there is an intrinsic and extrinsic motivation attached to learning. For example, employees will exert a high level of effort to go for training and development to achieve their personal goals, be promoted at work place, or have an increased earning.

Decenzo (1989, 240; 241), agrees with the researcher when discussing on principles of learning where he notes that learning is enhanced when the learner is motivated.

Training enables one employee to perform different roles. Therefore, it requires an employee to spend certain amount of time in each of the key areas within the department. However this may not be effective to employees as it turns out to be expensive since trainees are inexperienced and thus may not work well (Graham and Bennett, 1998).

Graham and Bennett (1998), say that internal training by management and supervisor is a continuous process. Here, an experienced worker explains the tasks to the trainees. Then the trainer asks questions to test the trainees' skills. The trainer may also ask the trainees to perform a task and then follows up to check whether the trainee is doing the right thing.

An evaluation of training is an integral part of training which involve comparison (criteria behavior) with outcome to answer the questions of how training has achieved its progress. The evaluation of the training involves collecting data from the workers. It enables the management establish the extent of the benefit and usefulness of the training to both employees and the organization. In harmony with researcher's argument, Waweru (2007, 73-75), asserts that evaluation of training is the systematic information necessary to make effective training decisions in relation to selection adoption of various instructional activities. On the same note, evaluation of training can be seen as any

attempt to obtain information on effects of training program and to assess value of training in light of that information.

On the job training is a widely used traditional method of social skills training. Some people improve through experience while others do not, and some learn the wrong things. The situation can be improved if there is a trainer who regularly sees the trainee in action and is able to hold feedback sessions at which errors are pointed out and better skills suggested. In practice, this method does not appear to work very well: for example with trainee teachers. According to David Fontana (1985), social skill training has had the most extensive application in training of teachers through “micro teaching”. The student teacher is instructed in one of the component skills of teaching, such as the use of different kinds of questions, explanations and the use of examples: he/she then teaches five or six children for 10-15 minutes followed by a feedback session and “re-teaching”. Follow-up studies prove that this is a far more effective method than a similar amount of teaching practice, and it is much more effective in eradicating bad habits (David Fontana, 1985).

Possession of skills by human resources is meaningless unless the skills are translated into a quality performance of the intended work. Result-based HRD therefore represents a philosophy and practice that emphasizes results (Sahu, R.K, 2009). When making his Contribution from New Delhi, Sahu argued that there should be a critical management commitment and support in all phases of HRD process from inception through evaluation and follow-up for a success of any programme of HRD. He argued that participants

should understand their role to achieve results and this can only be possible only when they understand expectations from management facilitators and programme designers as to what business measures they should derive from the programme.

Many organizations tend to develop an elaborate result-based management system without paying sufficient attention to human dimension. The concept of result-based management is always new to staff given that they represent altogether an unfamiliar way of doing business. If they are not fully supported with sustainable capacity development programs and reference materials, implementation will be jeopardized. It is important to consider the staff and render every kind of support through training among other useful support mechanisms. Some organizations tend to design overly complicated results frameworks with large number of indicators and targets. Even when these are clearly differentiated from one another, the proliferation of indicators makes monitoring difficult and unfocused and the practical use of information more difficult (MOE, 2011; 125-126).

Sharing powers between managers of public primary schools and their subordinates i.e. Deputy Managers and Heads of Departments may have negative consequences. It may lower productivity or/and make resources not to be utilized optimally. Effective teamwork however needs trust rather than relying on powers. Specific ways through which any human resource may be developed include delegation, role modeling, coaching and mentoring. Mentoring which involves helping less experienced or younger person (mentee or protégée) by giving advice and support enables mentee gain an insight

into the team culture and increase networking opportunities, Coaching inspires, energizes, and facilitates learning and performance development. It brings about achievement, fulfillment and joy, (MOE, 2011; 102).

Governance can be defined as processes and structures through which power and authority are exercised, including how decisions are made. Good governance has eight characteristics or pillars: it is participatory, consensus oriented, accountable, transparent, responsive, effective and efficient. It respects the rule of law. It encourages representation of various concerned parties in the decision making process. For instance, it facilitates participation of stakeholders like parents, teachers, local community, government officials and all others who may have an interest in the school. Good governance requires that different interests are put into considerations so that there is a broad consensus as to what is best for schools and community (MOE, 2011; 69).

Managers learn to manage by managing. Experimental and reflective learning is potentially the most powerful form of learning. It comes naturally to some managers. They seem to absorb unconsciously and by some process of osmosis, the lessons from experience. Armstrong, M. (2009), while arguing from London said that managers use informal approaches to management development like emphasizing self-assessment and identification of development needs by getting managers to assess their own performance against agreed objectives and analyze factors that contributed to effective or less effective performance which can be provided through performance management, managers producing their own personal development plans and encouraging managers to discuss

their own problems and opportunities with their managers, colleagues or mentors to establish for themselves what they need and are able to learn. He argued that this shifts management development back into the reality of management and out of classroom through planned experience of job rotation, job enlargement, taking part in project teams or task groups, action learning, and secondment outside the organization. Through this, competency frameworks can be used as a means of identifying and expressing development needs and pointing the way to self-manage learning programmes (Armstrong, M. 2009).

Factors Affecting Employees' service delivery

Several factors on the job help maximize what an employee does on the job. While employee compensation affects productivity, some factors may boost output without costing the company anything. Morale of employees for example plays a crucial role. Unhappy employees often do not perform well and often share their negative opinions with their co-workers. If you suspect that low morale is the cause of the decrease in productivity, a team leader needs to find out why the employees are unhappy. Long hours, insufficient training, management issues, low pay, lack of recognition and poor working conditions can lead to morale problems. Involving employees in finding of a solution can help to develop a workable plan that will increase both morale and productivity. Poor morale exists when there is significant whining, complaining and people just don't want to come to work. On the positive end, the workplace is energized by a sense of purpose and teams that genuinely want to work together (Benard, O. O., 2014).

Comfort Level of employees in institutions is also very significant because is hard to be productive when you are physically uncomfortable. Anything that makes employees uncomfortable, including chairs, desks, workstations, lighting, temperature and noise levels, can affect productivity. A 2009 study on office design published in the Journal of Public Affairs, Administration and Management discovered that a comfortable and ergonomic office design motivates employees and substantially increases performance. Before you buy new chairs or change the lighting, ask the employees for input. New chairs will not help the situation if the employees do not think they are any better than the old ones (Benard, O. O., 2014).

Capacity building of employees in learning institutions equips the employees with skills and knowledge tandem with knowledge growth. However, right training and tools are necessary. Employees' comfort level with equipment and software can affect their productivity. If employees are not well trained and do not understand how to use equipment or software, or use it incorrectly, they are likely to affect performance and hence productivity suffers. Problems also occur when the existing equipments are not sufficient to handle the department's needs. Upgrading equipment and tools, and providing ongoing training to employees though expensive, is essential in maintaining or improving productivity. Supervisors should evaluate skills level, equipment and software yearly to catch problems before they affect productivity (Benard, O. O., 2014). Employees must have the tools and equipment necessary for their specific jobs. This includes physical tools, supplies, software and information. School leadership should understand that outdated equipment or none at all has a detrimental effect.

In learning institutions, an employee needs to feel validated if he is to be productive. Employees need to feel their work is worth something, and he needs to believe that they are justly compensated. While good wages and benefits help, validation does not even have to be monetary. A simple pat on the back can go a long way in making a worker feel valued (Benard, O. O., 2014). An employee can also be more productive when he/she can see where he fits in the big picture: he does not want to just be a cog in the machine. He/she needs to have a handle on the whole operation, which may be a plus because he may show he can do more than his/her job. He needs to know the supervisor will listen to his suggestions and ideas.

Workers do pay attention to their co-workers, and discontent can spread rapidly among an organization if some employees are negative or do not do their fair share they affect the teamwork spirit. On the other hand, an enthusiastic team that helps one another out can make even a seemingly dead-end job pleasurable. If the team has minimal turnover, worker will be assured that his job probably will not disappear overnight. This boosts the employee's morale to work and improves service delivery by employees in institutions (Benard, O. O., 2014).

Where an employee enjoys his time off, gets enough rest, eats well and takes care of himself, he will have more energy to devote to the job. A happy home life for employees usually translates into a happy work life, and problems at the home of the employees usually clock into work place. A happy employee delivers the service to the clients effectively because is able to relate well with the customers (Benard, O. O., 2014).

2.5. Influence of Supervisors on Service Delivery

Poor Supervision can be detrimental to success in learning institutions thus can be a contributing factor to low productivity and poor service delivery. The National Business Research Institute notes that productivity suffers when supervisors do not keep promises, give inappropriate credit or blame others for their mistakes. Supervisors who are too controlling can unwillingly slow down workflow by requiring even the simplest task to have their (supervisor's) approval. A hands-off management style also can be a problem. When supervisors are uninvolved or unavailable, employees have no one to turn to for direction or guidance. Supervisors who adopt a positive attitude help foster the same attitude in their employees (Benard, O. O., 2014).

Human Resource in organizations typically spends 75% of their time in an interpersonal situation. Communication as an act of transmitting ideas and attitudes from one person to another can be the root cause of either good or poor performance in public primary schools via proper or poor service delivery by teachers respectively. Communication process, forms of communication, interpersonal communication between supervisors and subordinates and barriers to effective communication all affect delivery of service and in turn overall results of the public primary schools. In institutions, peers communicate job information, advice, evaluation of performance and personal feedback (MOE, 2011; 183). High performance teams are psychologically bound together by team goals, which lead them to achieve their future aspirations. A team leader therefore needs to be able to communicate the direction the team should be heading to so that they know whether each step they are taking is taking them closer to their vision for the future. The vision can be

articulated through images, words or experiences. The more experiences the team leader provides the team members with about the future the more they understand where you want to take them and how they can get there (MOE, 2001; 105).

It is not obvious that learning would definitely lead to results because a situation would arise where the trainee learns the appropriate knowledge but subsequently is not able to see it in the job because of lack of encouragement from supervisors or colleagues. Transfer of learning can also be done through job behavioral level managers. Through the supervisors or training specialists, managers can establish whether behavior has changed because of training via activity sampling and observer diaries, critical incidents and self-recording. This enables the organization look for evidence of how the changed job behavior influences other employees and how the company functions. This would mean that measuring changes in overall organizational functioning with respect to productivity, output and costs (Eugene, M. and Nic, B. 2008).

2.5.1 Ascertainment of Teachers' Performance

Eugene, M. and Nic, B.(2008), while studying organizations in London argued that an organization will need to know if their workers' skills gained through training and development activities are achieving the anticipated results. To do this an organization needs to establish reliability (consistency) and validity (effectiveness in meeting objectives of the training programmes). They posit that central point is to establish relationship between training methods used and some measure of performance where trainers' capability is assessed after training. They argue that workers should be given an

opportunity to evaluate their own performance subsequently receiving feedback from colleagues as well as their trainer which enable them assess the delivery of service at the workplace. A good methodological evaluation produces good and reliable data. Conversely, where little evaluation is performed little is ever known about effectiveness of skills possessed by workers. Workers must make commitment to implement their skills at the work place to give a return for the investment for the organization either in terms of identified objectives, satisfaction, or momentary assessment (Sahu, 2009).

