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EFFECTS OF LEADERSHIP IN PUBLIC SERVICE DELIVERY

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ABSTRACT

Public service delivery is a fundamental process and the core of any business organization. Purpose of this study was to investigate the effects of leadership in public service. The public service undertakes to: continuously improve our internal processes through staff competency development; innovation; and compliance with statutory and regulatory requirements; strive to exceed expectations of our clientele through revision of our programs based on stakeholder feedback, and regularly review Quality Management System under the ISO 9001:2015 but leadership contribution is not known. The study was guided by the objective: to assess the relationship between the level of qualification of leaders and public service delivery. Descriptive survey study design and questionnaires were used in the study. The target population was 60 participants and the sample size was 19; obtained by calculating 30% of the target population. The individuals who participated in the study were obtained using systematic simple random technique. Data was analyzed using frequency, mean, standard deviation and chi-square. The findings of the study indicate that the level of qualifications led to tutors attending to participants' lessons within 5 minutes of lesson, and caterers providing quality meals and standard accommodation. It is recommended that staffs with high qualification are placed in strategic areas. It is also recommended that public service adopt Problem solving, delegating, conflict resolution, communication, organization, and motivation skills for better public service delivery.

INTRODUCTION

Background of Study

Efficient and timely service to the public remains a priority of government of Kenya in the provision of better services to the citizen (Setsetse, and Mkansi(2007). As opined by UN(2007),an efficient and good Public Service delivery is essential for eradication of poverty thus; upholding human rights, and fostering democracy and good governance, ensuring peace security, protecting the vulnerable; and meeting the special needs of Africa (MN, 2007).

Govender and Mostert (2011) argues that ineffective Public Service delivery created a perception from the voluntary organizations in South Africa that there was a characteristic of ineffective leadership which resulted in the incompetency and corruption in the Public Sector. Odero (2018) said that practicing democratic and bureaucratic and laissez-faire leadership styles influenced public service delivery in Mombasa as opposed to autocratic type of leadership. Therefore, it is clear that the leadership skills, types and approaches, determine the nature of public service delivery.

GoK (2012) indicated that the role of public service is to provide learning and development programmes that will inculcate public service values and ethics in the devolved government. Public service will also contribute to the transformation of the public service into functioning effectively, innovatively, and in a results-oriented and accountable manner. The School Strategic Plan (2012/2013 – 2016/2017) outlines the principal strategic direction, the implementation strategies, and the relevant monitoring and evaluation mechanisms of public service delivery.

The School's **vision** is “Excellence in public service capacity development.” The **mission** is “to contribute to the transformation of the public service by inculcating national values and

developing core skills and competencies for quality service delivery.” In pursuit of its mission and vision, the School commits itself to the highest ideals of integrity; customer focus, professionalism; innovation and creativity; and teamwork.

G.O.K (2018) indicates it is committed to uphold the highest standards in human resource capacity development for the Public Service through training, research, and policy advice. It undertakes to: continuously improve their internal processes through staff competency development; innovation; and compliance with statutory and regulatory requirements; strive to exceed expectations of their clientele through revision of their programs based on stakeholder feedback, and regularly review their Quality Management System under the ISO 9001:2015 Standard while keeping their strategic plan in focus. Behind this elaborate provision of public service by the Kenya School of Government, is a leadership structure. There was need to find out the effects of this leadership on public service delivery.

Statement of the problem

Efficient and timely service to the public remains a priority of the Government of Kenya. Public Service delivery is essential for eradication of poverty thus; upholding human rights, fostering democracy and good governance, ensuring peace and security, protecting the vulnerable and meeting the special needs of Africa. The public service undertakes to: continuously improve their internal processes through staff competency development; innovation; and compliance with statutory and regulatory requirements; strive to exceed expectations of their clientele through revision of their programs based on stakeholder feedback, and regularly review their Quality Management System under the ISO 9001:2015. It is on this basis that this study investigated the effects of leadership on public service delivery.

Main Objective

The purpose of this study was to find out the effects of leadership in public service delivery.

Specific Objective

To assess the relationship between the level of qualification of leaders and public service delivery

Research Question

How does the level of qualification in leadership affect public service delivery?

Significance

The findings from this study would assist the management of Kenya School of Government to understand and rate the efficiency of the services they offer; to be able to identify the gaps and device methods of overcoming the shortcomings. The policy makers in the Ministry of Public Service would equally get data and information which would assist them in improving or formulating new policies.

LITERATURE LEVIEW

Introduction

This chapter comprises of the literature reviewed in line with the sub themes; relationship between level of qualification and public service delivery, effect of leadership skills on service delivery, effects of experience in leadership and attitude of leaders and participants on service delivery.

Theoretical framework

Leadership literature reveals that theories have been refined and modified with passage of time and none of the theory is completely irrelevant. The type of leadership applied in functions entailing very high degree of precision, confidence level, sensitivity, care and technical expertise may be different than in simple management-oriented portfolios, as one that does not fit all heads (Dess, & Picken, 2000). It means that situations, contexts, culture, working environment, new laws and regulations, information overload, organizational complexities and psycho-socio developments remarkably impact the leadership concept thereby, making it commensurate to the changing organizational dynamics (Amabile, Schatzel, Moneta & Kramer, 2004).

