STRATEGIES FOR ENHANCING EFFICIENCY AND EFFECTIVENESS IN SERVICE ORGANIZATIONS: A CASE STUDY OF TEACHERS SERVICE COMMISSION IN KENYA

BY

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UNITED STATES INTERNATIONAL UNIVERSITY

SPRING 2003
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BY

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A Project Report Submitted to the School of Business in Partial Fulfillment of the Requirement for the Degree of Masters in Business Administration

UNITED STATES INTERNATIONAL UNIVERSITY

SPRING 2003
STUDENTS DECLARATION

I, the undersigned declare that this is my original work and has not been submitted to any other college, institution or university other than the United States International University in Nairobi for academic credit.

Signed: ___________________________  Date: ___________________________
Anne Karanu (ID 13074321)

This project has been presented for examination with my approval as the appointed supervisor

Signed: ___________________________  Date: ___________________________
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Deputy Vice Chancellor, Academic Affairs
ABSTRACT

The purpose of the study was to determine strategies used by the Teachers Service Commission to enhance efficiency and effectiveness of its services. The study was guided by three research questions:

1) What strategies does the Teachers Service Commission (TSC) use to enhance leadership and strategic planning of the management?

2) What strategies does TSC use to increase customer satisfaction and productivity of the secretariat?

3) What strategies does TSC use to enhance customer satisfaction of the teachers?

The TSC secretariat and staff, secondary school teachers based in Nairobi represented the population in this case study. The sample size consisted of 16 senior managers, 16 TSC secretariat staff members and 21 secondary school teachers based in Nairobi. Structured sampling technique was used to determine the sample. Information was gathered through questionnaires distributed to the respondents. Data analysis was both qualitative and quantitative in nature.

The study revealed that TSC management were generally involved in strategic planning and leadership activities that included reviewing performance of the firm, setting goals and continuous improvement. The management reviewed the organization’s performance so as to address the areas they had failed in satisfying the internal secretariat and external customers
(teachers). The management also reviewed how they communicated and reinforced values on the employees.

Internal customers stated that TSC had a formal process to ensure that complaints were resolved effectively and promptly. The external customers were generally satisfied with the services provided by TSC since they had access for seeking information or for addressing complaints about the firm’s services.

The major recommendations made based on the findings and conclusions of the study were that TSC management should ensure the employees are routinely informed about the organization’s progress toward established goals and objectives. TSC should enhance customer satisfaction by training its employees in order to improve staff morale and the capacity to perform. More so, incentives to motivate the internal customers should be put in place, as organizational goals are unattainable without the enduring commitment of members of the organization. TSC should also encourage empowerment of its employees by letting them make decisions at all levels of the organization. The firm should also provide the employees with resources to facilitate them on their day-to-day activities and ensure that both internal and external customers have access to the management for resolving their complaints.
ACKNOWLEDGEMENT

I thank the Almighty God for enabling me reach this far. It has been a challenging project and I am glad the task is over. Various individuals and organizations have contributed to the completion of the project.

I thank my parents for affording me the opportunity to earn the degree. Their tireless efforts made me pull through. I also thank my siblings for supporting me throughout the period of learning.

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DEDICATION

I dedicate this project to my loving parents Mr. and Mrs. Karanu. Your support, encouragement, love, patience, endless sacrifice and above all prayers made it possible for me to successfully earn this degree. I feel blessed and fortunate to have you as my parents. May God keep you bless you abundantly.
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CHAPTER ONE

1.0 INTRODUCTION

1.1 Background to the Study

In today's business environment, strategy has never been more important. Yet research shows that most companies fail to execute strategy successfully. Many companies continue to use management processes that are top down, financially driven and tactical, but were designed to run yesterday's organizations (Kaplan and Norton, 2000).

According to Kaplan and Norton (2000), most of today's organizations operate through decentralized business units and teams that are much closer to the customer than larger corporate staffs. These organizations recognize that competitive advantage comes more from the intangible knowledge capabilities and relationships created by employees than from investments in physical assets and access to capital. Strategy implementation therefore requires that all business units, support units and employees be aligned and linked to the strategy. And with the rapid changes in technology, competition and regulations, the formulation and implementation of strategy must become a continual and participative process. Organizations today need a language for communicating strategy as well as processes and systems that help them to implement strategy and gain feedback about their strategy. Success comes from having strategy become everyone's everyday job.

Education reform efforts in less industrialized countries have aimed at making education an effective vehicle for national development. Government, policy makers and civil society have emphasized that developing countries need to invest more in education and ensure that
systems of education are efficiently managed (Halliday, 1995); limited funds allocated to the sector have maximum impact, and that cost-recovery measures are adopted.

Halliday (1995) emphasizes that the ability to look at what appears at first glance to be a series of unrelated and uncoordinated departments and from that morass to visualize a simple, restructured efficient organization is the gift of the complete administrator. Senior administrators must have a picture in their minds of the target to be attained; they must make a detailed examination of their starting position; from there they must plan with care their preferred approach to reach their goal. This is without doubt the primary role of the most senior officials of the Ministry of Education and the Teachers Service Commission. Consequently, the role of the Ministry of Education, TSC or other central body must be restricted to those activities related to policy, budgets, planning and monitoring, namely:

➢ Advising government on educational matters
➢ Translating government policies into educational action
➢ Preparing budgets, monitoring expenditure and allocating resources to educational establishments
➢ Planning the curriculum and national examination policies
➢ Developing pre-service training and any major upgrading courses
➢ Monitoring educational standards
➢ Conducting educational planning activities including the provision of a management information system.
Managers in industry and commerce realize that if they are to compete successfully in the market place and to enjoy public esteem they require a successful personnel management system incorporating management principles. So too in education, it is imperative that those bearing responsibility for "Teacher Management" adopt equally appropriate policies, practices and procedures. Mechanical procedures, albeit of varying effectiveness, already exist in most countries. Unfortunately little effort has been made to date in Ministries of Education, Teaching Service Commissions and the like to ensure that teachers' personnel matters are handled with the professionalism, personal tact and understanding found in successful commercial and industrial enterprises (Okwach, 1997). More time and expertise must be made available particularly by those working directly with the teacher to deal with issues such as welfare, equal opportunities, harassment etc. Not only must a positive system be developed for handling grievances but there must also be an appraisal system linked with staff development. If business can find acceptable answers to such issues, there is no reason why the public and/or teaching service cannot also resolve such matters.

Kenya has a high-developed educational infrastructure both in terms of coverage and organization. It is based on an 8:4:4 structure that provides eight years at primary level, four years of secondary level and a minimum of four years of university education. Such professional university courses like Medicine and Architecture take longer than four years. The formal education system is the most widespread in the country, both in terms of resources devoted to it and the proportion of Kenyans involved. The current enrolment in the entire formal education programmes is over 6 million, which is about a quarter of the total population. Other than the universities, middle colleges such as the National Polytechnic,
Teacher Training Colleges, Institutes of Technology also provide post school education and training and the more specialized institutions run by some technical Ministries (Anderson, 1991).

The Teachers service Commission (TSC) is the employer of teachers for primary and secondary education, teachers training colleges, middle level colleges and institutes. It ensures the maintenance of professional ethics and discipline in accordance with established code of regulations. Through act of parliament, TSC was established in 1967 to be the main recruiting and employing agency for teachers in all aided and maintained educational institutions below university level (Ministry of Education, 1996). Before that teachers were employed centrally by different agencies that managed schools.

A secretary to the commission heads the Commission, a civil servant appointed by the minister of education (Halliday, 1995). A chairman composes the Commission and several commissioners known as members to the commission also empowered to discipline, suspend or dismiss a teacher as warranted by a genuine reason.

The major functions of the Commission include:

- Hire and fire teachers and deploy them to any part of the country
- Prepare code of regulation for teachers
- Harmonize/pay teachers salaries
- Discipline of teachers

The slow rate of economic growth the country has experienced is likely to limit resources available for education. Therefore, in order to develop education and training, the
government and its partners have to ensure that the education system is efficiently managed at both national and school levels. That the government is in the process of producing a master plan in education and training to guide the development of the sector to 2010 is encouraging (Anderson, 1991).

1.2 Problem Statement

In today's competitive environment, there's global market competition, growing access to education and the new growing demand for more and better education services. Kenya is no exception especially if there has to be quality education for all. TSC as the main employing agency has the role of ensuring that quality education is provided. While teachers are well aware of the nature of challenges there are signs that the wider community is becoming more aware of the crucial tasks schools are being called on to undertake today (Okwach, 1997). The challenges facing schools are:

➢ To provide the foundation skills to all students in literacy, numeracy and the use of information and communication technologies which are the basis for continued educational success
➢ To meet greater demands of parental choice and accountability
➢ To be responsive to changes in the employment market and to the way in which our community generates its wealth
➢ To develop skills of innovation, creativity and flexibility so students can contribute to the country's future entrepreneurial culture and progress

The government, parents, non-governmental organizations and donors recognize that although major strides have been made in education in quantitative terms, there are serious
shortcomings in Kenya's education system. There have been occurrences where the teachers have gone on strike in relation to their remuneration package, which they've complained is not conducive. There is a need to conduct the study to determine the factors that affect efficiency and effectiveness of the Teachers Service Commission, who is a major player in the education system. Although studies have been conducted relating to efficiency and effectiveness in organizations, there's been no similar study that has specifically targeted the Teachers Service Commission. The education sector plays a vital role to the country. Thus there arises a need to determine strategies adopted by the Teachers Service Commission to enhance the organization's efficiency and effectiveness (Okwach, 1998).

1.3 Purpose of the Study

The purpose of the study was to determine strategies for enhancing efficiency and effectiveness of the Teachers Service Commission (TSC) in order to improve services to the customers.

1.4 Research Questions

The study was guided by the following research questions:

➢ What strategies does TSC use to enhance leadership and strategic planning of the senior management?

➢ What strategies does TSC use to increase customer satisfaction and productivity of the secretariat?

➢ What strategies does TSC use to enhance customer satisfaction among the teachers?
1.5 Importance of the Study

The study highlighted the various strategies that could be adopted by TSC to enhance the organization's efficiency and effectiveness. Thus the study would assist the management of TSC to formulate strategies that would increase customer satisfaction while at the same time highlighting prevalent failures that need to be addressed. External customers would benefit, as they would have customized services based on their various needs deduced from the study. Internal customers would also benefit as they give feedback on processes that affect their output and their involvement in strategy formulation would increase staff morale and commitment to results. The study would also benefit other organizations to improve their processes in terms of service delivery if they adopted the proposed strategies.

1.6 Scope of the Study

The research study targeted internal customers (Nairobi secretariat) and external customers (secondary teachers) of TSC in Nairobi.

1.7 Definition of Terms

1.7.1 Efficiency

The ability to minimize the use of resources in achieving organizational objectives, "doing things right" (Stoner, Freeman and Gilbert, 2000). Efficiency is the ability to do things right— is an "input-output" concept. An efficient manager is one who achieves outputs, or results, that measure up to the inputs (labor, materials and time) used to achieve them. Managers who
are able to minimize the cost of the resources needed to achieve goals are acting efficiently (Cole, 1996).