Learning can only be ascertained through measuring of changes in behavior and attitude caused by learning. This is vital in measuring performance in course of research. An external environment immensely influences learning. An external environment enables the learner use his/her senses, access learning equipment and learn through observation and experience with the environment that collectively help to shape the mental structures (schema) of the learner. Decenzo (1998) agrees with the researcher when he argues that social learning theory, which blends both cognitive and environmental perspective theories, acknowledges that learning can happen through observation, direct experience or telling. Kiminyo, (2001), argues that positive environmental influences improves learners' development of intelligence, motivation and ability to learn his or her concept himself or herself , his/her relationships with others and his/her later health and optimal fulfillment of potentials that are his or hers.

According to David Fontana (1985), a teacher could be non- directive, good talker and a good listener whatever methods he is using. He says that a teacher has no reason of not to

vary his/her methods depending upon the subjects he/she is teaching. According to him a good teacher quality is flexibility, the ability to suit ones methods to the subject and to the learners one is teaching. He argues that if a teacher is too rigid or has a doctrinaire belief that his methods are right and those of anyone who disagrees are wrong then he will be depriving his children of a range of possible learning experiences to their disadvantage and to those of his/her own. According to David, most teachers never stop learning and are always ready to consider new ideas and new techniques on their merits. He argues that if these new ideas look like a resurrection of the old ones discarded years ago then this teacher is still prepared to give them a fair hearing. According to David in education as in human psychology itself, no one has a monopoly of truth and the person who closes his/her ears to informed debates and to alternative views is the poorer for it.

From the general classroom experience, the teacher discovers that a mild degree of anxiety can be useful aid to learning, but that too much can have an inhibiting effect and interfere with it. One of the most potent sources of anxiety in children is the fear of failure. We see this particularly in examinations where a great deal is often at stake, or in unhappy classroom where teacher's anger and ridicule from classmates is the usual consequences of failure. David Fontana (1985) indicates that individuals do better at specific learning tasks in the presence of low rather than high anxiety. But the teacher can help to give the learner confidence in his own abilities by giving him/her opportunities for success, by encouraging rather than censuring him when he/she is confronted by failure, and demonstrating personal belief in his competence.

A lively, imaginative teacher who knows his/her subject and his/her children can do much to make schoolwork appeal directly to children's interest. Essentially this means starting from what children already know, their curiosities, their ambitions, their problems, and showing how this relate to what is studied in school, and how much study can provide answers that will help them lead more satisfying life. This can motivate the learner even to work hard at school. He argues that without understanding knowledge of specialist of the subject himself/herself, the teacher can neither understand its structure nor help others achieve that understanding. According to David Fontana (1985), by knowing the structure of his/her subject the teacher is able to abstract from it material that is suited to the level of comprehension of his/her class and represent coherent, logical, and meaningful elements of the whole. He says that this material can then be expressed in terms of clear learning objectives, which state the purpose and point of the whole exercise.

At no point should slow learning be seen exclusively as learner's own problem but as school's problem. This means classmates as well as teachers—whether the classmates have been helped to understand the slow-learners' problem and whether they have been shown how to offer assistance and whether they have been taught through the value systems operating throughout in the school and through the example set by the staff, that it is the job of everyone to offer sympathy and help to those less well of than oneself to enable them acquire the necessary skills to perform the work effectively. The school is there to enable slow learners to become quick learners, and this means a constant reappraisal by the staff of the methods they use and the values they uphold (David Fontana, 1985).

2.5.2 Effects of Teachers' Reaction to Success or Failure of Learners

The teacher should uphold the value of the school when working with learners and at the same time sympathize with the problems of the learner and must not alleviate him/her further by attempts to turn him/her sub-culture in which he/she has been raised. The teacher should demonstrate that the purpose of the school is to help him /her tackle tasks and difficulties that face him/ her in life (Kiminyo, 2001). It is worth noting that the teacher should not be concerned with measuring a learner against academic standards only but also with his/her current experiences and for the years that lie ahead.

Durojaiye (in Kiminyo, 2001) argues that a primary school teacher has a vital role to play in any community. He/She is expected to interact with his/her pupils and parents in an informal way. He argues that success in the classroom depends on the interactions between the teachers and the learners. He also argues that the teacher should understand the cultural patterns that militate against the school education and he/she must appreciate those that foster school education as well as superstitious beliefs on people's lives and must replace these beliefs with realistic practice.

Durojaiye (in Kiminyo, 2001) argues that the teacher is an important agent in moulding the learner's personality. He says that the teacher should help timid and shy learners by finding out home experiences they have had. He argues that the teacher should ensure that what the learners already have is built on as their assets.

According to Plavell (Thomas, 1997) Piaget's and Vygotsky's ideas about social development and cognitive development could hardly look more different. He argues that Piaget regarded little learners as little scientists, constructing not only theories about their world but their actual experience of the world through their own actions. He argues that according to Piaget learners learn about the existence of objects, about living things, about numbers and about abstract systems of thought as they first reflect on their actions and later reflect on their logical operations. In agreement with Piaget, Vygotsky seemed to regard young learners as social beings whose minds are formed by social interactions with other people. Thomas (1997) argues that social experiences and cultural practices mould learners' minds. In cultures that emphasize reading for example, he says that the mind is moulded into one way and in cultures that emphasize learning through observation the mind is moulded in a different way.

According to David Fontana (1985), Ryan carried one of the most extensive investigations in teacher personality and its relationship to teacher effectiveness in 1960 in USA where he constructed a teacher characteristics rating scale. Ryan found that a successful teacher tends to be warm, understanding, responsible, systematic, imaginative and enthusiastic and that importance of these qualities tend to decrease with age of children being taught. In spite of the extensive nature of Ryan's research, correlations between qualities indicated that teacher's success was not high however. This means that even in primary schools some teachers without high scores on these qualities nevertheless produced satisfactory results. This could be because they had well motivated or particularly resilient learners or it could be that their adverse aspects of their influence

upon learners take time to show through, and that in consequence they are not apparent until these learners have become the responsibility of another teacher or it could be that there are other qualities not measured by Ryan that tend to compensate in some cases for the absence of those which he did not manage to identify.

According to David Fontana (1985), most teachers have few problems in recognizing and rewarding success although sometimes the fact that success should be interpreted in terms of what the individual learner can do and not merely in terms of the subject itself and the usual standards achieved in it by other learners of his or her age but more problems arise with failure. He also argues that by the learner puzzling over and how he went wrong the learner learns from these mistakes and develops strategies of dealing with them in future. He argues that slow learning is not failure but an indication that the learner needs special kinds of help. Therefore, success at school is more of an attitude of mind than an objective reality. The child who develops this attitude perhaps encouraged by teachers who give him /her consistently low marks and show him or her in front of the class will tend to give up and show low levels of motivation even when the work is theoretically within his or her grasp. He argues that if the learner's locus of control is external he may blame his failure upon others or upon the subject itself; if it is internal he/she may feel it is his/her own fault but the result will be the same, with the learner coming to make failure a habit.

Roseline (David Fontana, 1985) from her research in 1970 on teacher-learner relationships suggests that a reasonably uncritical approach to learners' work may be important. She suggests that a learner who is frequently criticized by the teacher,

especially if is already inclined to low self-esteem, will lose confidence in his/her own ability and will tend in consequence to underachieve. Thus a conscientious teacher who believe in pressurizing learners to come up to a certain standard could conceivably do more long-term harm to progress of particularly vulnerable learners than a teacher who seems less conscientious and more inclined to let learners find what he/she chooses to describe as “their own level”.

Research by Bennett in 1976 (David Fontana, 1985) indicates that successful teachers are more likely to prepare their lessons well than those who are less successful who spend more time on out of school activities and show more interest on their learners as individuals. Teachers who rely upon their relationships with learners to compensate for emotional deprivations in their personal out-of-school lives are being unfair both to themselves and to learners concerned. It makes it difficult for the former to behave with professional objectivity, while the latter may feel are having demands made upon them, which embarrass and confuse. The teacher should always feel liking and affection to his/her learners but this must go hand-in- hand with his/her professional detachment and sense of responsibility.

2.6. Social Support and Stress

A teacher is subject to varying states of moods. Some days he may feel like nothing in the world so much as tackling a lively class of learners while on other occasions there may

seem to be many more desirable ways of passing the time. Therefore how the teacher feels at any given moment will depend on a number of factors such as his/her temperament and his/ her relationship with the learners and colleagues, the way he/she feels about the subject to be taught , the state of his/her private life outside school. Sheer physical fatigue can also play an important part. Social support is the individual belief that one is cared for and loved, esteemed and valued, and belongs to a network of communication and mutual obligations (Cobb 1976). It provides positive experiences and positive affects and ultimately positively influences mental health (Viswesvaran *et al.*, 1999; Monnot & Beehr, 2014).

In terms of understanding the “social side of stress”, however, the concept of social support is inherently limited. It captures an individual attitude about an amount of support received, ignoring any aspect of the specific relational structure of ties through which support is conveyed. Yet, network research has shown that such relational structure defines employees’ context for action and provides both opportunities and constraints (Borgatti & Foster, 2003). Social structure might therefore play an important role in either facilitating or hampering the reception of social support. I propose that stress models can be improved by integrating a social network perspective, where individuals are considered fundamentally unequal in terms of access to social support, due to differences in network positions. This perspective on stress mainly consists in trying to provide evidence for Lin’s view that “network locations enhance the likelihood of accessing social support which, in turn, improves one's physical or mental well-being” (Lin 1999). Analyzing social support in relation to individual network positions allows

identifying why some individuals enjoy more social support than others do, ultimately extending the scope of stress theories and providing more actionable knowledge to reduce stress within organizations.

The effects of stress in organizations have become a growing source of concerns in the last 20 years. Research has shown that job stress has implications for both employees and their employers. Stress leads to adverse health (Karasek and Theorell, 1990), increases employee absenteeism (Hendrix *et al.*, 1995, p. 87), reduces productivity and augments worker turnover (Spielberger & Reheiser, 1995, p. 66). Colligan and Higgins (2005) define workplace stress as “the change in one’s physical or mental state in response to workplaces that pose an appraised challenge or threat to that employee”. Occupational stress remains a complex construct and there is no one unique definition in the literature. However, there is a consensus, from a psychosocial point of view that involves the understanding of employees’ interactions with their environment, and the way they perceive and appraise this specific situation of work (Cox & Griffiths, 2005). Numerous models emerged in order to investigate the interaction between a focal individual and its environment, belonging to two main theories (Cox, 1993, Cox & Griffiths, 2005): interactional or transactional. The interactional approach suggests that stress occurs in consequence of an incompatible interaction between a person and its environment, regardless of individual differences. Person-environment-fit model, Seigrist’s effort–reward imbalance model (1996), Karasek’s job demands/job control model (Karasek, 1979) and Karasek’s job demands/job control/social support model (Karasek, 1979; Johnson & Hall, 1988; Karasek & Theorell, 1990) all fall in this category. The

transactional approach describes the processes of interactions, and insists on the appraisal theories of stress (Lazarus and Folkman, 1984).