Style and Behavior Theory

The style theory acknowledges the significance of certain necessary leadership skills that serve as enabler for a leader who performs an act while drawing its parallel with previous capacity of the leader, prior to that particular act while suggesting that each individual has a distinct style of leadership with which he/she feels most contented. Like one that does not fit all heads, similarly one style cannot be effective in all situations. Yukl (1989) introduced three different leadership styles. The employees serving with democratic leaders displayed high degree of satisfaction, creativity, and motivation; working with great enthusiasm and energy irrespective of the presence or absence of the leader; maintaining better connections with the leader, in terms of productivity whereas, autocratic leaders mainly focused on greater quantity of output. Laissez faire leadership was only considered relevant while leading a team of highly skilled and motivated people who excellent track-record, in the past. Feidler & House (1994) identified two additional leadership styles focusing effectiveness of the leadership. These researchers opined that consideration (concern for people and relationship behaviors) and commencing structure (concern for

production and task behaviors) were very vital variables. The consideration is referred to the amount of confidence and rapport, a leader engenders in his subordinates. Whereas, initiating structure, on the other hand, reflects the extent, to which the leader structures, directs and defines his/her own and the subordinates' roles as they have the participatory role toward organizational performance, profit and accomplishment of the mission. Different researchers proposed that three types of leaders, they were; autocratic, democratic and laissez-faire. Without involving subordinates, the autocratic leader makes decisions, laissez-faire leader lets subordinates make the decision and hence takes no real leadership role other than assuming the position and the democratic leader accesses his subordinates then takes his decision. "He further assumed that all leaders could fit into one of these three categories

Transformational Theory

Transformational leadership distinguishes itself from the rest of the previous and contemporary theories, on the basis of its alignment to a greater good as it entails involvement of the followers in processes or activities related to personal factor towards the organization and a course that will yield certain superior social dividend. The transformational leaders raise the motivation and morality of both the follower and the leader (House & Shamir, 1993). It is considered that the transformational leaders "engage in interactions with followers based on common values, beliefs and goals". This impacts the performance leading to the attainment of goal. As per Bass, transformational leader, "attempts to induce followers to reorder their needs by transcending self-interests and strive for higher order needs". This theory conforms to the Maslow (1954) higher order needs theory. Transformational leadership is a

course that changes and approach targets on beliefs, values and attitudes that enlighten leaders" practices and the capacity to lead change.

Relationship between level of qualification and public service delivery

Kalara (2016) carried a study on factors influencing service delivery at county government found that organizational Culture, quality of equipment and misappropriation of revenue by county leadership affected service delivery. When the county leadership engages in misappropriation of revenue; other factors that may influence public service delivery become overshadowed. On the other hand, Sumei & Edmund (2016) investigated the effect of specified job factors on the wellbeing and service delivery of employees. They found that employees were satisfied about their job environment, however, their practical skill tests found to be very low. Level of competency and lack of keyboard skills was main problem and if not attended to, would mean continued poor service delivery. When workers lack adequate job skills, the services offered would definitely be of poor quality.

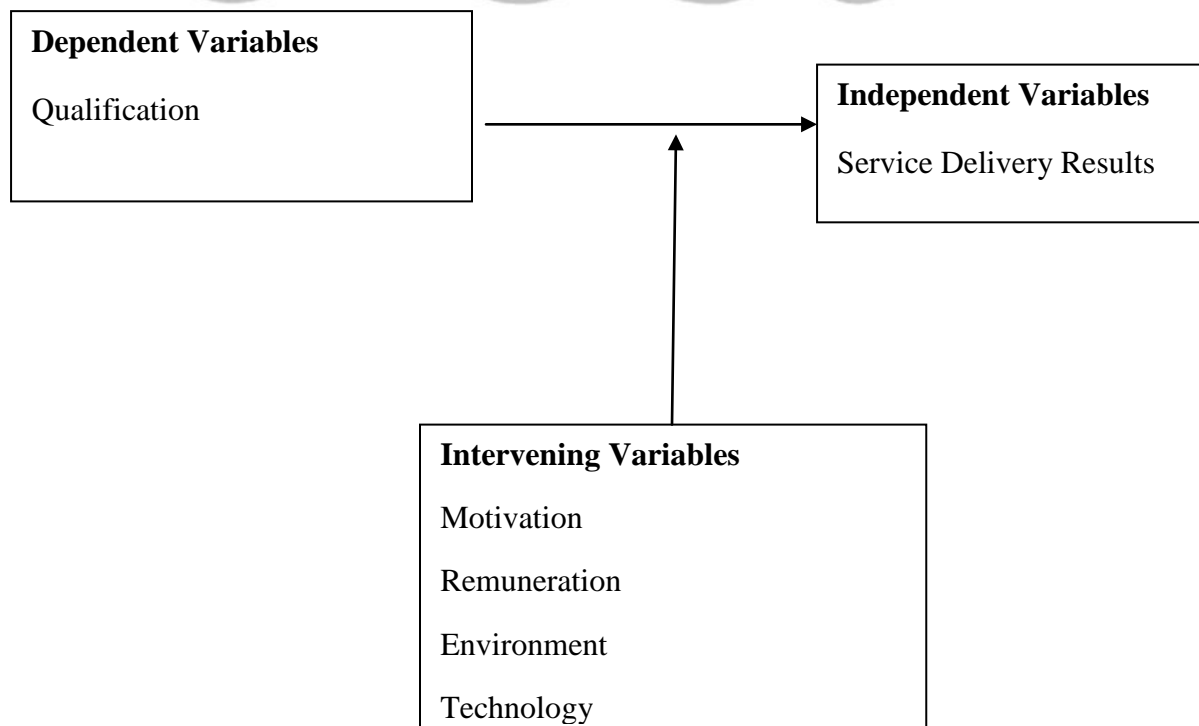
Teresa and Journal (2007) suggested that public service delivery could be improved by developing incentives to motivate civil servants and politicians to change their behaviors towards service delivery. This study deviates from Sumei & Edmund because its approach is on motivation, whereas skills should be given first priority.