1.7.2 Effectiveness

The ability to determine appropriate objectives: doing the right thing" (Stoner, Freeman and Gilbert, 2000).

1.7.3 Strategy

It is a plan of action to develop a business competitive advantage and compound it. It is an underlying logic beneath the flow of decisions, which create the future. It is the art of the possible and takes into account where the company is, recognizes the strengths and weaknesses (Stoner, Freeman and Gilbert, 2000). Strategies are broad overall priorities or directions adopted by an organization: strategies are choices about how best to accomplish an organization's mission.

1.7.4 Strategic Management

It is a process directed by top management to determine the fundamental aims or goals of the organization and ensure a range of decisions, which will allow for the achievement of those aims and goals in the long term, whilst providing for adaptive responses in the short term (Cole, 1996). Strategic management is oriented towards achieving organization wide goals; through understanding how the needs of the organization differ from the needs of your functional area and discovering how your functions can contribute to achieving the organization-wide goals (Hoskisson, 2001).
1.7.5 Strategic Planning

It is the name customarily given to the sense-making activity. This includes both the goal setting and the strategy formulation process (Stoner, Freeman and Gilbert, 2000). Strategic planning is a major component of the management process, which is concerned with defining ends, means and conduct at every level of organizational life (Cole, 1996).

1.8 Chapter Summary

The chapter covers the various strategies that could be adopted by TSC to enhance the organization’s efficiency and effectiveness. The chapter also highlights the prevalent areas that need to be addressed by management in formulating strategies that would increase customer satisfaction. Finally, the chapter gives the scope of the whole study as well as a definition of terms used in the paper.

The literature review will now look at the strategies that can enhance customer satisfaction at Teachers Service Commission. The focus will be on strategies for enhancing customer satisfaction and productivity to the teachers, strategies for enhancing leadership and strategic planning among the managers and strategies for enhancing the customer satisfaction of the secretariat.
CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

This chapter focuses on literature review guided by the research questions stated in chapter one. It covers the strategies TSC uses to increase customer satisfaction and productivity of the secretariat, strategies TSC uses to enhance leadership and strategic planning of the managers and strategies TSC uses to enhance customer satisfaction of the teachers.

2.2 Strategies for Enhancing Leadership and Strategic Planning

Leadership is a means of directing and a leader’s actions are devoted to helping a group to attain its objectives. Leadership is the ability of management to induce subordinates to work towards group goals with confidence and keenness (Pearce and Robinson, 1991). Leadership also implies that the leader accepts responsibility for the achievement of the group objective and it is therefore essential for trust and cooperation from both sides to be in evidence all the time.

Leadership is a key element in an organization. Leadership can come from any place in the organization and not just from one top management positions. In highly effective organizations, leaders involve all employees in creating and sustaining organizational values, organizational direction, performance expectations, customer focus and a management system that promotes performance excellence. Leaders integrate values and expectations into the organization’s leadership and management systems, including how the organization
continuously learns and improves and how it addresses its responsibilities to its customers, stakeholders and employees (Cole, 1996).

The democratic leader seeks to persuade and considers the feelings of persons and encourages their participation in decision-making. Studies have shown that the democratic method gives followers greater job satisfaction and enables them to cooperate better (Pearce and Robinson, 1991). There is doubt as to whether decisions taken under this sort of leadership are better. Leadership can be informal, i.e. having delegated authority and can exert great influence. Informal leaders can initiate action but do not have the same authority. To enhance leadership and strategic planning, organizations engage its management in the following activities.

### 2.2.1 Leadership Training

The main objective is to improve current performance and provide a suitably trained staff to meet present and future needs. A person’s knowledge and skills have to be improved and his attitude and behaviour modified by training and development (Cole, 1996). Some abilities as a leader may take person to the top but may not be to his/her advantage when he/she is there. From this approach there is a point of view which suggests that in a group almost any member may become a better leader if there are circumstances that enable him/her to perform his needed functions of leadership, and different persons may contribute in different ways to the leadership of the group. This implies that leadership is an ‘organizational function’ rather than a personal quality.
A fairly successful model of leadership training used on some management courses in the United Kingdom is by Adair (1983) as illustrated below.

![Diagram of Adair's model of leadership training]

Source: Adair, J. (1983). Effective Leadership

The above is a functional leadership approach, which identifies functions of a leader in relation to the basic needs, which are common in all leadership situations. Individual needs are distinguished from group needs and the needs of the task to be done. Adair considers that the skills of leadership can be recognized and developed to be sufficiently sensitive to these leadership variables. Training is organized around the eight elements of: Defining objectives
(tasks), Planning, Controlling, Evaluating, Motivating, Organizing, Briefing and Setting an example. The idea of the model is to encourage a flexible approach to leadership and Adair considers leadership to be more in the adopting of appropriate behaviour than of personal traits. Each situation is different and affects the priority given to each area of need. An effective leader will note these priorities and give certain needs preference in any situation. This concept of leadership proposed by Adair (1983) is a contingency approach whereby the leader’s action is determined by the overall situation and therefore needs to be adaptive.

The analysis of Handy (1985) suggests that a “best fit” approach to leadership is that a leader must take four sets of influencing factors into consideration in any situation:

- The leader- his preferred style of operating and his personal characteristics
- The subordinates- their preferred style of leadership in the light of circumstances
- The task- the job, its objectives and its technology

All the above factors and their ‘fit’ will depend upon:

- The environment-the organizational setting of the leader, his group and the importance of the task

### 2.2.2 Leadership activities

Leaders should be involved in the following activities to enhance their motivation to perform.

i) Reviewing Performance

By reviewing the organization’s performance, management is able to address the areas they have failed in satisfying the internal and external customers. According to Stoner, Freeman
and Gilbert (2000) reviewing the organizational performance entails the measure of how efficient and effective an organization is; that is how well it achieves appropriate objectives.

According to Charles (1995) management performance can be reviewed through the Management Standards of Competence which is a process that involves managers collecting their day-to-day activities, e.g. marketing plans, accounts and documents which demonstrate their competence at their job. These are then assessed against the management standards. If components are found to be lacking, advice is given and individual re-submit evidence until it reaches the desired standard.

Manager’s appraisal is another way of reviewing the manager’s performance to determine their weaknesses and strengths. From a survey of 30 organizations on the systems of appraisal for managers, it was found that the more successful schemes showed common characteristics.

➢ Appraisal was a regular activity, with a continuous monitoring of performance by subordinates
➢ Salary review was a separate activity from appraisal
➢ The outcome of appraisal meetings was not predetermined
➢ Self-appraisal was part of a move towards self-development

An individual benefits from appraisal when he understands his strengths and weaknesses as a manager and his potential for future development is indicated (Charles, 1995). An organization benefits if information is obtained about total management resources available
for planning and deciding on the needs of training and management development. There are a number of reasons for performance appraisal, some of which are:

- To reduce any element of favouritism
- To help any staff improve their present job performance and indicate possible career development
- To create a more effective organization where staff know what they are doing and the reason for it

ii) Setting Goals

The goal setting theory is a process theory of motivation that focuses on the process of setting goals (Charles, 1995). The natural human inclination to set and strive for goals is useful only if the individual both understands and accepts a particular goal. Individuals are motivated when they behave in ways that move them to certain clear goals that they accept and can reasonably expect to attain.

iii) Planning

According to Ansoff (1984) planning in organizations is the process of setting goals and choosing the means to achieve those goals. Without plans, managers cannot know how to organize people and resources effectively. They may even not have a clear idea of what they want to organize. Without a plan they cannot lead with confidence or expect others to follow them. And without a plan managers and their followers have little chance of achieving their goals or knowing when and where they stray from their plan. Planning is crucial!
Strategic planning refers to the organization’s approach (both formal and informal) to prepare for some future state. The strategic plan describes the path the organization will follow in order to reach the desired future described in its vision statement. A clear strategic plan is important because it helps to align the efforts of departments and individuals. It establishes priorities and determines how the organization’s resources are allocated. A strategic plan defines goals and objectives that will assist management in assessing progress toward the desired future state described in the future (Thomas, 1994).

Planning helps the organization to define its purposes and activities. It enables performance standards to be set and results can therefore be compared with the standard to enable managers to see how the organization is proceeding towards its goals. Planning must be flexible to deal with the changing environment (Cole, 1996). The higher the hierarchy of management, the more attention is paid to planning, particularly in setting out goals and strategies for a long period ahead. Managers should be involved in planning activities, which must be a continuous process. Planning is essential for the long-term survival of any firm as it helps determine the most profitable way to allocate limited resources among competing ends. The most important way management can contribute to growth is by systematic planning. Probabilities are forecast and programmes developed to take advantage of them. Constant attention must be given to changing circumstances and many revisions of plans may be needed

According to Pearce and Robinson (1991) all managers plan, no matter at what level. Risk and uncertainty is minimized by planning and this is needed more today than before as social and economic conditions alter very quickly and careful planning enables an organization to
prepare for change. All managers should be involved in planning. While senior executives plan the direction of the organization, managers at various levels should prepare plans for their own section, which are part of the overall aims of the organization.

iv) Structure

Structure is another one of the key factors that significantly influences organizational efficiency (Thomas, 1994). The optimal organizational structure involves a wide variety of considerations that range from the physical layout of the company to the policies that steer the operation. An effective organization is structured so that it is able to do such things as: (a) respond quickly to an environment of rapid change, (b) efficiently meet its mission, (c) wisely use the knowledge, skills and abilities of its employees, (d) promote good communication and the flow of information necessary for every employee to do a good job, (e) encourage decision-making at the most appropriate level in the organization, and (f) link departments and work units so that they support each other.

2.3 Strategies to Enhance Customer Satisfaction and Productivity

2.3.1 Customer Service, Performance Results, Performance Appraisal

Customer service is the ability to integrate customer service strategies, including patient satisfaction and stakeholder support into daily operations. A customer-driven employee enhances customer satisfaction and models customer service by handling complaints effectively and promptly and ensuring a customer centered focus in direction and daily work.
This employee uses customer feedback in providing improved processes and services and encourages others to meet or exceed customer needs and expectations (Hayer, 1997).

The key to quality service is to meet or exceed customer’s service quality expectations (Kotler, 1994). These expectations are formed by their past experiences, word of mouth and advertising. Customers will chose a provider of service based on this and compare the perceived service with the services received. If the service received falls below the expected service, customers will lose interest in the provider.

Webster (1991) states that service quality that does not meet customer expectations could result in loss of sales and a failure to attract new customers. Management should therefore strive to ensure that quality services are provided to both the internal and the external customers.

According to Appleby, (1994) firms should demonstrate the following customer service qualities.

- Understand that customer service is essential to achieving the mission
- Models commitment to customer service
- Understands and meets the needs of internal customers
- Manages customer complaints and concerns effectively and promptly
- Designs work processes and systems that are responsive to customers
- Ensure that the daily work is customer-centered
- Use customers feedback data in planning and providing product and services
Encourages and empowers subordinates to meet or exceed customer needs and expectations

Identifies and rewards behaviors that enhance customer satisfaction.