Understanding stress at work starts mainly by knowing its antecedents. Many factors contribute to workplace stress. A large amount of work has been done to identify how work context in which a focal actor is embedded also seems to matter, a central factor in the literature being how much social support he or she would receive. In general social support can be emotional, informational, instrumental and of an appraisal nature (House, 1981).

House, Landis & Umberson (1988) put an emphasis on the “emotionally or instrumentally sustaining quality of social relationships” when referring to social support. This dichotomy of social support is today well-established (Karasek and Theorell, 1990; Beehr *et al.*, 2010). It carries both the actions of caring, listening sympathetically to another person and the actions of giving tangible assistance, such as physical assistance or aid in the form of advice or knowledge in order to achieve a given task (Fenlason & Beehr, 1994). Although the effect of social support on stress processes has been largely studied since Cobb (1976) and Cassel (1976) works, research still attests of its complexity. Some research showed buffering effects where social support reduces the negative effects of stressors on stress-related outcomes.

Other studies demonstrate that social support has direct effect on stress. In this case, social support is considered as an antecedent of stress, having a protective function, independently from the environment characteristics. In other words, the perception that

others are available and ready to provide social support is sufficient to acquire a more positive emotional state and a more positive attitude facing stress (Cohen & Wills, 1985; Cohen, 2004), even if one had not receive an assistance. Following Ganster et al. 1986; Melamed *et al.*, 1991; Baruch Feldman *et al.*, 2002, we adopt the latter approach, considering social support as an important factor of stress.

As much as social support has been proved to influence stress in earlier research, the content of this concept is still hard to tackle. More specifically, by capturing the social context in terms of an aggregate amount of support received, it fails to seize the complexity of social relationships that are supposed to deliver it. A low level of social support, for example, may hide very different social positions. It may be due to a number of negative ties, carrying harassment, discrimination, threats of violence and managerial bullying (Colligan & Higgins, 2005). But it may as well be the outcome of a too small network of positive ties, following recent exogenous changes (e.g.: merger, taskforce reallocations leading to the breaking of existing relationships) (Lindorff, 2001). Similarly, an increase in social support received may be due to an improvement of existing relationships (e.g. closer friendship, increased frequency) as well as the arousal of new relationships, enlarging potential for social support. These examples suggest that improving our understanding of the social side of stress requires analyzing the origins of social support with a network approach, i.e. analyzing which network positions lead to higher levels of social support. My paper relies on the notion that not all network positions lead to social support, and that some relational configurations are more conducive of social support than others are.

A majority of studies states that women in general are more stressed than men (Hall *et al.*, 2006; Jones *et al.*, 2015), proposing that home demands interfere with the quality of recovery from work (Ferguson and Dawson, 2012). While other studies showed no significant results in the effect of gender on stress (Plaisier, 2007; Herrero *et al.*, 2012). Moreover some studies demonstrated that younger employees are more subject to job stress compared to older employees that have developed coping process to face stress (Boyas *et al.*, 2012), whereas others showed no significant differences in the influence of age on work-related stress (Rauschenbach *et al.*, 2013).

Summary of Chapter Two

Institutions' customers might consider tangible aspect of the service more important than the service itself. In order to make a service tangible an organization should establish customers' expectations as to the level of quality service required. This is very critical for success of any organization. However, this is not usually the case because it might be too costly to provide an exemplary treatment to customers and so organizations are faced with a myriad of challenges (Joanna Magnusson, 2005). School managers should practice shared leadership such that group members should take on responsibility for leadership particularly when they have the expertise, experience or passion for a particular issue.

Managers of learning institutions should make a strategic plan that gives direction and scope of the organization over the long-term, which achieves advantage for the organization through its configuration of resources within a changing environment to

meet the needs of the markets and to fulfill stakeholders' expectations. In order to determine where the organization is going, the manager of a school needs to know exactly where the organization stands, then determine where it wants to go and how it will get there. Workers must make commitment to implement their skills at the work place to give a return for the investment for the organization either in terms of identified objectives satisfaction, or momentary assessment (MOE, 2011).

In institutions, peers communicate job information, advice, evaluation of performance and personal feedback. The vision can be articulated through images, words or experiences. The more experiences the team leader provides the team members with about the future the more they understand where you want to take them and how they can get there (MOE, 2011; 183).

Managers learn to manage by managing. Experimental and reflective learning is potentially the most powerful form of learning. It comes naturally to some managers. Managers use informal approaches to management development like emphasizing self-assessment and identification of development needs by getting managers to assess their own performance against agreed objectives and analyze factors that contributed to effective or less effective performance which can be provided through performance management (Armstrong, M.,2009).

Possession of skills by human resources is meaningless unless the skills are translated into a quality performance of the intended work. Result-based HRD therefore represents a philosophy and practice that emphasizes results (Sahu, R.K, 2009). It is not obvious that

learning would definitely lead to results because a situation would arise where the trainee learns the appropriate knowledge but subsequently is not able to see it in the job as a result of lack of encouragement from supervisors or colleagues. It is on this basis that the researcher sought to investigate the determinants of service delivery by teachers in public primary schools in Kwanza Zone, Trans-Nzoia County, Kenya.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

This chapter consists of research design, target population, sample and sampling procedures, data collection procedures, data analysis procedure, validity and reliability of research instruments and ethical consideration.

3.2 Research Design

The study used survey research design. The design offered the researcher an opportunity to collect quantitative data that provided statistical information. Quantitative data collected was easy to analyze as compared to qualitative data. The design is cheap in collecting data from a large sample size and gives easily accessible information. Survey was used to collect first hand information from teachers in public primary schools in Kwanza Zone. This study used both quantitative research method and quantitative research approach in seeking to confirm research questions about the phenomenon under study.

3.3 Target Population

The target population was drawn from 26 public primary schools from Kwanza Zone in Kwanza Sub-county. It comprised a homogeneous group of 96 teachers and 16 school managers who were employed by Teachers Service Commission (T.S.C) and were working in the zone during the study period: between 15th and 29th April, 2012. A sampling frame was obtained from a record of the 26 public primary schools from Kwanza Zone as shown in table 3.1.

Table 3.1: Schools in the sampling frame

No	School	Number of teachers
1	Biketi primary school	11
2	Bishop muge primary school	13
3	Bondeni primary school	14
4	Gidea primary school	11
5	Goseta primary school	13
6	Kapkai Primary school	14
7	Kapkoi RC	11
8	Kapomboi primary school	14
9	Kiptuimet primary school	12
10	Kobos primary school	13
11	Kolongolo primary school	15
12	Kwanza primary school	12
13	Lelkina primary school	14
14	Lunyu primary school	16
15	Luuya primary school	12
16	Maridadi Primary school	13
17	Marinda primary school	13
18	Meteitei primary school	11
19	Meza primary school	11
20	Mlimani Primary school	12
21	Mutua primary school	13
22	Namanjalala primary school	13
23	Nasianda primary school	13
24	Ngeny primary school	14
25	Pengi primary school	12
26	Sarura primary school	13
TOTAL		333

Source: Ministry of Education, 2012

3.4 Sample size and Sampling Techniques

A minimum sample size formula, $m = \frac{50}{ps}$ (Kiptoo, W., 2010) was used by the researcher to determine a sample of 16 schools. Then, the 16 schools were selected through a systematic sampling procedure, while census was done on all the 16 school managers from the 16 public primary schools. To select six teachers from each school to form a study sample of 96 teachers the researcher used a simple random sampling technique.

The researcher used a method of lottery where each member of a population was numbered with a consequent manner. The same numbers were written in separate pieces of papers; the papers were folded and mixed into a box. Lastly, samples were taken randomly from the box by choosing folded pieces of papers in a random manner.

Sampling techniques used to select respondents who participated in the study are shown in table 3.2 below.

Table 3.2: Sample size and sampling procedures

Item	Sampling procedure	Sample size
Teachers	Simple random sampling	96
School managers	Census	16
TOTAL		112

Source: Researcher's own Source (2012).

Table 3.3: List of schools that formed a study sample.

List of Schools in the Sample		Total Number of	Number of teachers in
		Teachers in Schools	the Sampled
1	Gidea Primary School	11	7
2	Kapkai Primary School	14	7
3	Kapkoi RC Primary School	11	7
4	Kiptuimet Primary School	12	7
5	Kobos Primary School	13	7
6	Kolongolo Primary School	15	7
7	Kwanza Primary School	12	7
8	Lelkina Primary School	15	7
9	Lunyu primary school	16	7
10	Maridadi Primary School	13	7
11	Marinda Primary School	13	7
12	Meteitei Primary School	11	7
13	Meza primary school	11	7
14	Nasianda Primary School	13	7
15	Ngeny Primary School	14	7
16	Pengi Primary School	12	7
Total		206	112

Source: Researcher's own Source (2012)

3.5 Research instruments

3.5.1 Questionnaires

The researcher used questionnaires to seek facts, opinions, feelings and experiences from respondents. The researcher invented the questionnaires. In developing the questionnaires, the researcher considered closed-ended questions. The researcher considered questionnaires in obtaining quantitative data because questionnaires were easy to administer, required less time to collect information from respondents, were less costly in collecting data from a large geographical area and a large sample size, were familiar to most respondents and thus did not make them apprehensive and hence had a higher response rate, were less intrusive since respondents could fill them at their own time and thus could give well thought out answers.

3.6 Data collection procedure

The researcher sought permission to study in Kwanza Zone from Kwanza Sub-County commissioner and director of education. Then, the researcher distributed questionnaires to sampled schools and left them with head teachers. Each person admitted to thresholds who met the inclusion criteria was immediately assigned a random number that gave him or her an equal chance of being selected into the study sample. The purpose of study and the need for use of random assignment was explained to those selected. The participants to the study were assured confidentiality and given an opportunity to decline to participate in the study but none declined. Hence, they were given the questionnaires to complete.

Each of the head teachers completed one and then gave the rest to six teachers who were in the study sample from his or her school to complete. Researcher gave respondents two weeks to complete the questionnaires and then collected them back after they were appropriately and fully responded to. The researcher also extracted some information from administrative sources.

3.7 Validity and Reliability of Instruments

3.7.1 Validity

In order to test for validity of research instruments, researcher conducted a pilot study on 15 teachers from a few institutions in Kapkoi Zone. Then, Pearson's product moment correlation coefficient was used to determine coefficient of stability and a correlation coefficient of 0.5 was considered reliable for the study. The instruments proved valid and hence fit for use in any credible study as a correlation coefficient of over 0.5 was obtained.

3.7.2 Reliability

In order to test for reliability of research instruments a pilot study was conducted on 15 teachers from a few public primary schools in Kapkoi Zone. After this, SPSS-Cronbach's coefficient alpha was used to assess the reliability coefficient of research instruments in likert scale, which is the measure of internal consistency of the research instruments. A reliability coefficient over 0.7 was obtained and was assumed to reflect internal reliability of the instruments. Hence, the research instruments were accepted on this basis.

Table 3.4: Reliability analysis

Variable	Cronbach's alpha	Number of items
To determine influence of managerial approaches and strategies on teachers' service delivery among public primary schools' teachers	0.756	15
To determine how supervisory skills and strategies affect teachers' service delivery among public primary schools teachers	0.741	15
To determine the effect of social support measures by school management on teachers' service delivery in their institutions	0.767	15

3.8 Data Analysis Procedures

Data analysis involved bringing order, structure and meaning to collected data. This was done by examining data collected to make inferences and deductions. Data collected from the field were examined thoroughly to ensure that they were accurate. Then the data were input in statistical package for social science (SPSS) by the researcher. The SPSS computer statistical package version 21 of window platform was used to analyze the research data, in accordance with the research objectives. The analysis technique involved descriptive statistics such as mode, percentage distributions and frequency distributions that were used to analyze the data quantitatively. Then bar graphs, tables and charts were used to present the analyzed data.

3.9 Ethical Considerations

To ensure the research was ethically conducted the researcher was given a clearance for the study by National Council for Science and Technology through an issuance of a research permit to conduct the study. Then, the researcher informed respondents fully about the procedures to be employed in the study. The participants thus gave the researcher an informed consent. Respondents were assured confidence that information gathered from them would be used for purpose of study only, and could not be released to any unauthorized person.

CHAPTER FOUR

4.0 DATA ANALYSIS, INTERPRETATION AND DISCUSSIONS OF RESULTS

4.1 Introduction

In this chapter, the researcher examined the data collected and grouped it according to the relationship with the variable and objectives of the study. The chapter analyzed data on

the determinants of service delivery by teachers in public primary schools where it examined effects of: managerial approaches and strategies, supervisory skills and strategies as well as social support measures on service delivery by teachers. Data analyzed was presented through tables, graphs and pie charts.

4.1.2 Response rate

The response rate in this study was 96.43%. Thus the study was believed to lead to reliable results because non-response was too small. The researcher also made an assumption that those who did not take part in the study was not due to lack of interest, but was due to lack of time, and that did not hold views significantly different from those that took part in the study.

4.2 Demographic Data of Respondents

This research sought general information about the respondents in terms of gender, age, levels of education achieved, professional qualifications and working experience,

4.2.1 Sex of Respondents

The researcher sought the sex of the respondents. This was found important because it would reveal the proportion of teachers in schools in terms of gender in order to unveil whether gender diversity is considered in recruitment of teachers. The results are presented in figure 4.1 below.

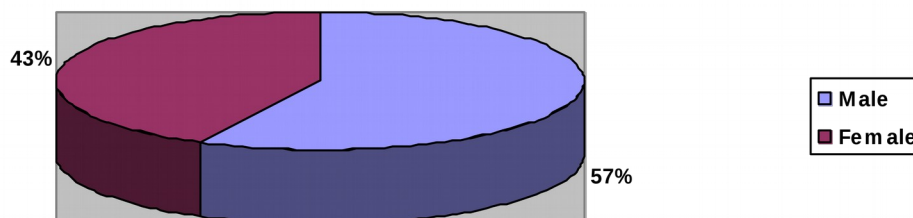


Figure 4.1: Sex of respondents

Source: (Research data, 2016)

From the figure above 62(57.4%) of the respondents were male while 46(42.6%) were female. This implies that most public primary schools in the country have male teachers and thus there is no gender parity. This information is consistent with data kept by teachers' service commission, which indicates that about 68% of all teachers in public primary schools are male (Bogonko, R. K. A., 2013). Gender parity should be considered when recruiting teachers so that number of male and female teachers in the country is balanced. This information was significant to the study because it indicated whether there was a good representation of all respondents in terms of gender across the target population. Thus, the study generated valid data, which was generalizable to the target population.

4.2.2 Age Group

The researcher sought age groups of participants. This was found important because it would inform the stakeholders in education sector about the age groups in which majority

of the teachers lie in order to have a good succession plan. The results are presented in figure 4.2 below.

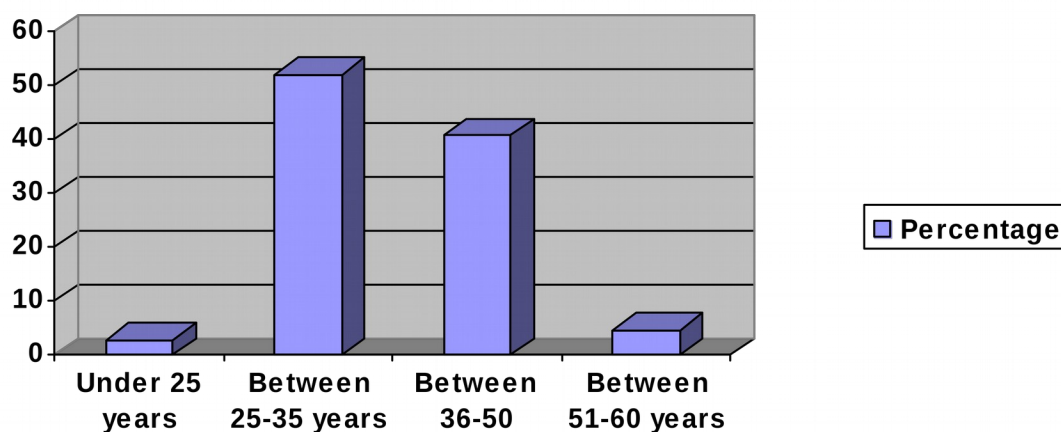


Figure 4.2: Age group

Source: (Research data, 2016)

From the figure above 56(51.9%) of respondents were between 25-35 years, 44(40.7%) between 36-50 years, 5(4.6%) between 51-60 years while 3(2.8%) were below 25 years. Records for teachers aged between 25-35 years indicate that they are the majority group, and are followed closely to those aged between 36-50 years. This implies that most teachers were youthful and were therefore far from the retirement age of 60 years. This can be attributed to the fact that teachers are employed to replace those retiring, those eliminated by natural attrition or those quitting the profession. This is consistent with teachers' recruitment policy of ministry of education where teachers below 45 years are the ones employed and deployed to replace those leaving the service.

4.2.3 Professional Qualifications.

The study sought to establish the highest level of education attained by teachers. The researcher considered this important because it would reveal whether teachers teaching in public primary schools were qualified or not. The results are presented in figure 4.3 below.

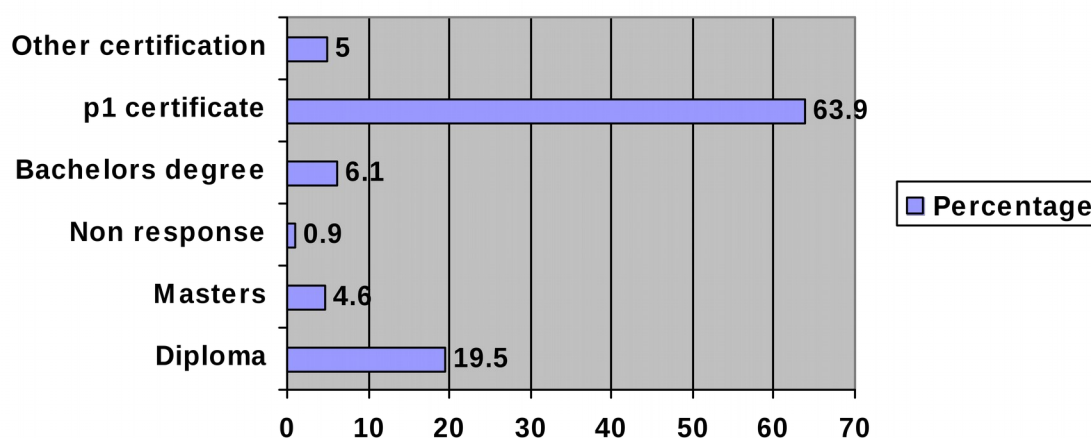


Figure 4.3: Education level.

Source: (Research data, 2016)

From the figure above an overwhelming number 69(63.9%) of respondents had P1 qualifications, 21(19.5%) had attained diploma in education, 7(6.1%) had attained a degree in education while a minority group 1(0.9%) did not provide any information.

These results imply that an impressive number of teachers had undergone a P1 certificate course. This can be attributed to the fact that teachers are poorly remunerated to afford higher education like degree in Early Childhood Development and Education or degree in

education (primary option) which requires about sh.200,000 and sh.350,000 respectively to complete. According to TSC remuneration record, a teacher who has attained job group G earns between sh23,000 and sh. 26,000 per month depending on the work station (Heyneman,2011: Ministry of Education). Those working in the countryside like Kwanza Zone may even earn less than those in urban centres such as Nairobi may.

There is need for teachers in public primary schools to keep abreast with the latest knowledge. This is consistent with Eshiwani's argument, (Bogonko, R.A.K, 2013) that when management in organizations (not just in schools as in this case) is based on traditional approaches, leadership will be overtaken by events. This is because cultural and traditional leadership may not be effective in the current global situations where business environment is experiencing change unless they restructure and disorganize themselves for a new beginning.

4.2.5 Years of Experience

The researcher sought working experience of respondents. This was found important because it would enable the researcher establish whether the respondents had enough experience to execute their work effectively. The results are presented in table 4.2 below.

Table 4.2: Years of experience

Years of Experience	Frequency	Percent
2 or less years	9	8.3
Between 3-5 years	23	21.3
Between 6-10 years	36	33.3
Between 11-17 years	29	26.9
Above 18 years	10	9.3
None response	1	0.9

Total	108	100.0
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Source: (Research data, 2012)

From the figure above 36(33.3%) of the respondents had worked for 6-10 years, 29(26.9%) for 11-17 years while 23(21.3%) had worked for 3-5 years and 10(9.3%) had worked for more than 18 years. The study revealed that those who had worked for 2 years and less were 9 (8.3%). However, 1(0.1%) did not provide any information on this variable.

The findings about the work experience of teachers indicate that ministry of education has vigorously recruited teachers in the last 14years (1998-2012). A nearer even distribution was noted in subsequent age sets suggesting that the ministry of education has a succession planning within Kwanza zone where teachers of varying experiences were evenly distributed within the zone. Most teachers have varied working experiences with majority having approximately 6-10 years. This implies that most of the practicing teachers have taught for long meaning that they have a wide range of experience in their work environment. This suggests that teachers are well versed with their work because of many years of experience. This further suggests that the teachers are capable of handling different challenges that may arise in course of their duties.

4.3 Effects of Managerial Approaches of School Management on Service Delivery

This study sought to establish managerial approaches used by school managers. This was considered important because it would clearly unveil the outcomes of basic managerial functions on teacher's service delivery. The results are presented in tables below.