The examples of customer service practices exhibited by TSC are:

**The employee**

- They recognize co-workers as customers and responds to them accordingly
- Courteous in all interactions with teachers, visitors and co-workers
- Highly responsive to requests for help, information and services
- Listens to concerns of customers and resolves complaints and concerns effectively and promptly
- Seeks to go beyond what the customer requests and do something extra to be helpful
- Assists customers in making informed decisions

**The team leader**

- Recognizes employees who provide good customer service
- Designs processes and procedures that are customer friendly
- Establishes mechanisms for on-going customer feedback
- Effectively addresses episodes of poor customer service

**Other managers**

- Identifies systems barriers to providing customer service
- Empowers staff to resolve problems and complaints independently at the lowest level
- Rewards creativity in the pursuit of excellent customer service
Uses customer feedback data to continuously plan, provide and improve products and service

Highly accessible to all customers, including staff

**Senior Executives**

- Share resources across the organization in order to serve customers effectively and efficiently
- Bases strategic planning on customer feedback and projected needs
- Breaks barriers which impede good service delivery
- Establishes a customer-oriented culture and promotes hiring of persons who fit that culture

According to Daniel and James (2000) customer satisfaction is at the heart of achieving competitive advantage. Increasing customer satisfaction leads to higher revenues and higher profits as well as greater market capitalization. Attending to customer needs and a focus on maximizing performance results are at the heart of any effective organization. Serving customers and producing a quality product occupies the place of central importance because without this target the organization is aimless. Highly effective organizations place great emphasis on customer relations and customer satisfaction. The organizations know who their customers and their stakeholders are. They make a concerted effort to determine and exceed the customers and stakeholder’s expectations. Highly effective organizations respond quickly to the changing needs of their customers and stakeholders. Serious attention is given to the degree of customer and stakeholder satisfaction (Thomas, 1994).
Performance results direct attention to individual and corporate productivity and efficiency. Highly effective organizations have a clearly defined bottom line and every employee knows how they contribute to the success of the organization. Employees are routinely informed about the organization’s progress toward established goals and objectives (Henry, 1995). Results are identified and measured in key business areas—customer satisfaction, product and service performance, financial performance, human resource results and operational performance.

Performance appraisal is the continuing assessment of an individual’s performance by his manager in the normal course of the work (Cole, 1996). There are several reasons why appraisals are carried out in organizations. TSC also recognizes the importance of performance appraisal thus:

- To identify an individual’s current level of job performance
- To identify employees strengths and weaknesses
- To enable employees improve their performance
- To provide a basis for rewarding employees in relation to their contribution to organizational goals
- To motivate individuals
- To identify training and development needs
- To identify potential performance
- To provide information for succession planning
2.3.2 Empowerment

Empowerment may be defined in many specific ways, but in common is the idea of providing people the “power” necessary to fulfill their job responsibilities without having to secure approval from others, that is superiors (Graham, 1992). With empowerment control over the means of getting the job done is left with the person doing the job, creating greater control over the results produced. This responsibility for producing results leads to greater ownership on the individual’s part for both the input and output of production.

An important concept of empowerment is to delegate responsibility to the lowest levels in the organization. The decision making process should be to the high degree decentralized and individuals or work designed teams should be responsible for a complete part of work process (McGregor, 1985). Empowered personnel have “responsibility, a sense of ownership, satisfaction in accomplishments, power over what and how things are done, recognition or their ideas and the knowledge that they are important to the organization”. According to McGregor (1985) without productive employees, the organization is nothing and can do nothing. Empowerment works the best when employees need the organization as much as the organization needs them, “and the need is much more than a pay check and benefit package.

Torrington (1991) proposes that empowerment is marked by management’s encouragement of employee participation, which TSC also recognizes thus:

- To improve organizational efficiency and effectiveness
- To focus on the customer, emphasizing the importance of the teamwork
- To promote organizational learning or continued education
➢ To share success stories and lessons learned throughout the organization
➢ To demonstrate strong interpersonal skills

2.3.3 Encouraging Administrative Efficiency

Administrative efficiency must be the ultimate goal of the Teachers Service Commission. Halliday (1995) proposes that the management and the administration of the education service are inefficient where teachers experience the following:
➢ Long delays in receiving answers to their correspondence
➢ Lost letters
➢ A lack of clear and consistent policies
➢ Salaries paid late and incorrectly

Ineffective management is the first link in a chain, which leads to teacher disaffection, lack of commitment and low morale (Anderson, 1991). This fuels teachers' belief that no one in authority really cares about them with the final result being the loss of quality in education.

1. No operation can be called efficient unless you have objective measures by which to judge its efficiency-and apply them rigorously
2. Organization can have as profound an effect on efficiency as anything else-and the optimum efficiencies won't be obtained unless the organization principle is challenged and if it fails to meet the challenge, changes.
3. The way things have always been done is unlikely to be the best way in which they should be done now- and is guilty of promoting efficiency unless proved innocent.
It is essential that there are regular, in depth reviews of the administration procedures at all levels of the education service. Successful administration depends on having a clearly defined scheme of delegation, within the Ministry of Education and TSC, a well trained and motivated office-staff, clear procedures understood by all involved, good and well maintained records and regular reviews of office practices (Halliday, 1995). The introduction of new technology must be encouraged, provided that adequate preparations are made in advance.

2.3.4 Increasing Teacher Effectiveness

There is a dilemma inherent in any attempt to increase teacher effectiveness. To change the status quo is not an easy matter and needs a concerted effort on the part of those responsible for teacher training and the running of schools. Teachers must be made aware of what activities on their part can be most effective (Anderson, 1991). This requires in some cases a modification of what is already in the content of the pre-service teacher training programs. TSC should ensure that all teachers attend in-service training at regular intervals. Mechanisms for "listening to teachers" are important. Teacher’s ideas and concerns are too frequently not listened to: this is a recipe for disaster. Again this can easily be achieved through in-service training and inspectors’ visits.

Lack of materials, equipment and skills in specific schools and teachers must be identified (Anderson, 1991). This is one aspect of the information service. A second aspect of an information service is the collection of data which, when analysed can help in the decision making process for the improvement of the teacher learning process. This can include units at
the ministerial and provincial level for monitoring and achievement in the schools and the identification of effective and ineffective schools and classrooms.

From in-depth observation of the effective and ineffective schools and classrooms information can be forthcoming about further practices of effective teachers and information on these services can then be introduced into teacher training programs. A number of experiments can be run to discover the most effective ways of changing the status quo. This type of continual searching for improvement is important and also creates a 'mental state' within the educational community for striking for improvement. All of this, in turn, presupposes that the persons at each level of the educational administration structure in a country possess the knowledge and skills to be able to understand what is required and also to have the authority and resources to do their jobs well. This in turn requires staff development programs (Anderson, 1991).

2.4 Strategies for Increasing Customer Satisfaction

As a company or organization grows in size and complexity, management recognizes as a matter of necessity and self-interest, the need to have a coherent policy part of which encourages its employees to identify with the company's aims and objectives. The employer will wish to ensure that:

- Salaries and conditions of service are such that appropriately qualified staff of the right caliber can be recruited
- The company has a firm but sympathetic policy
- Relevant training policies are in place
Having a career path open to all and operating on fair and reasonable principles encourages staff motivation (Anderson, 1991). Turning the tables on Teacher Management, Common Wealth Secretariat

Employees for their part have certain expectations that only insensitive management would ignore. For example:

➢ That salaries are paid on time and reflect the degree of education, training and responsibility required for the job
➢ That reasonable and where possible, stimulating working conditions are provided
➢ That management shows publicly its appreciation of above average input/efforts of individual members of staff

Where management accepts that staff have not only an interest in but also a positive contribution to make to the formation of company policy, then motivation of the work force is increased and the quality of output rises significantly.

Teamwork is an essential component of successful management policy. Consequently those with a responsibility for personnel management policies must ensure that every employee has opportunities not only to develop personally and professionally but also to appreciate his/her interdependence on others. So that members of staff can give their best at all times most large commercial companies develop policies, which promote staff health including the monitoring of both physical and mental stress (Halliday, 1995). This offers a commitment on the part of the employer to the provision of guidance and counselling resources at local level.
In many countries "Teacher Management" is viewed as one of the district responsibilities of a national body such as the Ministry of Education, the Teacher Service Commission or other governmental organizations. This body not only produces frequently without consultation the many policies, conditions of service, training regulations and the like as an integral part of its teacher management responsibilities, but at the same time attempts to handle all the day-to-day issues which arise from schools and their teachers. As a result the Ministry of Education and/or the Teaching Service Commission are swamped by correspondence from school staff and leave neither the administrative personnel nor the time to offer early replies to correspondence received. Local circumstances are seldom allowed for when decisions are made. Where they are taken into account long delays are inherent in the system as the correspondence snakes its way up through the various layers of management to the top where most decisions, however trivial are made. The teacher management unit then appears to staff in schools not as the source of cohesive personnel policies for the teaching cadre but, due to its remoteness from the teachers it serves, as an authoritaren bureaucracy.

Strategy is a plan of action to develop a business competitive advantage and compound it (Stoner, Gilbert and Freeman, 2000). It is an underlying logic beneath the flow of decisions, which create the future. It is the art of the possible and takes into account where the company is, recognizes the strengths and weaknesses.

Teachers Service Commission is the employer of teachers for primary and secondary education, teachers training colleges, middle level colleges and institutes. It ensures the maintenance of professional ethics and disciplines in accordance with established code of
regulations. Education planning and management in Kenya is highly centralized. In the 
education system the Ministry of Education and the Teachers Service Commission, 
represented in the planning and management of education, make most decisions (Halliday, 
1995).

2.4.1 Developing and Implementing Criteria for Effective Teacher Professionalism 
through Morale and Motivation.

To enhance quality of education, TSC emphasizes on teacher training and motivation and 
have only well-qualified candidates selected for teacher training. The teachers' morale 
however should be boosted by offering them better terms of service, promotion of teachers 
with experience and organizing of in service programs for teachers so as to improve their 
performance.

i. Motivation

Motivation is the factor that causes, channels and sustains an individual's behaviour. 
Managers and management research have long believed that organizational goals are 
unattainable without the enduring commitment of members of the organization. Motivation is 
a human psychological characteristic that contributes to a person's degree of commitment. It 
includes the factors that cause, channel and sustain human behaviour in a particular 
committed direction. Motivation is the management process of influencing people's 
behaviour based on this knowledge of "what makes people tick" (Stoner, Gilbert and 
Freeman, 2000).
The basic assumptions about motivation are that:

First, motivation is commonly assumed to be a good thing. A person cannot feel good about oneself if unmotivated. Second, motivation is one of several factors that go into a person's performance. Important too are such factors as ability, resources and conditions under which one performs (Beardwell, 1994). Third, managers and researchers alike assume that motivation is in short supply and in need of periodic replenishment. Motivation is like the heat in the house during winter months in Northern climates. Because heat gradually escapes, the furnace must cycle on frequently to maintain the warmth of the house. Motivation theory and motivational practices deal with processes that never really end, based on the assumption that motivation can "escape" over time. Fourth, motivation is a tool by which managers can arrange job relationships in organizations. If managers are what drive the people working for them, they can tailor job assignments and rewards to what makes these people "tick".

TSC motivates staff through Staff Incentive Scheme (SIS). The organization awards the best performing department based on effectiveness and efficiency. The staff are motivated when they are provided for gifts such as radios. When good performance is noted, the employees are also given field trips, for instance to the orphanage. The organization recognizes that staff motivation and morale is important if employees are to effectively and efficiently deliver to the organization. Through motivating employees TSC recognizes that it is vital to instill to the employees a drive of excellence for the benefit of the organization (Halliday, 1995).
ii. Training

Some form of training is needed for all employees. It may give a wider general knowledge of new techniques or a broader outlook but can be most beneficial to the employee and the employer. According to (Appleby, 1994) an effective training program can:

➢ Improve efficiency and morale
➢ Improve new techniques
➢ Provide for succession, enabling qualified replacements to be available
➢ Raise the standard of unskilled personnel, thus helping overcome labour shortages
➢ Develop supervisors and decrease the amount of supervision needed
➢ Lead to a reduction in scrap rates and improve machine utilization

TSC trains its employees, because it recognizes that it is important to improve the skills of the employees. In addition, training improves morale and efficiency to perform (Halliday, 1995). The employees are trained in institutions such as Kenya Polytechnic, Mombasa Polytechnic and Kenya Institute of Management. The employees are trained on merit.

iii. Promotion

According to (Appleby, 1994) a policy for promotion is needed and its contents may be:

➢ All promotions to be made as far as possible within the firm
➢ The main basis of promotion to be merit and ability. Seniority (often the number of years' service) to be considered but not to form the sole reason for promotion.
➢ Opportunities given to all employees to reach the highest grades
➢ Vacancies be advertised and be kept open to all employees
Accurate personnel records must be kept and these must include grading and merit ratings and other relevant details.

TSC’s policy on promotion says that an employee can only be promoted after having served on the same grade for at least two years. Therefore, theoretically, one can actually move up the ladder very fast though this is rarely the case.

2.5 Chapter Summary

The chapter has outlined the strategies used to enhance efficiency and effectiveness in service firms and sought to establish whether TSC performs similar functions. It has discussed the ways of increasing customer satisfaction and productivity among its employees through morale, motivation, promotion and training. Efficiency and effectiveness is vital for the survival of an organization. The chapter has outlined important elements that will increase TSC’s efficiency and effectiveness. Some of these elements include customer service and provision of quality services and performance appraisals to determine the employee’s weaknesses and strengths.

The chapter has also discussed strategies to enhance leadership and strategic planning in firms by encouraging management to be involved in leadership training and involvement in leadership activities such as setting goals, performance appraisals and planning.

The next chapter looks at the methodology used in the study to obtain the data. It focuses on the research design, population and sample size, the data collection methods, research procedures, data analysis and presentation methods.
CHAPTER THREE

3.0 METHODOLOGY

3.1 Introduction

This chapter outlines the overall methodology that was used to carry out the study. This includes the research design, population and sample size, data collection methods, research procedures, data analysis and presentation methods and chapter summary.

3.2 Research Design

The type of research design was a case study on Teachers Service Commission. A case study is a study focusing on one organization selected from the total population of other organizations in the same industry. It involves an intensive study of a relatively small number of situations. Case studies are of particular value when one is seeking help on a problem in which interrelationships of a number of factors are involved, and in which it is difficult to understand the individual factors without considering their relationships with each other (Cooper and Schindler, 2000). The focus in this study was TSC, which is an institution and the rationale behind the use of a case study was that it allowed the researcher to effectively analyze several factors and their relation with each other.

In addition, the case study design was chosen to enable the researcher to collect in depth data on the population being studied and allowed the researcher to be more focused and hence gave recommendations that were specific and relevant.
3.3 Population and Sample Size

A population is the total collection of elements about which we wish to make some inferences (Cooper and Schindler, 2000). A large set of observations is called a population while the smaller set is called the sample. If the population is extremely large, a sample is often examined to make conclusions about the larger population (Hayer, 1997).

3.3.1 Population

The population of study consisted of TSC Secretariat staff members and secondary school teachers based in Nairobi. Employees of the secretariat included the senior and middle-level managers who were selected at random.

TSC has various departments. The Human Resource Department and Administration (HRMD&A) is made up of the human resource management (HRM) division and human resource development division. The Human Resource Management comprises of the HRM section, pensions sections and TSC Units in the Districts. The responsibilities of the division include among others implementation of decisions on promotions, staff recruitment and selection and administering welfare schemes. The human resource development division is charged with the responsibility of coordinating and overseeing the training and human resource development activities of the commission. The division comprises of five units that are integrated to provide quality service, namely the skills inventory unit, training needs and assessment unit, training programs unit and monitoring and evaluation unit.
The finance department is responsible for planning, coordinating, designing, implementing and controlling the accounting systems. The salaries division is charged with the responsibility of preparation and payment of salary among other functions. The Education management and information systems division (EMIS) is responsible for processing school data returns received quarterly and providing statistical information required for effective planning and providing technical support to other departments or divisions. The internal audit division is responsible for ensuring all payments made either internally or externally by the commission conform to government and commission accounting instructions. Another function includes among others appraising the performance and efficiency with which resources are employed.

The staffing department is responsible for the core functions of the primary division namely recruitment, posting and transfers and promotions. The inspectorate and research division is responsible for carrying out research on challenges, weakness and bottlenecks in the provision of quality teaching and education.

3.3.2 Sampling

i) Sample Frame

Cooper and Schindler (2000) define a sampling frame as a list of elements from which the sample is actually drawn and is closely related to the population. The sample frame was drawn from secondary school teachers based in Nairobi and the secretariat of TSC within Nairobi consisting of both senior and middle-level managers.
ii) Sample Technique

The sample was determined statistically. Statistical sampling relies on mere chance to determine who is selected in the sample and calls for random selection in the inclusion of the cases into the sample. According to Hayer (1997), it is a statistical determination of the appropriate sample size and enables the researcher to generalize results to the population. The structured sampling technique was used. This method calls for a division of the total population into appropriate strata that are mutually exclusive. Structured sampling technique gives various advantages such as an increase in the sample's statistical efficiency; provides adequate data for analyzing the various subpopulations and enables different research methods and procedures to be used in different strata (Cooper and Schindler, 2000).

iii) Sample Size

The sample size was determined using structured sampling technique. This approach divides the population into two or more groups called strata and simple random sampling is conducted within each group. In simple random sampling, a random sample is selected in such a way that every case in the population has an equal chance of being included in the sample. In the case study of TSC, the strata would be the teachers, managers and the secretariat.

A sample size of 50 respondents was selected with twenty one (21) being teachers, sixteen (16) managers and sixteen (16) secretariat members.
<table>
<thead>
<tr>
<th>Category</th>
<th>Population</th>
<th>Percentage</th>
<th>Sample Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management</td>
<td>30</td>
<td>53%</td>
<td>16</td>
</tr>
<tr>
<td>Employees</td>
<td>500</td>
<td>3%</td>
<td>16</td>
</tr>
<tr>
<td>Teachers</td>
<td>30,375</td>
<td>1%</td>
<td>21</td>
</tr>
<tr>
<td>Total</td>
<td>30,905</td>
<td>1%</td>
<td>53</td>
</tr>
</tbody>
</table>

### 3.4 Data Collection Methods

Methods of data collection involved both primary and secondary data. Primary data was derived from questionnaires distributed to the TSC management, secretariat and the teachers. The questionnaires had closed-ended questions and covered strategies TSC utilized to increase customer satisfaction and productivity of the teachers, strategies TSC used to enhance leadership and strategic planning of the managers and strategies TSC used to enhance customer satisfaction to the secretariat. Follow-up was done through the research assistant who assisted in the administering of the questionnaires. Secondary data was gathered from library material, TSC journals and reports, media publications and various Internet search engines covering strategy, efficiency, effectiveness and strategic management/planning.

### 3.5 Research Procedures

The questionnaires were given to the supervisors to distribute to the respective respondents. The questionnaires were then collected within ten days time though a reminder was sent after a week so as to ensure that the data collection process did not exceed the stipulated period. A pilot test was conducted to two of the management respondents, five employees and 7
teachers. The purpose of the pilot test was to enable the researcher review and revise the questionnaire where necessary.

The research assistant administered the questionnaires to the supervisors who in turn administered them to the respective respondents. A total of fifty three (53) questionnaires were distributed. Twenty one (21) questionnaires were issued to the teachers, sixteen (16) to the secretariat and sixteen (16) to the managers. Each questionnaire took approximately thirty minutes to complete. It took the research assistant ten days to administer and collect the questionnaires.

3.6 Data Analysis and Presentation

The data analysis included both qualitative and quantitative techniques. The qualitative data was summarized and categorized according to common themes and presented using frequency distribution tables. The data was analyzed using excel package to generate frequency distributions and percentages to assist the researcher in answering the research questions.
3.7 Chapter Summary

The chapter covered the methods that were used to collect the information. The research study was descriptive in nature and a case study was conducted on TSC. The population to be studied constituted the teachers, managers and secretariat. A sample size of twenty one (21) teachers, sixteen (16) managers and sixteen (16) secretariat was drawn from the population. Respondents from each of the categories to be studied were determined using Structured Random Sampling technique. Data collection method was by use of a questionnaire. A pilot test was conducted to a few of the respondents to assist the researcher improve on the questionnaire. Data were analyzed by use of excel spreadsheets and presented in the form of tables.

The chapter that follows covers the results and the findings of the study based on the research questions. These were obtained from the questionnaires administered to the TSC management, secretariat and the teachers. The chapter highlights the strategies adopted by the management to enhance efficiency and effectiveness in the organization.
CHAPTER FOUR

4.0 RESULTS AND FINDINGS

4.1 Introduction

This chapter presents the findings of the study based on the research questions. The results of the study were obtained from questionnaires issued to the TSC management, secretariat and teachers. The results from the questionnaires are presented as follows:

- Strategies TSC used to enhance leadership and strategic planning among the managers
- Strategy TSC used to enhance customer satisfaction and productivity of the secretariat
- Strategies TSC utilized to increase customer satisfaction among the teachers

4.2 Strategies TSC Utilizes to Enhance Leadership and Strategic Planning for the Senior Managers

To analyze strategies used to enhance leadership and strategic planning the researcher identified activities involved in the leadership of the management, the values management communicates and reinforces to its employees, the management’s review of the organization’s performance and the approach used to evaluate the personal leadership involvement of the managers. The researcher also identified the organization’s strategic planning and the organization’s strategy on action plans including a clear basis for communicating and tracking performance relative to plans. The analysis gave an indication of TSC’s competitive strategy and the key success factors. A total of sixteen questionnaires were circulated to management.
Table 1: The Management’s Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>7</td>
<td>43.75%</td>
</tr>
<tr>
<td>Female</td>
<td>9</td>
<td>56.25%</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 1 indicates that 43.75% of the management were male while 56.25% of the management were female.