Table 4.3: Coercive managerial approach

Agree	Disagree	Strongly	Strongly	Non
--------------	-----------------	-----------------	-----------------	------------

			Agree	Disagree	Response
It control situations at workplace	56(51.9%)	10(9.3%)	16(14.8%)	22(20.4%)	4(3.7)
Involves giving negative feedback to employees	27(25.0%)	30(27.8%)	5(4.6%)	38(35.2)	8(7.4)
Immediate compliance from employees	34(31.5%)	5(4.6%)	12(11.1%)	35(32.4%)	22(20.4%)

Source: (Research data, 2012)

From the table 72(66.7%) of the respondents agreed that coercive management controls situations at workplace. This suggests that the school managers are concerned with the way teachers respond to changes in their work, and the way the changes may affect their work performance.

Besides 68(63.0%) of participants said that coercive management did not involve giving negative feedback to employees. More so, from the table there was an immediate compliance by 46(42.6%) of the respondents. This implies that most teachers know what is required of them and any mistakes that need to be corrected in their institutions in order to perform their work effectively.

Table 4.4: Authoritative managerial approach

	Agree	Disagree	Strongly Agree	Strongly Disagree	Non Response
It gives vision and focused leadership	42(38.9%)	11(10.2%)	25(23.1%)	25(23.1%)	5(4.6%)
It clearly states the direction of work to employees	33(30.6%)	13(12.0%)	31(28.7%)	23(21.3%)	8(7.4%)
It gives long term thinking to the employees	35(32.4%)	13(12.0%)	16(14.8%)	38(35.2%)	6(5.6%)
Management puts people	24(22.2%)	32(29.6%)	7(6.5%)	30(27.8%)	15(13.9%)

first and work second					
Promotes harmony, cooperation, good feeling at work place	44(40.7%)	12(11.1%)	24(22.2%)	23(21.3%)	5(4.6%)
Smoothness tensions quickly between employees	53(49.1%)	10(9.3%)	10(9.3%)	29(26.9%)	6(5.6%)
Promotes social activities within the team	43(39.8%)	7(6.5%)	22(20.4%)	31(28.7%)	5(4.6%)

Source: (Research data, 2012)

From the study authoritative management is not practiced on 51(47.2%) of the respondents. This suggests that there could be other managerial approaches employed by school managers that the managers consider better as they suit their work environment.

Majority of the respondents 67(62.0%) agreed that authoritative management gives vision and focused leadership. This implies that most school managers employ an autocratic direction such that teachers are given clear and precise orders and the manager acts accordingly.

Most 64(59.3%) of the respondents agreed that authoritative management clearly states the direction of work to employees. This can be summed up that School managers made most decisions in their institutions and there was no way left to the teachers to show their initiatives.

Majority of respondents 51(47.2%) agreed that authoritative management gave long term thinking to the teachers with an equal number disagreeing. This suggests that there is

cooperation of managers and teachers for successful implementation of any direction of work in their schools.

According to the study 62(57.4%) of the respondents disagreed that management puts people first and work second under authoritative management. This indicates that teachers are viewed as un-dimensional beings only interested in money and thus are dehumanized by making them work like machines or robots. This needs to be corrected.

From the table 68(62.9%) of the respondents agreed that authoritative management promotes harmony, cooperation and good feeling at workplace. This supposes that established rules in schools ensure uniformity of procedures and operations and help maintain stability in schools disregarding individual managers and personal desires.

Besides, 63(58.4%) of teachers indicated that authoritative management smoothens tensions quickly between employees. This suggests that teachers are treated impersonally such that they are evaluated based on rules and objective goals set by school to be achieved by teachers. Thus, the rules and objective goals are the unifying factors of teachers in schools.

From the study 65(60.2%) of the respondents indicated that authoritative management promotes social activities among teachers. This implies that duties are divided into simpler, more specialized tasks based on specialization and expertise thus enabling teachers to use their skills efficiently.

Table 4.5: Democratic managerial approach

	Agree	Disagree	Strongly Agree	Strongly Disagree	Non Response
It builds group concern	51(47.2%)	20(18.5%)	19(17.6%)	11(10.2%)	7(6.5%)
Employees are trusted to have skills, knowledge and drive to which everyone is committed	34(31.5%)	28(25.9%)	29(26.9%)	9(8.3%)	8(7.4%)

Source: (Research data, 2012)

The study revealed that democratic management builds up group concern as supported by 70(64.8%) of the respondents. This suggests that school managers assign tasks generally and that teachers are encouraged to solve their problems if any independently and hence they should take an initiative to do so.

Moreover, 63(58.4%) of respondents indicated that in democratic management employees are trusted to have skills and knowledge and drive to which everyone is committed. This implies that school managers consult a teacher before issuing any direction to him or her in order to have consensus in decisions made before taking an action.

Table 4.6: Pace setting managerial approach

	Agree	Disagree	Strongly Agree	Strongly Disagree	Non Response
Manager accomplishes great deal of top quality work himself/herself	26(24.1%)	29(26.9%)	20(18.5%)	25(23.1%)	8(7.4%)
Employees achieve their	51(47.2%)	4(3.7%)	38(35.2%)	11(10.2%)	4(3.7%)

own goals with little supervision					
If quality of work is not up to standard	14(13.0%)	30(27.8%)	14(13.0%)	46(42.6%)	4(3.7%)
manager will do it himself or herself					

Source: (Research data, 2012)

The study sought to find out if there is pace setting management and the majority 74(59.3%) of the respondents agreed that it is there. When the study sought to establish whether the manager accomplishes great deal of top quality work himself/herself 54(50.0%) of the respondents disagreed. This means that teachers are absolutely entrusted with all the duties under their care. Even where quality of work is not up to standard school manager will not do it himself or herself as suggested by 76(70.4%) of the respondents.

From the table, most 89(82.4%) of the respondents agreed that employees achieve their own goals with little supervision. This indicates that teachers are self-directed as they know what is required of them in pursuit of their institutional goals.

Table 4.7: Coaching managerial approach

	Agree	Disagree	Strongly Agree	Strongly Disagree	Non Response
Managers help employees identify their strengths and weaknesses	8(7.4%)	66(61.1%)	17(15.7%)	12(11.1%)	5(4.6%)
Managers set development plans that foster career goals	37(34.3%)	15(13.9%)	29(26.9%)	20(18.5%)	7(6.5%)
Managers create an environment that	7(6.5%)	45(41.7%)	27(25.0%)	24(22.2%)	5(4.6%)

support honest self
assessment

Source: (Research data, 2012)

The study findings on coaching management revealed that 78(72.2%) of the respondents disagreed that managers help employees identify their strengths and weaknesses. Furthermore, 69(63.9%) of respondents indicated that managers do not create an environment that support honest self-assessment. This implies that there is poor identification of skill gaps and training needs and this need to be checked by the school leadership.

When the study sought to find out if managers set development plans that foster career goals 66(61.1%) of the respondents agreed that managers set them. This suggests that school managers give direction to their subordinates that guide them towards the set goal.

4.4. Managerial Strategies of School Managers Applied in Managing Teachers

The researcher sought managerial strategies employed by school managers. The researcher considered this important because it would inform the study about the strategies used by school managers and the extent to which school managers in schools apply them. The results are presented in table 4.8.

Table 4.8: Managerial strategies of school managers used in managing teachers

	Percent		
	Yes	No	Non response
Your institution has procedures on how to perform	22.2	77.8	-
Institutional manager replicate training aids on the	31.5	67.6	0.9

job			
Aids on the job extend the training room into work place.	64.8	32.4	2.8
School manager encourage employees to use on the job aids	61.1	38.9	-
There is a plan for and dedication of on the job coaching resources	41.7	55.6	2.8
Coaching overcome individual barriers to skills applications	61.1	35.2	3.7
There is a link between program learning outcomes to organizational and individual goals	25	74.1	0.9
Workmates agree and set measurable organizational and individual goals	84.3	15.7	-
Targets and measurements in your institution prove that employees are performing	14.8	84.3	0.9
You are provided with incentives	41.7	44.4	13.9

Source: (Research data, 2012)

From the table 84(77.8%) of the respondents were not provided with procedures on how to perform. This implies that they are not properly coordinated to efficiently and effectively use their resources in pursuit of set institutional goals.

Furthermore from the table 73(67.6%) of the respondents stated that managers do not replicate training aids on the job. This can be attributed to inadequate improvisation by teachers and insufficient funds in schools for purchasing teaching and learning resources as well as recklessness and mismanagement on already available resources.

From the table above 70(64.8%) on the job aids extend training room into the work place while 66(61.1%) of the respondents are encouraged by school managers to use on the job aids. This is consistent with TSC policy (2013) which states that ultimately all TSC officers, teachers and other public officers must realize that the values and principles of public service should guide service delivery to stakeholders and all Kenyans. These

values and principles include high standards of professional ethics; efficient, effective and economic use of resources; responsive, prompt, effective, impartial and equitable provision of service. This implies that teachers effectively deliver their service because on the job aids and coaching resources overcome barriers to skills application.

Moreover, from the table 60(55.6%) of the respondents are not provided with a plan for and dedication of on the job coaching resources. This could be attributed to lack of the resources in schools, lack of improvisation on part of the teacher and lack of prioritization of resources in order of their necessity and urgency.

Besides, 80(74.1%) of the respondents do not see any link between program learning outcomes to organizational and individual goals. This can be attributed to ineffectiveness, inefficiency and lack of responsiveness by most teachers such that most of them are not able to do the right thing in the right manner. This can further be attributed to poor identification of skill gaps among teachers who attend capacity development programs. This is consistent with MOE (2011), which argues that where there is no responsiveness there can be waste of time on part of staff and members of the public who expect service from the staff.

From the table, 91(84.3%) of the respondents agree and set measurable organizational and individual goals although for 91(84.3%) of the respondents targets and measurements in their institutions did not prove that they were performing. This implies that most teachers did not meet their pre-set goals. Teachers therefore need to properly strategize in order to realize their goals.

Finally, 48(44.4%) of the respondents are not incentivized to work harder. This implies that their motivation and morale to work is low. This is consistent with MOE (2011), which argue that both financial and non-financial incentives motivate individuals to push themselves and work effectively while at work. It further argues that setting personal and team goals with a reward at the end incentivize staff to work harder and increases their motivation and morale.

4.5 Supervisory Skills used by School Managers in Supervision of Teachers

The researcher sought supervisory skills employed by school supervisors on teachers. This was considered important by the researcher because it would help the researcher in establishing their effects on teachers work performance. The results are presented in table 4.5 below.

Table 4.9: Supervisory skills used by school managers in supervision of teachers

	Percent		Non Response
	Yes	No	
Employees are provided with feedback	66.7	31.5	1.9
frequently and using variety of methods			
Communication informs and involves all	63.9	34.3	1.8
stakeholders			
Information is communicated to all appropriate	63.9	31.5	4.6
levels in the organization			
There are variety of communication media and	53.7	43.5	2.8
styles			
Engagement at the work place motivates	33.3	57.4	9.3
participants to apply their skills			
Employees are briefed before training	76.9	20.4	2.8

Source: (Research data, 2012)

From the table, 72(66.7%) of the respondents were being provided with feedback frequently and using variety of methods. Also 69(63.9%) of the respondents said that information informs and involves all stakeholders. Furthermore, 69(63.9%) of the respondents have information communicated to all appropriate levels in the organization. This implies that most public primary schools have variety of communication methods. Therefore, supervisors are able to reach and inform most teachers about the important information of what is expected of them in their institutions in order to work effectively.