Table 2: Involvement in the Leadership Activities of the Organization

<table>
<thead>
<tr>
<th>Activity</th>
<th>Fully involved</th>
<th>Involved</th>
<th>Fairly Involved</th>
<th>Not Involved</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>%</td>
<td>f</td>
<td>%</td>
</tr>
<tr>
<td>Planning</td>
<td>3</td>
<td>18.75%</td>
<td>4</td>
<td>25%</td>
</tr>
<tr>
<td>Reviewing Performance</td>
<td>4</td>
<td>25%</td>
<td>6</td>
<td>37.5%</td>
</tr>
<tr>
<td>Setting Goals</td>
<td>5</td>
<td>31.25%</td>
<td>6</td>
<td>37.5%</td>
</tr>
<tr>
<td>Continuous Improvement</td>
<td>4</td>
<td>25%</td>
<td>7</td>
<td>43.75%</td>
</tr>
</tbody>
</table>

Table 2 above indicates the degree of involvement of the management in the leadership activities of the organization. On the planning activities of the firm, 18.75% of the respondents mentioned that they were fully involved while 25% mentioned they were
involved. Further, 43.75% of the management indicated that they were fairly involved in the planning activities of the firm while 12.5% of the respondents mentioned that they were not involved at all.

On the part of reviewing performance of the firm, 25% of the respondents mentioned that they were fully involved while 37.5% of them indicated that they were involved. A further 31.25% of the respondents indicated that they were fairly involved in the reviewing performance of the firm while 6.25% indicated that they were not involved at all. On the issue of setting goals, 31.25% of the respondents felt that they were fully involved while 37.5% felt that they were involved. Some of the respondents (25%) indicated that they were fairly involved in the setting of goals of the firm while a further 6.25% felt that they were not involved at all in goal-setting.

With regard to continuous improvement, 25% of the respondents indicated that they were fully involved while 43.75% indicated that they were involved. A further 31.25% of the respondents felt that TSC fairly involved them in continuous improvement activities while none of the respondents mentioned that they were left out.

In general, most of the respondents felt they were generally involved in the leadership activities of the organization meaning that TSC fully utilized its management in setting the direction and strategic planning.
Table 3: Management Communication and Reinforcement of Values to the Employees

<table>
<thead>
<tr>
<th>Activity</th>
<th>Degree of Involvement</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fully communicated</td>
<td>f</td>
<td>%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Communicated</td>
<td>f</td>
<td>%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fairly communicated</td>
<td>f</td>
<td>%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Never communicated</td>
<td>f</td>
<td>%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organizational values and</td>
<td>11</td>
<td>11</td>
<td>68.75%</td>
<td>4</td>
<td>25%</td>
</tr>
<tr>
<td>directions</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>6.25%</td>
</tr>
<tr>
<td>Customer focus</td>
<td>2</td>
<td>2</td>
<td>12.5%</td>
<td>6</td>
<td>37.5%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>8</td>
<td>50%</td>
</tr>
</tbody>
</table>

Table 3 indicates that 68.75% of the respondents felt that the organization’s values and directions were fully communicated to them, while 25% of the respondents mentioned that they were communicated to them. Only 6.25% of the respondents mentioned that the organization’s values and directions were fairly communicated to them. None of the respondents mentioned that the values and directions were not communicated to them. The table thus indicated that a higher percentage of the respondents felt that TSC fully communicated the organization’s values and directions.

The issue of customer focus was considered to be fully communicated according to 12.5% of the respondents while 37.5% of the respondents mentioned it was communicated to them. A percentage of the respondents (50%) considered customer focus values to be fairly communicated to them. None of the respondents mentioned that customer focus was not
communicated to them. The table indicated that TSC fairly communicated the customer focus value according to the higher percentage of the respondents (50%).

In summary, most of the respondents felt that management communicated and reinforce its values to the employees.

<table>
<thead>
<tr>
<th>Table 4: Management’s Review on the Organization’s Overall Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree of Reviewing</td>
</tr>
<tr>
<td>--------------------</td>
</tr>
<tr>
<td>Fully Reviewed</td>
</tr>
<tr>
<td>Reviewed</td>
</tr>
<tr>
<td>Fairly Reviewed</td>
</tr>
<tr>
<td>Never Reviewed</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

Table 4 shows that 6.25% of the respondents indicated that they fully reviewed the organization’s overall performance. The percentage of the respondents who felt that they reviewed the organization’s performance was 68.75% while 25% of them indicated that they fairly reviewed the organization’s performance. None of them mentioned that they did not review the organization’s performance. The table shows that a higher percentage (68.75%) reviewed the performance of TSC.
Table 5: Approach to Evaluate the Personal Leadership Involvement of Managers

<table>
<thead>
<tr>
<th>Degree of Reviewing</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fully Agreed</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Agreed</td>
<td>13</td>
<td>81.25%</td>
</tr>
<tr>
<td>Disagreed</td>
<td>3</td>
<td>18.75%</td>
</tr>
<tr>
<td>Fully Disagreed</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 5 indicates the approach to evaluate the personal leadership involvement of the managers. The table shows that none of the respondents fully agreed that there was an approach to evaluate while 81.25% of them mentioned that there was an approach to evaluate them. However, a certain percentage (18.75%) disagreed there was no approach to evaluate them. The percentage that fully disagreed was 0%. The above analysis indicates that the TSC had an approach to evaluate the personal leadership involvement of managers according to a higher percentage (81.25%).

Table 6: Strategic Planning Process

<table>
<thead>
<tr>
<th>Activity</th>
<th>Fully involved</th>
<th>Involved</th>
<th>Fairly involved</th>
<th>Never involved</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>%</td>
<td>f</td>
<td>%</td>
</tr>
<tr>
<td>Teachers</td>
<td>2</td>
<td>12.5%</td>
<td>11</td>
<td>68.75%</td>
</tr>
<tr>
<td>Organizational</td>
<td>3</td>
<td>18.75%</td>
<td>10</td>
<td>62.5%</td>
</tr>
<tr>
<td>capabilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 6 indicates that 12.5% of the respondents mentioned that teachers were fully involved in the strategic planning process of the organization while 68.75% of them mentioned that the teachers were involved. The percentage that indicated that the teachers were fairly involved was 12.5% while 6.25% felt that teachers were not involved at all. Thus from the above analysis the table shows that a higher percentage (68.75%) felt that teachers were involved in the strategic planning process of TSC.

With regard to the organizational capabilities, the percentage of respondents that indicated that the firm fully involved it in its strategic planning processes was 18.75% while 62.5% of the respondents felt that the firm involved it. A further 12.5% of the respondents felt that the firm fairly involved organizational capabilities in its strategic planning process while a certain percentage (6.25%) felt that the firm was never involved in it at all. The above table indicates that a higher percentage (62.5%) felt that TSC involved organizational capabilities in its strategic planning process.

Table 7: Organization’s Strategy Translation into Action Plans

<table>
<thead>
<tr>
<th>Degree</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fully Agreed</td>
<td>2</td>
<td>12%</td>
</tr>
<tr>
<td>Agreed</td>
<td>12</td>
<td>75%</td>
</tr>
<tr>
<td>Disagreed</td>
<td>1</td>
<td>6.25%</td>
</tr>
<tr>
<td>Fully Disagreed</td>
<td>1</td>
<td>6.25%</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>100%</td>
</tr>
</tbody>
</table>

45
Table 7 indicates that the organization’s strategy translation into action plans included a clear basis for communicating and tracking performance relative to plans. Table 8 indicates that 12% of the respondents fully agreed that TSC’s organizational strategy was translated into action plans, while 75% of them agreed to it. Out of the total respondents only 6.25% of them disagreed that the organization’s strategy was not translated into action plans and a similar percentage fully disagreed too. The table indicates that a higher percentage (75%) agreed that TSC translated its’ organization’s strategy into action plans.

Table 8: Organization’s Plan

<table>
<thead>
<tr>
<th>Degree</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fully Agreed</td>
<td>3</td>
<td>18.75%</td>
</tr>
<tr>
<td>Agreed</td>
<td>10</td>
<td>62.5%</td>
</tr>
<tr>
<td>Disagreed</td>
<td>3</td>
<td>18.75%</td>
</tr>
<tr>
<td>Fully Disagreed</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>100%</td>
</tr>
</tbody>
</table>
Table 8 indicates that organizational plans and if the plan included performance requirements, key performance and/or indicators. Out of the total respondents, 18.75% of them fully agreed to this, 62.5% agreed, 18.75% disagreed while none fully disagreed. The table shows that TSC’s plan included performance requirements, key performance measures and/or indicators according to the majority of the respondents (62.5%).

4.3 Strategy TSC used to Enhance Customer Satisfaction and Productivity to the Secretariat

This section dealt with the results and findings of the questionnaires issued to the secretariat staff to determine their satisfaction with the services offered by TSC. A total of 20 questionnaires were issued and 16 were completed and returned.

<table>
<thead>
<tr>
<th>Table 9: Organization’s Formal Process</th>
<th>Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree</td>
<td>Frequency</td>
</tr>
<tr>
<td>Fully Agreed</td>
<td>10</td>
</tr>
<tr>
<td>Agreed</td>
<td>6</td>
</tr>
<tr>
<td>Disagreed</td>
<td>0</td>
</tr>
<tr>
<td>Fully Disagreed</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
</tr>
</tbody>
</table>
Table 9 indicates that the organization had a formal process in place to ensure that complaints were resolved effectively and promptly. Out of the total respondents, majority (62.75%) fully agreed that TSC had a formal process to ensure that their complaints were resolved effectively and efficiently. A further percentage (37.5%) agreed to this as well and none of the respondents disagreed or fully disagreed to it. From the table above, it is clear that TSC incorporated a formal process that ensured complaints were resolved effectively and efficiently to enhance internal customer satisfaction.

<table>
<thead>
<tr>
<th>Table 10: Action on Complaints Received in the Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Fully Agreed</td>
</tr>
<tr>
<td>Agreed</td>
</tr>
<tr>
<td>Disagreed</td>
</tr>
<tr>
<td>Fully Disagreed</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

Table 10 indicates that the complaints received were acted on throughout the organization. Out of the total respondents, a higher percentage (62.5%) mentioned that they fully agreed their complaints were acted upon, while 12.5% of them agreed to this as well. The percentage that disagreed to this was 18.75% and a further 6.25% fully disagreed that their complaints were resolved.
Table 11: Provision of Avenues for Customers to Seek Information/Complaints

<table>
<thead>
<tr>
<th>Degree</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fully Agreed</td>
<td>5</td>
<td>31.25%</td>
</tr>
<tr>
<td>Agreed</td>
<td>11</td>
<td>68.75%</td>
</tr>
<tr>
<td>Disagreed</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Fully Disagreed</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 11 indicates that TSC provided avenues for the internal customers to seek information or complaints about the organizational services. Majority of the respondents fully agreed and agreed that the firm provided avenues to seek information or complaints as represented in 31.25% and 68.75% respectively. None of the respondents disagreed or fully disagreed that there were denied avenues to seek information/complaints.
4.4 Strategies TSC Utilized to Increase Customer Satisfaction Among the Teachers

This section dealt with the strategies TSC utilized to increase customer satisfaction with reference to the teaching staff. A total of 35 questionnaires were issued and 21 responded.

Table 12: Gender of the Respondents

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>11</td>
<td>52.38%</td>
</tr>
<tr>
<td>Female</td>
<td>10</td>
<td>47.6%</td>
</tr>
<tr>
<td>Total</td>
<td>21</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 12 shows that majority of the respondents were male as represented by 52.38% while the rest were female as represented by 47.6%.

Table 13: Level of Education of the Respondents

<table>
<thead>
<tr>
<th>Level of Education</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Form IV</td>
<td>3</td>
<td>14.29%</td>
</tr>
<tr>
<td>College</td>
<td>8</td>
<td>38.09%</td>
</tr>
<tr>
<td>University</td>
<td>10</td>
<td>47.62%</td>
</tr>
<tr>
<td>Total</td>
<td>21</td>
<td>100%</td>
</tr>
</tbody>
</table>
Table 13 shows that 14.29% of the respondents were form four leavers while 38.09% were college graduates. Majority of the respondents were university graduates as represented by 47.62%.

Table 14: Quality of Services Provided by TSC

<table>
<thead>
<tr>
<th>Rating</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor</td>
<td>1</td>
<td>4.76%</td>
</tr>
<tr>
<td>Fair</td>
<td>5</td>
<td>23.81%</td>
</tr>
<tr>
<td>Good</td>
<td>12</td>
<td>57.14%</td>
</tr>
<tr>
<td>Excellent</td>
<td>3</td>
<td>14.29%</td>
</tr>
<tr>
<td>Total</td>
<td>21</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 14 indicates that 4.76% of the respondents felt that the quality of services provided by TSC was poor while 23.81% of them felt they were fair. Out of the total respondents, 57.14% felt the services provided were good while 14.29% felt they were excellent. The above table shows the quality of services provided by TSC was good as represented by the higher percentage (57.14%).
Table 15: Provision of TSC with Resources to Carry out Duties

<table>
<thead>
<tr>
<th>Degree</th>
<th>Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
</tr>
<tr>
<td>Fully Agreed</td>
<td>0</td>
</tr>
<tr>
<td>Agreed</td>
<td>11</td>
</tr>
<tr>
<td>Disagreed</td>
<td>8</td>
</tr>
<tr>
<td>Fully Disagreed</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>21</td>
</tr>
</tbody>
</table>

Table 15 shows the frequency in which the customers agreed/disagreed that TSC provided them with resources such as stationery, computers etc to carry out official duties. None of the respondents fully agreed that TSC provided them with the resources. The table shows that majority of the respondents (52.38%) agreed there was provision of resources to carry out their official duties. A percentage of the respondents (38.10%) felt that TSC denied them the resources while a further 9.52% fully disagreed.

Table 16: Ability to Contact Management for Resolving Problems

<table>
<thead>
<tr>
<th>Degree</th>
<th>Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
</tr>
<tr>
<td>Fully Agreed</td>
<td>5</td>
</tr>
<tr>
<td>Agreed</td>
<td>11</td>
</tr>
<tr>
<td>Disagreed</td>
<td>3</td>
</tr>
<tr>
<td>Fully Disagreed</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>21</td>
</tr>
</tbody>
</table>
Table 16 showed that 23.81% of the respondents fully agreed that they had access to the management for resolving their problems. Majority of the respondents (52.38%) felt that they could easily contact the management when a problem arose. However, there was a percentage that disagreed and fully disagreed to this as represented in 14.29% and 9.52% respectively.

**Table 17: Manner in which TSC Staff Treated Customers**

<table>
<thead>
<tr>
<th>Degree</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor service</td>
<td>1</td>
<td>4.76%</td>
</tr>
<tr>
<td>Fair service</td>
<td>7</td>
<td>33.34%</td>
</tr>
<tr>
<td>Good service</td>
<td>11</td>
<td>52.38%</td>
</tr>
<tr>
<td>Excellent service</td>
<td>2</td>
<td>9.52%</td>
</tr>
<tr>
<td>Total</td>
<td>21</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 17 shows that 4.76% of the respondents felt that TSC staff offered them poor service while 33.34% of the respondents felt they were treated fairly. The percentage of the respondents that felt TSC offered them good service was 52.38% and this was the majority of the respondents. Out of the total respondents only 9.52% felt that TSC staff offered them excellent service.
Table 18: Matching of Responsibilities to Capabilities

<table>
<thead>
<tr>
<th>Degree</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fully Agreed</td>
<td>3</td>
<td>14.29%</td>
</tr>
<tr>
<td>Agreed</td>
<td>14</td>
<td>66.67%</td>
</tr>
<tr>
<td>Disagreed</td>
<td>2</td>
<td>9.52%</td>
</tr>
<tr>
<td>Fully Disagreed</td>
<td>2</td>
<td>9.52%</td>
</tr>
<tr>
<td>Total</td>
<td>21</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 18 indicates that the customers felt that their responsibilities matched their capabilities. Out of the total respondents, 14.29% fully agreed while 66.67% agreed to this. The percentage that disagreed and fully disagreed was 9.52% and 9.52% respectively.

Table 19: Empowerment by TSC

<table>
<thead>
<tr>
<th>Degree</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fully Agreed</td>
<td>2</td>
<td>9.52%</td>
</tr>
<tr>
<td>Agreed</td>
<td>15</td>
<td>71.43%</td>
</tr>
<tr>
<td>Disagreed</td>
<td>3</td>
<td>14.29%</td>
</tr>
<tr>
<td>Fully Disagreed</td>
<td>1</td>
<td>4.76%</td>
</tr>
<tr>
<td>Total</td>
<td>21</td>
<td>100%</td>
</tr>
</tbody>
</table>
Table 19 indicates that out of the total respondents 9.52% fully agreed that they were empowered by TSC. Majority of the respondents (71.43%) agreed they were at least empowered by TSC. However, some of the respondents felt that TSC did not give them a chance on empowerment as represented by 14.29% who disagreed and 4.76% who fully disagreed.

Table 20: Organization’s Performance Appraisal System

<table>
<thead>
<tr>
<th>Degree</th>
<th>Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
</tr>
<tr>
<td>Fully Agreed</td>
<td>2</td>
</tr>
<tr>
<td>Agreed</td>
<td>14</td>
</tr>
<tr>
<td>Disagreed</td>
<td>5</td>
</tr>
<tr>
<td>Fully Disagreed</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>21</td>
</tr>
</tbody>
</table>

Table 20 shows that 9.52% of the respondents fully agreed they were conversant with the organization’s appraisal system. Majority of the respondents (66.67%) felt they were quite conversant with the appraisal system of TSC. There are some respondents who disagreed (23.81%) and none of the respondents fully disagreed.
Table 21: Formal Process to Resolve Complaints

<table>
<thead>
<tr>
<th>Degree</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fully Agreed</td>
<td>3</td>
<td>14.29%</td>
</tr>
<tr>
<td>Agreed</td>
<td>13</td>
<td>61.90%</td>
</tr>
<tr>
<td>Disagreed</td>
<td>4</td>
<td>19.05%</td>
</tr>
<tr>
<td>Fully Disagreed</td>
<td>1</td>
<td>4.76%</td>
</tr>
<tr>
<td>Total</td>
<td>21</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 21 sought to determine if the respondents agreed/disagreed if there was a formal process in place to ensure that complaints were resolved effectively and promptly. Majority of the respondents (61.90%) agreed their complaints were resolved through a formal process while 14.29% fully agreed. The percentage that disagreed/fully disagreed and felt their complaints were not resolved promptly were 19.05% and 4.76% respectively.

Table 22: Action on Complaints Received

<table>
<thead>
<tr>
<th>Degree</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fully Agreed</td>
<td>3</td>
<td>14.29%</td>
</tr>
<tr>
<td>Agreed</td>
<td>11</td>
<td>52.38%</td>
</tr>
<tr>
<td>Disagreed</td>
<td>6</td>
<td>28.57%</td>
</tr>
<tr>
<td>Fully Disagreed</td>
<td>1</td>
<td>4.76%</td>
</tr>
<tr>
<td>Total</td>
<td>21</td>
<td>100%</td>
</tr>
</tbody>
</table>
Table 22 shows that some of the respondents agreed/disagreed that their complaints were acted on throughout the organization. The percentage of respondents that fully agreed/disagreed their complaints were acted on were 14.29% and 52.38% respectively. Some of the respondents felt their complaints were not acted upon and thus disagreed or fully disagreed as represented by 28.57% and 4.76%.

Table 23: Provision of Avenues to Seek Information/Complaints

<table>
<thead>
<tr>
<th>Degree</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fully Agreed</td>
<td>3</td>
<td>14.29%</td>
</tr>
<tr>
<td>Agreed</td>
<td>11</td>
<td>52.38%</td>
</tr>
<tr>
<td>Disagreed</td>
<td>6</td>
<td>28.57%</td>
</tr>
<tr>
<td>Fully Disagreed</td>
<td>1</td>
<td>4.76%</td>
</tr>
<tr>
<td>Total</td>
<td>21</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 23 indicates the frequency in which the customers felt that TSC provided them with avenues to seek information or complaints about the organization’s services. Some of the respondents fully agreed (14.29%) TSC provided them with avenues to seek information/complaints, while 52.38% agreed too. The percentage of respondents that disagreed and fully disagreed was 28.57% and 4.76% respectively. Majority of the respondents felt that TSC provided them with avenues to seek information and complaints.
4.5 Chapter Summary

In this chapter, the findings of the study based on the Research Questions were presented. The leadership activities results indicated that majority of the management were involved in the planning of the firm, in reviewing performance, setting goals and continuous improvement. The study revealed managers communicated organization’s values, customer focus and directions to the employees. There was an approach to evaluate the personal leadership involvement of managers and management involved teachers and organizational capabilities in the strategic planning process.

The findings from the internal customer analysis indicated the organization had a formal process to ensure that complaints were resolved effectively and promptly. Majority of the customers felt their complaints were acted on throughout the organization. Besides, majority of the customers also agreed TSC provided them avenues to seek information or complaints about the organizational services.

In general, the quality of services provided by TSC was rated as good by majority of the customers. With regard to empowerment by TSC, the results indicated that majority of the customers felt empowered. They were also conversant with the organizational appraisal system and there was a formal process to ensure their complaints were resolved effectively and promptly.
CHAPTER FIVE

5.0 DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This section provides a discussion of the findings of the study, the conclusions derived from the findings and recommendations for improvement and further research.

5.2 Summary

The purpose of the study was to determine strategies for enhancing efficiency and effectiveness in the Teachers Service Commission (TSC) in order to improve services to the customers.