More so, from the table 83(76.9%) of respondents are briefed before training. This implies that teachers know the purpose of capacity development programs even before attending the program. It therefore indicates that teachers are motivated to attend such programs. This is consistent with TSC Act (2013) which requires teachers to undertake career progression and professional development programmes at least once in three years. From the table 62(57.4%) of the respondents were not motivated to apply their skills by their engagement with their supervisor. This implies that there is a poor interpersonal relation between the supervisor and the teacher that needs to be checked and corrected. This is inconsistent with CEMASTE A (2015) which argues that supervisors should maintain a healthy relationship with teachers, parents, and other staff.

Moreover, from the table 58(53.7%) of the respondents have variety of communication media and styles. This suggests that there is an effective coordination, such that activities and responsibilities are synchronized and integrated within their institutions in pursuit of their set goals.

4.6 Supervisory Strategies Used by School Managers in Managing Teachers.

The study sought supervisory strategies employed by teachers' supervisors. The researcher considered this important because it would unveil the existence of supervisory strategies that can be embraced to enhance work performance by teachers. Results are recorded in table 4.6 below.

Table 4.10: Supervisory strategies used by school managers in managing schools

	Frequency (percent)		
	Yes	No	Non Response
Supervisor adopt and uses the problem solving model	78(72.2%)	23(21.3%)	7(6.5%)
Supervisor shows empathy to new workers	87(80.6%)	16(14.8)	5(4.6%)
Supervisor gives orientation to new, inexperienced workers and to workers experienced but in other settings or with other population	28(25.9%)	76(70.4%)	4(3.7%)
Supervisor's reaction to employees resistant at work place affect employees' attitude to work	80(74.1%)	21(19.4%)	7(6.5%)
Supervisor listens to employees grievances	26(24.1%)	76(70.4%)	6(5.6%)
Employees are represented well to the management	49(45.4%)	53(49.1%)	6(5.6%)
Supervisor reviews learning after training and identifies opportunities for skills application	32(29.6%)	74(68.5%)	2(1.9%)
There is follow up regularly on progress of skill application with employees	32(29.6%)	73(67.6%)	3(2.8%)
There is observation at workplace or survey of participants by supervisors to find out how much they are using their newly learned skills on the job	37(34.9%)	69(65.1%)	2(1.9%)
Supervisors discuss with teachers how best to work together to get the most benefits from the teachers' training programs	37(34.3%)	66(61.1%)	5(4.6%)

Source: (Research data, 2012)

From the table, supervisor adopts and uses the problem solving model on 78(72.2%) of the respondents. This implies that the process is all inclusive and hence creates a conducive work environment to teachers.

Besides, 87(80.6%) of the respondents were shown empathy when new in their work stations. This suggests that the supervisor is concerned with who fits where on the new job so that one can do better in what he/she well.

In addition, 76(70.4%) of the respondents were not given orientation when are new, inexperienced or experienced but in other settings. This can be attributed to an assumption by supervisors that teachers are familiar with their work and work environment and so they do not need any follow up. This means that some teachers are not shown how to perform some specific functions that require guidance despite their experience.

More so, 80(74.1%) of the respondents were affected by the supervisor's reaction to teachers' resistance to work. This can be attributed to misunderstanding between the two parties and lack of an appropriate arbitrator. This is inconsistent with TSC Act 2013, which mandates TSC the employer of teachers in Kenya to monitor the conduct and performance of teachers in teaching service.

From the table 76(70.4%) of the respondents were not listened to by supervisor to understand their grievances. This implies that their supervisor is not able to give feedback to managers regarding teachers' complaints, grievances and problems that inform school leadership on areas of improvement. Neither do teachers get feedback on their work from the school leadership.

Similarly, 53(49.1%) of the respondents were not represented well to the management. This suggests that teachers are delinked from the schools' management. For teachers to work effectively then this needs to be checked and the problem corrected.

Additionally, for 74(68.5%) of the respondents there was no review of training. This implies that there is an ineffective process of identifying development needs of teachers in most schools. This further suggests that most teachers might be lagging behind in terms of skills growth.

From the analysis, 73(67.6%) of the respondents were not followed-up regularly to monitor their progress on skills application. This suggests that most of the teachers' supervisors do not set expectations for their teachers neither do they conduct reviews and take action nor prepare appraisal reports on teachers.

Furthermore, from the table 69(65.1%) of the respondents were not observed at workplace by supervisors to find out how much they are using their newly learned skills on the job. This suggests that teachers are not given feedback. This is inconsistent with TSC Act 2013 which has introduced an open performance appraisal system for teachers to strengthen supervision in schools. This Act provides feedback, improve communication and clarify roles and responsibilities of teachers, their supervisors and managers.

Finally, 66(61.1%) of the participants do not discuss with their supervisors on how best to work together to get the most benefit from their training programs. This implies that they do not hold consultative meetings to discuss the way forward in their institutions. This needs to be corrected.

4.7 Social Support Measures Established by Schools Management

The researcher sought to establish the functionality of social support measures on service delivery in schools. This is important because social support measures incentivize and increases morale of teachers and overall productivity. The results are presented in table 4.7 below.

Table 4.11: support measures used on teachers by school management

	Yes	No	Non Response	
Teachers are provided with accommodation by the management of their schools	73(67.6%)	22(20.4%)	13(12.0 %)	
School managers and teachers share problems with teachers in case they are there	82(75.9%)	22(20.4%)	4(3.7%)	
Institutions have social support measures to deal with stress, caused by bereavement, job loss, rape and illness	Yes 54(50.0%)	No 42(38.9%)	Well developed 9(8.3%)	Non Response 3(2.8%)
Teachers are coerced to offer	Yes 37(34.3%)	No 44(40.7%)	Sometimes 25(23.1%)	Non Response 2(1.9%)

social support to their fellow
employees by the
management

Source: (Research data, 2012)

From the table 73(67.6%) of the respondents were offered accommodation within the schools. This implies that teachers have quality time to deliver their service. A similar number said that accommodation of teachers within their work premises is necessary for teachers as it gives them quality time to do their work.

Moreover, for 54(50.0%) of the respondents, their institutions provide teachers with social support measures to deal with stress, caused by bereavement, job loss, rape and illness. This implies that there is a build up teamwork spirit among teachers and hence there is solidarity among them.

From the table 44(40.7%) of the respondents were not coerced to offer social support to their fellow colleagues. This suggests that most teachers offer their social support measures voluntarily. It further indicates that teachers have a social concern for each other which unites them to work towards a common goal.

Additionally, school managers and supervisors share problems with teachers in case they are there as is confirmed by 82(75.9%) of the respondents. This can be seen from the table above. A similar number further agreed that this improves their attitude towards their work at school. This implies that there is unity of purpose at school such that teachers are unified by their social support activities.

4.7.1 Counseling Programmes Provided To Teachers

The researcher sought the counseling programmes established in schools. This was important because such programmes would deal with psychosocial needs arising among teachers. The results were presented in the table below.

Table: 4.12: Counseling Programmes Provided to Teachers

Counseling programme	Yes	No
During trauma caused by loss, grief and bereavement	83(76.9%)	25(23.1%)
On family issues	88(81.5%)	20(18.5%)
On poor performance	17(15.7%)	91(84.3%)
On drug abuse/alcohol dependency	91(84.3 %/)	17(15.7%)
On physical health issue	3(2.8%)	105(97.2%)
To deal with depression	89(82.4%)	19(17.6%)
On poor interpersonal relationships	6(5.6%)	102(94.4%)

Source: (Research data, 2012)

From the table 83(76.9%) of the respondents were provided with counseling services in case of loss, grief and bereavement. This suggests that most teachers are accorded a psychosocial support from their workmates and school management.

Moreover, 88(81.5%) of participants were counseled on family issues. This implies that where family issues spill over to work places for example work related separation of families and couples work place counseling is done to give emotional support to the teacher.

Only 17(15.7%) of the respondents are offered counseling services in case of poor performance. This implies that most teachers were not guided in case of poor work performance on how they could improve their work. This further suggests that they could continue repeating the same mistakes all along and even worsening the performance. This needs to be checked and corrected if schools are to realize improved work performance. More so, most 91(84.3%) of the respondents were counseled in case of drug abuse or alcohol dependency. This implies that there was a good effort made by the school management to alleviate the problem of drugs in schools.

Moreover, 105(97.2%) of participants were not counseled on physical health issues. This suggests that most teachers with health problems were not supported to enhance their work performance. This needs to be checked. From the table most 89(82.4%) of the respondents were offered counseling services to deal with depression. This implies that those suffering from depression lack psychosocial support, which then affect their service delivery.

Finally, from the table 102(94.4%) of the participants were not being counseled to deal with poor interpersonal relationships. This therefore suggests that there are much of

unhealthy relationships among most teachers in public primary schools. This could adversely affect service delivery by teachers owing to their disharmony and poor relationship.

CHAPTER FIVE

5.0 SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter provides a summary of the findings, conclusions, recommendations of the study and suggestions for further studies. The findings are related to the objectives of the study and the presentation flows in accordance with the study objectives.

5.2 Summary of Findings

The concept of institutional management is very important in the development of any education system. Head teachers are in charge of administration such that they employ various administrative mechanisms to make sure that all processes are seamless and achieve set objectives, they are also charged with the responsibility of making plans and executing viable projects through a long process of funds acquisition, labour attainment to the implementation plan. They ensure that pupils can learn in calm environment and that they are able to excel in their life after school. They therefore co-ordinate all members of staff, sponsors, school boards and national officers to make sure that there is success (Bogonko, R.A.K, 2013). In their management, they employ different styles of leadership in order to perform the management functions that follow: planning, organizing, staffing and recruitment, training, coordination, budgeting, motivation and

supervision. While some school managers are bureaucratic, some of them practice collaborative leadership, dictatorship, autocracy among others. Whichever way though, incorporating best managerial approaches and strategies in management is inevitable. Even though this is however marred with several challenges.

On another aspect, institutional managers do not replicate training aids on the job. This is consistent with CEMASTEAs situational analysis of 2009, which revealed that some schools did not prioritize their resources. For example, a number of schools lacked basic resources for teaching and learning such as books and yet they had secondary resources such as swimming pools. Besides, in a prevalence rate of 49%, improvisation of teaching and learning resources had not taken root with 30% of the teachers considering it unnecessary, (CEMASTEAs, 2012). Additionally, MOE (2011) argues that in many of schools in Kenya there is evidence of mismanagement. This is proved by the sorry state of the infrastructure in the schools and the poor performance of schools. This suggests that resources are not used in the best possible manner, which causes inefficiency on teachers' work performance.