The study was guided by the following research questions:

- What strategies does TSC use to enhance leadership and strategic planning of the senior management?
- What strategies does TSC use to increase customer satisfaction and productivity of the secretariat?
- What strategies does TSC use to enhance customer satisfaction among the teachers?

The type of research design used was a case study and the sample frame was drawn from secondary school teachers based in Nairobi and the secretariat of TSC within Nairobi consisting of both senior and middle-level managers. Structured sampling technique was used to determine the sample size.

Methods of data collection involved both primary and secondary data and the data
analysis included both qualitative and quantitative techniques. The qualitative data was summarized and categorized according to common themes and presented using frequency distribution tables so as to assist the researcher in answering the research questions.

The major findings of the study indicated that the management of TSC were involved in the planning and direction setting of the firm. These managers also reviewed the performance of the firm, setting of goals and in continuous improvement. Moreover, these managers fully communicated organization’s values and directions to the employees.

The findings revealed that the internal customers (secretariat) were generally satisfied that TSC had a formal process to ensure their complaints were resolved effectively and promptly. These customers also agreed that TSC provided them avenues to seek information or complaints about the organizational services.

The findings also revealed that external customers (teachers) were satisfied with the services provided by TSC. They also felt they had access to the management and besides felt their responsibilities matched their capabilities. These customers also indicated they were conversant with the organizational appraisal system. They agreed that TSC used a formal process to ensure their complaints were resolved effectively and promptly. TSC also provided them with access to seek information/complaint about the firm’s services.

5.3 Discussion

This section will give a discussion based on the research questions as follows:
Discussion on the strategies TSC used to enhance leadership and strategic planning among the managers

Discussion on the strategies TSC utilized to increase customer satisfaction and productivity of the secretariat

Discussion on the strategies TSC used to enhance customer satisfaction and among the teachers

5.3.1 TSC’s Strategies to Enhance Leadership and Strategic Planning Among the Managers

The study revealed that TSC management were involved in the leadership activities of the organization namely planning, reviewing the firm’s performance, setting goals and continuous improvement. Through planning, the management determined the organization’s objectives and purposes so that everyone understood what they had to accomplish. According to Appleby (1994), planning involves selecting enterprise goals and department objectives, then finding ways of achieving them. The planning process can be aided by working in an environment, which is conducive to it.

By reviewing the organization’s performance, management was able to address the areas they had failed in satisfying the internal and external customers. According to Stoner, Freeman and Gilbert (2000) reviewing the organizational performance entails the measure of how efficient and effective an organization is, that is how well it achieves appropriate objectives. Management of TSC was involved in goal setting of the firm. According to
Stoner, Freeman and Gilbert (2000) goals provide a sense of direction and in setting goals, people and their organization bolster their motivation and gain a source of inspiration that help them overcome the inevitable obstacles they encounter.

The management of TSC communicated and reinforced value to the employees. This is through communicating organization’s values and directions and customer focus to them. According to Appleby (1994), every aspect of management requires good communication. According to Stoner, Freeman and Gilbert (2000) effective communication provides a common thread for the management processes of planning, organizing, leading and controlling. Managers develop plans through communication with others at their organizations.

TSC had an approach to evaluate the personal leadership involvement of managers. According to Cole (1996), evaluating employees performance is important in an organization to:

- Identify an individual’s current level of job performance
- To identify employee strengths and weaknesses
- To enable employees improve their performance
- To motivate individuals
- To identify training and development needs
- To provide information for successful planning

The study revealed that the management of TSC involved the teachers’ organizational
capabilities in the strategic planning process of the firm. This entailed involving the teachers and the organizational capabilities in the set of decisions and actions resulting in formulation and implementation of strategies designed to achieve the objectives of an organization. Wayland and Cole (1997) propose that for an organization to grow, it needs to recognize that customers needs come first. TSC had adopted this by involving the teachers in the strategic planning process of the firm.

TSC management translated the firm’s strategy into action plans, which included a clear basis for communicating and tracking performance relative to plans. According to Pearce and Robinson (1991) when annual objectives are developed, they provide clarity, which is a powerful motivating facilitator of effective strategy implementation. Strategies are translated into action plans when they are incorporated into a collection of values, norms, roles and groups devoted to reaching a certain goal.

TSC ensured that the organizational plan included performance requirements, key performance and/or indicators. The plan included what was expected from the subordinates and the management of TSC. There was a performance appraisal system that was conducted on the employees and there was an approach to evaluate the personal leadership involvement of the managers.

5.3.2 Strategies TSC used to Enhance Customer Satisfaction and Productivity of the Secretariat

The internal customers under study were the secretariat staff and the aim was to determine their satisfaction with the services offered by TSC. The study revealed that TSC incorporated
a formal process that ensured complaints were resolved effectively and efficiently to enhance internal customer satisfaction. Majority of the secretariat agreed that their complaints were resolved effectively and promptly. These customers also felt their complaints received were acted on throughout the organization with the exception of a few who felt their complaints were not resolved.

Barksy (1995) relates customer satisfaction to profitability and high levels of customer satisfaction. Herman (1999) considers various strategies that can lead to employee satisfaction. He divides them into environmental strategies such as sharing a common vision, teamwork, being fair and honest, prohibiting discrimination, providing a safe and secure environment and responding to complaints with solutions. He also highlights relationship strategies such as facilitating open communications, showing respect, giving people freedom and flexibility and balancing praise and criticism. The third strategies are support strategies that include providing challenges, defining authority and responsibilities, giving clear direction and empowering employees. Herman defines the fourth strategies as growth strategies that include establishing a learning culture, training and development, career planning, cross planning and providing incentives for growth.

The study showed that majority of the secretariat staff felt TSC provided them avenues to seek information or complaints about the organizational services. Thomas (1994) proposes that attending to customer needs and focusing on maximizing performance results are at the heart of any effective organization. Serving customers and producing a quality service/product occupies the place of central importance because without this target the
organization is aimless. Highly effective organizations place great emphasis on customer relations and customer satisfaction. These organizations know who their customers and their stakeholders are. They make a concerted effort to determine and exceed the customers’ and the stakeholder expectations.

Thompson (1997) stipulates that factors such as high levels of achievement, recognition, opportunities for advancement and responsibility made people feel satisfied with their job and motivated them to work. Ross (1995) stated that communication is also very important. The only way to ensure total involvement from the internal customers is to communicate the quality goals to all the employees. Communication that supports quality is usually bottom-up communication.

5.3.3 Strategies TSC Used to Increase Customer Satisfaction Among the Teachers

TSC enhanced customer satisfaction through provision of quality services. According to the majority of the teachers, they felt the quality of services provided by TSC were good. Some however felt the quality of services provided by TSC were fair. According to Pezullo (1993) customers value reliable service, courteous treatment, clear communication, competent staff and responsive services. In addition majority of the customers felt TSC staff treated well them good. According to Toast Masters International (1994) customer satisfaction can be achieved if an organization focuses on providing good customer service. This requires good communication skills, insights into human behavior and a real desire to provide service to others. Organizations can fail in ensuring customer satisfaction due to failure to meet
expectations and poor delivery of service. Toast Masters International further argue that customer service has information that is critical to the success of the organization and customer needs should drive the strategic decision making process.

Majority of the customers agreed that TSC provided them with resources such as stationery, computers etc to carry out official duties. Most of the customers fully agreed they had access to the management for resolving their problems. In addition these customers felt they could easily contact the management when a problem arose. Although there was a percentage that fully disagreed that TSC provided them with resources to carry out their duties. The study revealed that majority of the customers felt TSC matched their responsibilities to capabilities. Although a small percentage fully disagreed to this.

Stoner, Freeman and Gilbert (2000), define empowerment as the act of providing authority, knowledge and resources to individuals so that they can achieve work objectives. The study revealed that TSC empowered its employees by letting them make decisions at all levels of an organization without asking for approval from managers.

Cole (1996) proposes that performance appraisal is carried out for several reasons among them to identify an individual’s current level of performance, to identify the employee’s weaknesses and strengths, to motivate individuals and to identify performance among other reasons. The study revealed that majority of the customers agreed that there were conversant with TSC’s appraisal system.
Highly effective organizations respond quickly to the changing needs of the customers and stakeholders (Thomas, 1994). Serious attention is given to the degree of customer and stakeholder satisfaction. The study revealed that majority of the customers agreed there was a formal process in place to ensure their complaints were resolved effectively and promptly. Only a small percentage disagreed to this. The majority of the internal customers also agreed action was taken on their complaints throughout the organization. TSC also provided avenues to the internal customers so that they could seek information/complaints about the organization’s services.

5.4 Conclusion

The purpose of the study was to determine strategies to enhance efficiency and effectiveness of the Teachers Service Commission (TSC) in order to improve services to the customers.

The following were the conclusions made based on the findings and discussions:

The study revealed that TSC managers used strategies to enhance leadership and strategic planning namely planning, reviewing performance, setting goals and continuous improvement. This was to ensure that customers were satisfied and to determine the organization’s objectives and purpose. TSC management reviewed the organization’s performance to address the areas they had failed in satisfying the internal and external customers. The management was involved in goal setting to guide the plans and decisions of the firm and help evaluate the progress of the firm. The management communicated and reinforced values to the employees because communication is important for controlling the work of the organization.
Regarding strategies TSC uses to enhance customer satisfaction and productivity of the secretariat, the customers were satisfied with the services provided since the firm provided them avenues to seek information or complaints about the organizational services. Customers are satisfied with employers who provide them quality service and recognize their efforts towards achieving the organizational goals. Majority of the internal customers strongly agreed that TSC empowered them by letting them make decisions at all levels of an organization without asking for approval from managers.

With reference to the strategies TSC uses to increase customer satisfaction to the teachers, the research revealed that majority of the external customers felt they were provided quality services that encompassed, courteous treatment, clear communication, competent staff and responsive services. Majority of the customers agreed that TSC provided them with resources such as stationery, computers etc to carry out official duties. The customers also strongly agreed they had access to the management for resolving their problems. The customers agreed that they were conversant with the organization’s appraisal system. TSC had a formal process to ensure that the complaints of the external customers were resolved effectively and promptly. TSC provided them avenues to seek information/complaints about the organization’s services.

A general conclusion is that TSC had understood the concept of strategy, efficiency and effectiveness. The strategies to enhance customer satisfaction would fail if the management were not committed to planning, leadership, continuous improvement and goal setting of the firm. The performance of the employees would be hindered if the management were not
resolving their complaints promptly and efficiently and providing them avenues to seek information about the organization’s services. Satisfaction to the internal customers was vital because it extended to the satisfaction of the external customers as well. The satisfaction of the external customers facilitated TSC’s to accomplish its mission statement, which was to maintain a sufficient professional Teaching service for Educational Institutions responsive to environmental changes in the society.

5.5 Recommendations

The following recommendations were made based on the findings and conclusions of the study.