The study established that the employees were provided with feedback frequently and using variety of methods and that communication informs and involves all stakeholders. According to Prive (in CEMASTEAs, 2015) what the manager want to accomplish may be very clear in his/her mind, but it has to be shared with the team members if they all have to work with him towards the same goal. Bogonko, R. A.K., (2013) affirms that effective communication informs various stakeholders of the reasons for the change, the benefits

of successful implementation as well as the details of the change for example when, where, who is involved and how much it will cost.

This study shows that most teachers are briefed before training. Continuous training of teachers in learning institutions is paramount as it keeps employees abreast with new skills. Training is crucial for both new and old employees. It helps new employees familiarize themselves with their jobs, company rules, and regulations. Need for systematic training has increased due to rapid technological changes, which create a new requirement for new skills and training. Waweru, M.E., (2007, 67-68) and Beardwell, L. (2004; 276-279), argue that training improves job satisfaction; assist employees to function more efficiently and effectively in their present positions by exposing them to the latest concepts and reduces resistance to change; impact new employees with new skills and basic knowledge required for effective performance of a task; to prepare employees for higher positions; improve the organizational climate with improved discipline. Some organizations find it possible and conveniently cheap to employ workers with little or no training. Such workers can be taken for orientation training to familiarize themselves with tasks being performed within an organization.

The study established that the teachers' supervisors do not give orientation to new, inexperienced workers and to workers experienced but in other settings or with other population. Supervisors' reaction to employees' resistance at work place also affects employees' performance, and supervisor does not listen to employees grievances. Furthermore, it can be gathered from this study that teachers are not represented well to

the management. An abusive supervision (having a bully boss) that is gradually gaining more attention is a big problem in the workplace. It does not just affect the person at whom it is directed – it can affect an entire organization. Its presence can extend to others “second hand”, as they hear about it or witness it occurring in coworkers and friends. Moreover, if it spreads to other people, it may likely affect employees’ overall perception of the company they work for – and, in true domino effect, this can affect the productivity of the company itself. Therefore, it is not something to be taken lightly from a social or business perspective. According to Bernard, O. O.(2014), when a company has poor supervision, there is no enough responsibility for taking action for the prevention of problems, mistakes, accidents, and injuries. Poor supervision removes a very important part of the employee support process, eliminating the opportunity for reference, learning, and safety. After the initial training has been completed, supervision remains necessary for continuing skill and knowledge development among employees. It is for this reason that many organizations today refer to their supervisors as coaches.

Supervisors do not review learning after training to identify opportunities for skills application. Productivity is essential in ensuring that employees are motivated and committed to their jobs. According to Bernard, O. O., (2014), traditionally managers monitor their employees' productivity or work performance through quarterly or annual performance reviews. These sessions allow managers and employees to discuss the employee's strengths and weaknesses exemplified over the course of the review period. However, other activities are required to monitor employees' productivity because supervision improves employee productivity. Poor supervision opens the door for

unethical behaviours within an organization. With poor supervision, employees commonly feel that the company does not value their work, and loyalty is difficult to form. Without loyalty, employees are more likely to deviate from acceptable business practices. Such activities can include theft, decreased employee effort, using equipment without authorization, and falsifying documents, among other things.

The study established that institutions have social support measures to deal with stress caused by bereavement, rape and illness. The measures are well developed and that teachers were not coerced to offer social support to their fellow colleagues. However, teachers perform poorly and those with poor interpersonal relationships are not accorded proper guiding and counseling intervention. According to Cohen, S., and Wills. T.A. (1985) many factors contribute to workplace stress. A large amount of work has been done to identify how work context influences stress, paying a lot of attention to job characteristics. In general social support can be emotional, informational, instrumental and of an appraisal nature. House and Landis (Cohen, S., and Wills. T.A. 1985) put an emphasis on the “emotionally or instrumentally sustaining quality of social relationships” when referring to social support. This dichotomy of social support is today well established. It carries both the actions of caring, listening sympathetically to another person and the actions of giving tangible assistance, such as physical assistance or aid in the form of advice or knowledge in order to achieve a given task.

5.3 Conclusion

The objective of this study was to establish the determinants of service delivery by teachers among public primary schools in Kwanza Zone in Trans-Nzoia County, Kenya.

From the findings above it can be concluded that coercive management controls situation at work place and receives immediate compliance from employees. Authoritative management gives vision and focused leadership and states direction of work to employees. Coaching management enables school managers to set development plans for teachers that foster career goals in their schools Supervisors should appreciate the importance of preparing their subordinates to grow professionally. Not all employees want to become managers, but all employees want some type of advancement. It could be pay-structured advancement or promotion in title only (Mills, 1997). However, it is important to provide employees with information on how to improve themselves in the company. In addition, it is important that the information be in written form so that there is no ambiguity. However, it is very difficult to be totally impartial when dealing with a high performer versus a low performer, but it is one of the most important traits a supervisor should have. There is loss of valuable respect from co-workers if a supervisor is ever deemed to give anyone preferential treatment. Once the supervisor loses this respect, it is almost impossible to regain it. Being consistent is one area that is often underestimated by managers and supervisors. Being consistent is critical to how subordinates perform. As a manager, it is important to be professional when confronted by an angry employee, by remaining, calm and consistent with policy in order to remain professional. Therefore, being consistent is one of the greatest assets to the manager or supervisor (Bernard, O. O., 2014).

The study can also conclude that most managers of learning institutions do not replicate training aids on the job that could assist in the delivery of service. Neither do they have a plan and dedication of on the job coaching resources. According to Hoobler (2006), having proper training and tools to accomplish a company task seem like common sense, but it is often overlooked or underestimated by managers. It is essential that managers and supervisors understand how to identify skill and tool deficiencies. It is also critical for workers to keep personal skill levels on par with the ever-changing world of technology and trend. Supervisors should always encourage their workers to have input on training. Managers have an obligation to set standards, but they should also be receptive to new ideas. Moreover, supervisors must ensure that subordinates maintain accountability for company tools and identify deficiencies to them as supervisors (Burton, 2006).

Further, the study can conclude that engagement of teachers' supervisors with teachers at work places do not motivate teachers to apply their skills. The administration must be in a good position to manage various work forces in educational institutions to incorporate best practices that can foster service delivery as regards the dynamic needs of administration. The roles of educational administrators like head teachers is to direct, control and manage all matters pertaining to education including effectively managing all the changes taking place to enable all members unite towards achieving common goals (Bogonko, R.A.K., 2013). Change is dynamic, considered very legitimate, inevitable, and even a positive indicator of effective management.

This study in addition concludes that supervisors do not give an orientation to new, inexperienced workers and to workers experienced but in other settings with other populations, they do not make regular follow-ups on progress of skills application to discuss and agree with employees on how best they can work to realize most benefits from their training programs. According to Bernard, O. O., (2014) every employee must know essential company goals, it seems like common sense that everyone knows the company's overall goals. It is amazing when you talk to co-workers who do not completely grasp it. As a supervisor, one cannot just assume his/her subordinates are knowledgeable. As a supervisor, one can never also assume that his/her people know company goals. Informed employee's will grasp and appreciate, stay focused on what is important, and more importantly, limit what is not. It is important to set realistic timelines to complete tasks with subordinates through effective supervision. If the supervisor sets unrealistic goals, it says a lot about his/ her expertise, and vice versa. A supervisor loses respect if he/she does not set realistic completion timelines.

All these drawbacks should be checked and corrected in order to realize an improved work performance in public primary schools.

5.4 Recommendations for Policy Action

It is important for all stake holders in education sector such as government, community, sponsors and school leadership to appreciate the value of cooperating and working together with one another because is through such that schools can become efficient and perform exceptionally well. The following recommendations are important if schools in

Kwanza Zone are to perform well and improve work performance by teachers through an incorporation of best managerial and supervisory practices:

School managers should help teachers to identify their own strengths and weaknesses by creating an environment that support honest self-assessment. Managers of the learning institutions should also replicate training aids on the job. Further, there should also be a fair distribution of resources in schools by government to ensure that schools do not suffer from deficiency of basic teaching and learning resources.

Moreover, the school supervisors should give newly employed and old employees on transfer proper orientation to make them familiar with their new tasks and work environment. It is further recommended that supervisors of public primary schools should make follow up on skills application regularly, discuss with employees on how much they are using their newly acquired skills. They should also define targets clearly because effective goal-setting activities in employee supervision are directly associated with higher employee satisfaction and performance. Having clearly defined target motivates employees to work toward their expected achievements and in turn, employees are evaluated by managers based on their performance throughout the period under review.

Supervisor should discuss with employees on how best they could be using their newly acquired skills to get best results. More so, stakeholders in education sector should facilitate proper housing for teachers. Schools leadership should also put in place proper counseling programmes for teachers as an intervention measure to guide and counsel those performing poorly and those with poor interpersonal relationships.

5.5 Suggestions for Further Studies

It is suggested that future research on work performance should consider a number of independent variables such as enrolment of learners in schools, location of the schools, and staffing, as well as effect of physical facilities on schools performance that unfortunately missed out in conducting this research. These variables will enable the research to be specific in terms of determinants of service delivery in public primary schools. Further, this will ensure reliability and validity of the results. Examining such crucial variables will have an implication of an extensive and intensive research.

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APPENDICES

APPENDIX I: QUESTIONNAIRE GUIDE

I am a post graduate student pursuing a Master of Science degree programme at Moi University in the Department of Development Studies, Moi University. I am currently conducting research for my Masters Degree Thesis on Determinants of service delivery by Teachers in public primary schools in Kwanza Zone, Trans-Nzoia County, Kenya.

I kindly request you to participate in my study and your response to the items in the questionnaires will be treated with utmost confidentiality, and will not be used for any other purpose apart from this study.

INSTRUCTIONS

Please answer all the questions to the best of your knowledge. Don't write your names on the questionnaire. Check in the appropriate box where required.

NOTE:

You may attach to the questionnaire any other information that you find to be useful in informing this study.

Name of institution.....

Area of subject of specialization.....

Designation

SECTION I:

PERSONAL DETAILS:

Please tick against the group that applies to you.

1. What is your sex?

Male

Female

2. What age group do you belong?

Under 25

25-35

36-50

51-60

3. What is your highest completed level of education?

P1 certificate

Diploma

Bachelor degree

Masters degree / post graduate degree

Any other

Specify.....

4. Which of the following best describes your professional qualifications?

Diploma in Education

Higher National Diploma in education

Bachelor of education

Masters in education

P1 Certificate course

Other types of certification

5. What are years of your experience in teaching?

2 or less

11 to 17

3 to 5

18 and above

6 to 10

SECTION II:

Effects of managerial approaches on delivery of quality service among public primary school teachers

It is recognized that all managerial styles will have relative strengths as well as areas which could be developed. On the grid below please help me by rating the strengths and weaknesses of your institutions' managerial styles on your work performance.

	A	D	SA	SD
Coercive managerial				
It controls situations at work place				
Involves giving negative feedback to employees				
Is used for immediate compliance from employees				
Authoritative management				
It gives vision and focused leadership				
It clearly states the direction of work to employees				
It gives long term thinking to the employees				
Affiliate management				
Management puts people first and work second				
Promotes harmony, cooperation, good feeling at work place				
Smoothens tensions quickly within and between employees				
Promote social activities within then team				
Democratic management				
It builds group concerning				
Employees are trusted to have skills knowledge and drive to which everyone is committed				
Pace setting management				

Manager accomplishes great deal of top quality work himself or herself				
Employees achieve their our goals with little supervision				
If performance is not up to standard manager will do it himself or herself				
Coaching management				
Managers help employees identify their strengths and weaknesses				
Managers set development plans that foster career goals.				
Managers create an environment that support honest self assessment				

SECTION III:

MANAGERIAL STRATEGIES OF SCHOOL MANAGERS USED IN MANAGING TEACHERS IN SCHOOLS

1. Does your institution have procedures on how to perform?

Yes

No

2. Does the institutional manager replicate training aids on the jobs?

Yes

No

3. Do the aids on the job extend the training room into the work place?

Yes

No

4. Does the school manager encourage employees to use on the job aids?

Yes

No

5. Is there a plan for and dedication of on the job coaching resources?

Yes

No

6. Does coaching overcome individual barriers to skills application?

Yes

No

7. Is there a link between program learning outcomes to organizational and individual goals?

Yes

No

8. Do workmates agree and set measurable organizational and individual goals?

Yes

No

9. Do targets and measurements in your institution prove that employees are performing?

Yes

No

10. Are you provided with incentives?

Yes

No

SECTION IV:

SUPERVISORY SKILLS ADOPTED TO ENHANCE DELIVERY OF SERVICE AMONG
TEACHERS IN PUBLIC PRIMARY SCHOOLS

1. Are employees provided with feedback frequently and using variety of methods?

Yes

No

2. Does communication inform and involve all stake holders?

Yes

No

3. Is information communicated to all appropriate levels in the organization?

Yes

No

4. Are there variety of communication media and styles?

Yes

No.

5. Does the engagement at the work place motivate participants to apply the skills i.e.

Is the supervisor cold and detached from employees?

Yes

No

6. Are employees briefed before training?

Yes

No

SECTION V:

SUPERVISORY STRATEGIES ADOPTED TO ENHANCE SERVICE DELIVERY AMONG
TEACHERS IN PUBLIC PRIMARY SCHOOLS

1. Supervisory skills are vital in determining employees' quality service delivery. Please indicate **Yes** or **No** in the grid below to help me rate the significance of supervisory skills on employees.

	Yes	No
Your supervisor adopt and uses the problem solving model i.e. involve the direct practice with clients and staff to identify components of problem at work place		
Your supervisors shows empathy to new workers		
Your supervisor gives orientation to new, inexperienced workers and to workers experienced but in other settings or with other population		
Supervisors' reaction to employees resistant at work place affect employees' performance		
Supervisor listens to employees grievances		
Employees are represented well to the management		

2. Does supervisor review learning after training and identify opportunities for skills application?

Yes

No

3. Is there follow up regularly on progress of skill application with employee?

Yes

No

4. Is there observation at workplace or survey of workers by supervisor to find out how much they are using their newly learned skills on the job, feedback the results to managers and use the learning to improve your programme further?

Yes

No

5. Do you discuss with your supervisors on how best to work together to get the most benefit from your training programs i.e. does your supervisor share consent of purpose with supervisee?

Yes

No

SECTION VI:

SOCIAL SUPPORT OFFERED TO TEACHERS AT SCHOOLS BY SCHOOL MANAGERS

1. Are you given accommodation by the management of your institution?

Yes No

I think accommodation of teachers within their school premises is necessary

4 Agree strongly

3 Agree

2 Disagree

1 Disagree strongly

2. Does your institution have social support measures to deal with stress caused by bereavement, rape and illness?

Yes

No

Well developed

3. Are the employees coerced to offer social support to their fellow employees by the management?

Yes

No

Sometime

4. Do your managers and supervisors share your problems with you in case they are there?

Yes

No

If Yes, I think this improves your attitude towards your work

4 Strongly agree

3 Agree

2

Disagree

1	Strongly disagree
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5. Are there counseling programmes provided by your school management to deal with the following areas?

Counseling programme	Yes	No
On trauma caused by loss, grief and bereavement		
On family issues		
On poor performance		
On drug abuse/alcohol dependency		
On physical health issue		
On depression		
On poor interpersonal relationships		

APPENDIX II: INTRODUCTORY LETTER

Department of Development Studies

Moi University

P.O Box 3900

ELDORET

Dear participant,

RE: PARTICIPATION IN MY STUDIES

I am a post graduate student pursuing a master of philosophy degree programme at Moi University in the Department of Development Studies, Moi University. I am currently

conducting research for my Masters Degree Thesis on factors that hinder transfer of skills and knowledge among public primary school teachers.

I kindly request you to participate in my study and your response to the items in the questionnaires will be treated with utmost confidentiality, and will not be used for any other purpose apart from this study. You are free to withdraw from this study at any time you deem fit. You may also request the researcher to inform you about findings of this study.

Thanks very much for accepting to participate in this study. Please sign on space provided on this letter.

Yours faithfully,

Joseph Mung'ara Ndung'u

Joseph Mung'ara Ndung'u
Moi University
P.O.Box 3900-30100
Eldoret

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349
2219420
Fax: 254-020-318245, 318249
When replying please quote
secretary@ncst.go.ke

P.O. Box 30623-00100
NAIROBI-KENYA
Website: www.ncst.go.ke

Our Ref: **NCST/RCD/14/012/342**

Date: **10th April 2012**

Participant

Sign.....

APPENDIX III: RESEARCH AUTHORIZATION

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Factors hindering skills and knowledge transfer among public primary school teachers in Kwanza Division, Kenya,"* I am pleased to inform you that you have been authorized to undertake research in **Narok Kwanza District** for a period ending **15th May, 2012.**

You are advised to report to **The District Commissioner and the District Education Officer, Kwanza District** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

[Signature]
DR. M. K. RUGUTT, PhD, BSC.
DEPUTY COUNCIL SECRETARY

Copy to:

The District Commissioner
The District Education Officer
Kwanza District.



APPENDIX IV: RESEARCH PERMIT

PAGE 2 **PAGE 3**

Research Permit No. NCST/RCD/14/012/342
Date of issue 10th April 2012
Fee received KSH.1,000.


THIS IS TO CERTIFY THAT:
Prof./Dr./Mr./Mrs./Miss/Institution
Joseph Mung'ara Ndung'u
of (Address) Moi University
P.O.Box 3900-30100, Eldoret
has been permitted to conduct research in

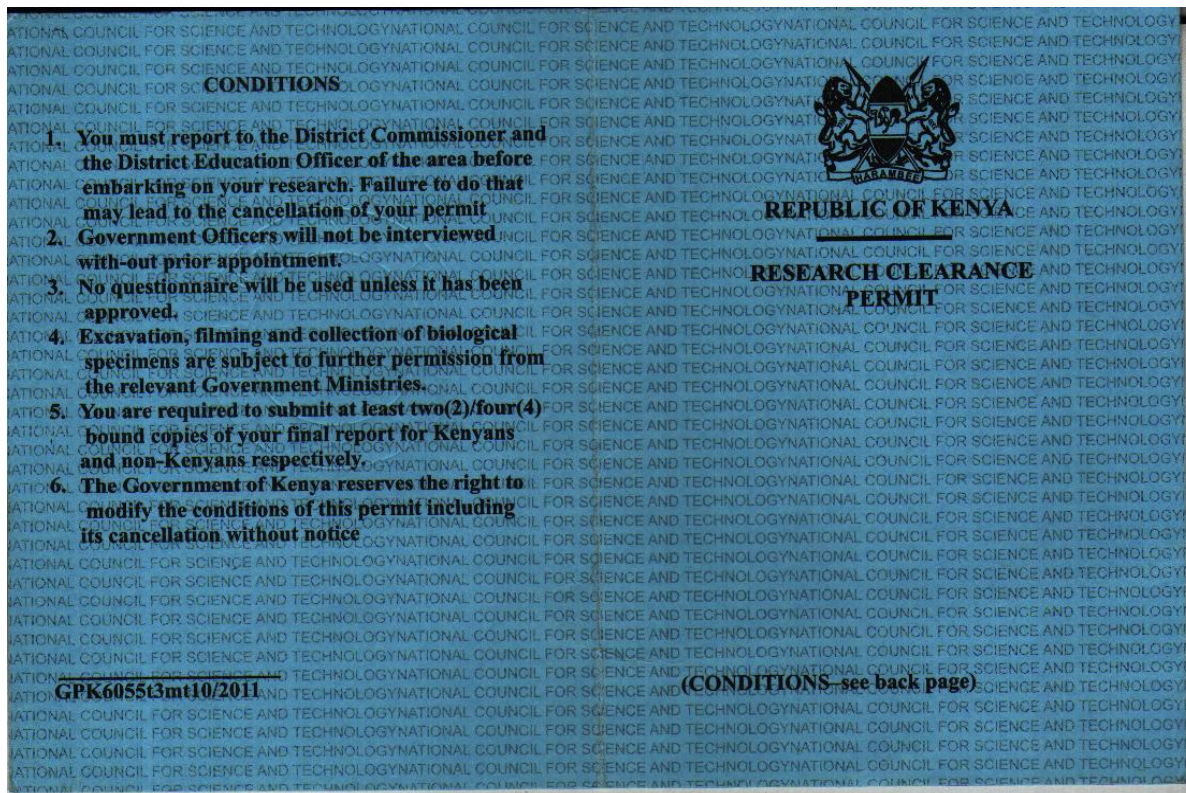
Location
Kwanza District
Rift Valley Province

on the topic: Factors hindering skills and
knowledge transfer among public primary
school teachers in Kwanza Division, Kenya.

for a period ending: 15th May, 2012.

Applicant's Signature **Secretary**
National Council for
Science & Technology





APPENDIX V: LEARNING AND TEACHING SESSION



Photograph taken with courtesy of the subject teacher, head teacher and standard five parents at Lunyu primary school during learning and teaching session.

APPENDIX VI: LIST OF SCHOOLS IN THE SAMPLE AND THEIR PERFORMANCE

Institution	Performance index in 2009	Performance index in 2010	Performance index in 2011
Lunyu Primary School	238.39	230.07	229.34
Meza Primary School	276.14	254.56	237.27
Kwanza Primary School	269.20	254.83	246.15
Kiptuimet Primary School	370.00	286.67	303.7
Kobos Primary School	220.36	237.64	231.16
Nasianda Primary School	260.63	220.37	212.84
Ngeny Primary School	289.93	261.04	266.11
Maridadi Primary School	249.14	238.10	257.16
Pengi Primary School	249.58	234.06	251.44
Gidea Primary School	263.31	235.76	269.16
Lelkina Primary School	247.67	230.64	214.95
Kolongolo Primary School	261.63	253.27	246.71
Kapkai Primary School	248.04	235.53	221.57
Meteitei Primary School	319.75	282.65	283.47
Marinda Primary School	244.30	225.53	212.17
Kapkoi RC Primary	276.78	266.26	263.34

School			
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