5.5.1 Suggestions for Improvement

1. Management

To enhance customer satisfaction, the management of TSC needs to be committed in the leadership activities that entail planning, continuous improvement, reviewing the organization’s performance and setting goals. The management should ensure the firm has a clearly defined bottom line and every employee knows how they contribute to the success of the organization. The employees should be routinely informed about the organization’s progress towards established goals and objectives.

The management should involve all the employees in creating and sustaining organizational values, organizational direction, performance expectations, customer focus and a management system that promotes performance excellence. The management should
integrate values and expectations into the organization's leadership and management systems, including how the organization continuously learns and improves and addresses its responsibilities to its customers, stakeholders and employees.

Structure is important in an organization. It is recommended that the firm is structured so that it is able to do such things as a) respond quickly to an environmental of rapid change, b) efficiently meets its mission, c) wisely use the knowledge, skills and abilities of its employees and d) promote good communication and the flow of information necessary for every employee to do a good job and e) encourage decision-making at the most appropriate level in the organization and f) link departments and work units so that they support each other.

2. Internal Customer Satisfaction

The research findings indicated that the TSC's internal customers are satisfied with the firm's services but there are areas for improvement. The management needs to motivate the staff since organizational goals are unattainable without the enduring commitment of members of the organization. Staff motivation of the secretariat is important if employees are to effectively and efficiently deliver to the organization. It is recommended the firm should motivate employees through rewards based on efficiency and effectiveness. The rewards can be in monetary or non-monetary terms.

TSC can enhance customer satisfaction through training of its employees. Training improves morale and efficiency to perform. Training also helps raises the standard of unskilled
personnel and improves new techniques as well. TSC should empower its staff by providing authority, knowledge and resources to individuals so that they can achieve work objectives.

The firm can encourage empowerment to its employees by letting them make decisions at all levels of an organization without asking for approval from managers. The opinions of the staff should be sought proactively especially on decisions that will affect them. TSC should always have a formal process that will ensure the customer’s complaints are resolved promptly. When customer’s needs are addressed, this will enhance their satisfaction and will improve on efficiency and effectiveness.

It is suggested that TSC should provide resources to the internal customers to facilitate them on their day-to-day activities. These resources include for example computers, stationery etc. This will enhance their motivation and satisfaction to perform their duties.

3. **External Customer Satisfaction**

The results indicated that the external customers were generally satisfied with the services offered by TSC but there are areas for improvement. However, TSC should ensure that the customers have access to the management for resolving their problems. It is suggested that TSC carries out performance appraisal to the external customers to identify an individual’s current level of performance, to identify the employee’s weaknesses and strengths, to motivate individuals and to identify performance among other reasons. The firm should also make sure that the customers are conversant with the appraisal system.
5.5.2 Suggestions for Further Research

This research focused on strategies that can enhance efficiency and effectiveness in the service industry by conducting a study on the Teachers Service Commission. Further research should be conducted on other service firms and comparison of the results made to establish the major areas of dissatisfaction in the service industry.

In a bid to enhance internal customer satisfaction, further research should be carried conducted specifically on the various groups of employees, that is senior management, middle level management and non-management staff. Such a research study would be useful in determining how to satisfy each level as their requirements may differ.

Further research should be carried out on what empowers and motivates the external customers to enhance customer satisfaction. More time and expertise must be made available particularly by those working directly with the teachers to deal with issues such as welfare, equal opportunities, harassment etc. Not only must a positive system be developed for handling grievances but there must also be an appraisal system linked with staff development.
REFERENCES


APPENDICES

Appendix A: Introduction Letter

United States International University
P.O Box 14634
Nairobi

Dear Respondent

I am a student at USIU undertaking a Masters degree in Business Administration (MBA). I am carrying out a research on strategies to enhance efficiency and effectiveness in service organizations; a case study will be conducted on the Teachers Service Commission (TSC). It is hoped that the results of this study will help the Commission improve its services. In order to gather information for the research study, attached is a questionnaire and please be kind enough and fill it.

Yours faithfully,

ANN KARANU
RESEARCHER
Appendix B:  Questionnaires

MANAGEMENT (SECRETARIAT) QUESTIONNAIRE

This is an academic research paper in partial fulfillment of the requirement of the Masters Degree in Business Administration at United States International University-Africa. The results will be used to enhance customer satisfaction and your responses will be treated with strict confidence.

Sex: 

| M | F |

Level of Education: 

| Form IV | College | University |

Grade: 

| Teacher | Secretariat |

Instructions:

Kindly tick the answer you feel most appropriate

PART 1: STRATEGIES TSC USES TO ENHANCE LEADERSHIP AND STRATEGIC PLANNING

A. LEADERSHIP

1. To what extent are you involved in the following leadership activities in your organization?
### Activities

<table>
<thead>
<tr>
<th>Activities</th>
<th>Degree of Involvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning</td>
<td></td>
</tr>
<tr>
<td>Reviewing performance</td>
<td></td>
</tr>
<tr>
<td>Setting goals</td>
<td></td>
</tr>
<tr>
<td>Continuous improvement</td>
<td></td>
</tr>
</tbody>
</table>

2. Indicate the extent to which the management communicates and reinforces the following values to the employees?

<table>
<thead>
<tr>
<th>Degree of communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization's values &amp; directions</td>
</tr>
<tr>
<td>Fully communicates</td>
</tr>
<tr>
<td>Customer Focus</td>
</tr>
<tr>
<td>Fully communicates</td>
</tr>
</tbody>
</table>

3. Does the management review the organization's overall performance and use the review process to reinforce the organization's direction and improve the leadership system?

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fully reviews</td>
</tr>
</tbody>
</table>

4. Is there an approach used to evaluate the personal leadership involvement of managers?
B. STRATEGIC PLANNING

1. To what extent does the TSC strategic planning process involve the following?
   Teachers.
   
<table>
<thead>
<tr>
<th>Fully involved</th>
<th>Involved</th>
<th>Fairly Involved</th>
<th>Never Involved</th>
</tr>
</thead>
</table>
   
   Organizational capabilities.
   
<table>
<thead>
<tr>
<th>Fully involved</th>
<th>Involved</th>
<th>Fairly Involved</th>
<th>Never Involved</th>
</tr>
</thead>
</table>

2. Is the organization’s strategy translated into action plans including a clear basis for communicating and tracking performance relative to plans?

<table>
<thead>
<tr>
<th>Fully agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Fully Disagree</th>
</tr>
</thead>
</table>

2. Does the organization’s action plan include performance requirements, key performance measures and/or indicators?

<table>
<thead>
<tr>
<th>Fully agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Fully Disagree</th>
</tr>
</thead>
</table>

PART 11: CUSTOMER SATISFACTION AND MARKET FOCUS

1. Is there a formal process in place to ensure that complaints are resolved effectively and promptly?

<table>
<thead>
<tr>
<th>Fully agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Fully Disagree</th>
</tr>
</thead>
</table>

80
2. Are the complaints received always acted on throughout the organization?

<table>
<thead>
<tr>
<th>Fully agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Fully Disagree</th>
</tr>
</thead>
</table>

3. Does the organization always provides avenues for customers to seek information, comment or complain about the organization's services?

<table>
<thead>
<tr>
<th>Fully agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Fully Disagree</th>
</tr>
</thead>
</table>
TEACHING STAFF QUESTIONNAIRE

This is an academic research paper in partial fulfillment of the requirement of the Masters Degree in Business Administration at United States International University-Africa. The results will be used to enhance customer satisfaction and your responses will be treated with strict confidence.

Sex: M F

Level of Education: Form IV College University

Grade: Teacher Secretariat

Instructions:
Kindly tick the answer you feel most appropriate

PART 1: STRATEGIES TSC UTILIZES TO INCREASE CUSTOMER SATISFACTION

1. How would you rate the overall quality of services provided by the TSC?

   Poor Fair Good Excellent

2. Does the TSC adequately provide you with the resources (e.g. stationery, computers etc) to carry out your official duties?

   Fully agree Agree Disagree Fully Disagree
3. Are you able to contact the management when necessary for resolving your problems?

<table>
<thead>
<tr>
<th>Fully agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Fully Disagree</th>
</tr>
</thead>
</table>

4. How would you rate the manner in which the TSC staff treats you?

<table>
<thead>
<tr>
<th>Poor service</th>
<th>Fair service</th>
<th>Good service</th>
<th>Excellent service</th>
</tr>
</thead>
</table>

5. Do you think your responsibilities are always matched to your capabilities?

<table>
<thead>
<tr>
<th>Fully agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Fully Disagree</th>
</tr>
</thead>
</table>

6. Do you feel empowered by the TSC?

<table>
<thead>
<tr>
<th>Fully agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Fully Disagree</th>
</tr>
</thead>
</table>

7. Are you fully conversant with the Organization’s performance appraisal system?

<table>
<thead>
<tr>
<th>Fully agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Fully Disagree</th>
</tr>
</thead>
</table>
PART 11: CUSTOMER SATISFACTION AND MARKET FOCUS
NB: To be filled by both teaching and secretariat staff.

1. Is there a formal process in place to ensure that complaints are resolved effectively and promptly?

<table>
<thead>
<tr>
<th>Fully agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Fully Disagree</th>
</tr>
</thead>
</table>

2. Are the complaints received always acted on throughout the organization?

<table>
<thead>
<tr>
<th>Fully agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Fully Disagree</th>
</tr>
</thead>
</table>

3. The organization always provides avenues for customers to seek information comment or complain about the organization's services?

<table>
<thead>
<tr>
<th>Fully agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Fully Disagree</th>
</tr>
</thead>
</table>
## Appendix C: Research Budget

<table>
<thead>
<tr>
<th>Activity</th>
<th>Cost (Kshs)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Proposal Development</strong></td>
<td></td>
</tr>
<tr>
<td>Project Fees</td>
<td>19,440.00</td>
</tr>
<tr>
<td>Internet Access</td>
<td>3,000.00</td>
</tr>
<tr>
<td>Library research</td>
<td>2,000.00</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>3,000.00</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td>27,440.00</td>
</tr>
<tr>
<td><strong>Data Collection/Field Work</strong></td>
<td></td>
</tr>
<tr>
<td>Project Fees</td>
<td>9,720.00</td>
</tr>
<tr>
<td>Research Assistant</td>
<td></td>
</tr>
<tr>
<td>- Labor</td>
<td>10,000.00</td>
</tr>
<tr>
<td>- Travel expenses</td>
<td>3,000.00</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>2,000.00</td>
</tr>
<tr>
<td><strong>Sub Total</strong></td>
<td>24,720.00</td>
</tr>
<tr>
<td><strong>GRAND TOTAL</strong></td>
<td>52,160.00</td>
</tr>
</tbody>
</table>

### IMPLEMENTATION PLAN

<table>
<thead>
<tr>
<th>Activities</th>
<th>Time Frame (2002)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposal Development</td>
<td>March-July</td>
</tr>
<tr>
<td>Data Collection</td>
<td>August- September</td>
</tr>
<tr>
<td>Data Analysis and Presentation</td>
<td>September- October</td>
</tr>
<tr>
<td>Completed Project</td>
<td>November</td>
</tr>
</tbody>
</table>