Doh (2017) examined the nature of staff quality and extent to which it could explain a variation in service delivery outcomes using two selected District Assemblies in Ghana. The study findings showed that staff quality remained critical in service delivery and therefore imperative for public administration and human resource experts to look for more closely; at attracting employees with demonstrable public service motivation and skill set needed for decentralization

and create favorable social conditions. GOK (2017) the Government of Kenya recognizes an efficient and effective service as a major driver in the realization of the aspirations of Kenyans for timely, and effective delivery of Public Service. Therefore it must attract, select and recruit candidates based on clearly defined competences: identify developmental requirements of individual employees and outreach a culture of competency based performance and capacity building for service delivery. This study therefore investigated how the level of educational qualification affected public service delivery.

Conceptual framework

The conceptual framework gives an overview of the relationship between the independent and the dependent variable, and how the intervening variable might interact to prevent the two variables from affecting each other.



Source: Research Data (2019)

RESEARCH METHODOLOGY

This chapter consists of: research design and location of study, research design, target population, sampling technique and procedures, data collection instruments, testing for validity and reliability of data, data analysis and ethical considerations.

Research Design

The study adopted descriptive survey research design. Kombo and Thomp (2006) observe that descriptive survey research design is the most suitable design while collecting data about people's attitude and opinions on education or social issues. The descriptive survey design would be appropriate for gathering information to establish effects of leadership on public service delivery. Thus the study utilized questionnaires quantitative data.

Target Population

Target population in statistics is the specific population about which information is desired. According to Ngechu (2008), a population is a well-defined or set of people, services, elements, and events, group of things or households that are being investigated. The target population of

this study was 60 participants who were undertaking senior management course at KSG, Baringo campus.

Sampling frame

Systematic random sampling was used in this study.

Sampling technique and sample size

The sample size was calculated at 30% according to Mugenda and Mugenda (2013) and the respondents selected by systematic random sampling technique to obtain 19 respondents.

Data collection

The study employed the use of closed-ended questionnaires and face to face interviews where possible.

Validity of Data Collection Instrument

Validity in educational field refers to the degree to which a measurement tool measures what it claims to measure (Mugenda & Mugenda, 2013). The face, construct and content validity of the data collection instruments were determined by the supervisors in the Kenya School of Government. To determine the validity of these instruments, the tools were piloted and the data collected were analyzed. From the analyzed results, construct validity obtained by looking at the test items to ascertain that each logically and correctly placed, and covered a representative sample of the behavior domain to be measured. Face and construct validity, were ascertained by the supervisors looking at the items and giving their opinions on their accuracy and

generalizations. Then improvements based on the supervisors' inputs were made on the items that deviated from the intended measurement before they were used in the field.

Reliability of Data Collection Instrument

The reliability of the research instruments is defined as the extent to which a research tool is internally consistent and yields the same results upon repeated testing (Orodho, 2012). While Mugenda & Mugenda, (2003) said that the degree to which a measurement technique can be depended upon to secure consistent results upon repeated application is the reliability. She explained that the reliability could be obtained using the formula:

$$KR_{20} = \frac{(K)(S^2 - \sum s^2)}{(s^2)(K-1)}$$

Where:

KR_{20} = Reliability coefficient of internal consistency

K = Number of items used to measure the concept

S^2 = Variance of all scores

s^2 = Variance of individual items

The instruments were piloted and the Cronbach's Coefficient Alpha obtained for the questionnaire was 0.814. This was well above 0.7 on a scale of -1 to +1, indicating a positive

correlation. Hence, the items in the questionnaires had high correlations in internal consistency amongst themselves.

Data Collection Procedures

The researcher obtained a consent letter from the director, and then proceeded to the respondents; who were the participants in the Kenya schools of Government. These data were collected from 11 participants. The filling of questionnaires were completed and collected the same day.

Data Analysis Techniques

The data analysis involves the systematic categorizing, ordering, manipulating raw data to obtain answers to the research questions. The questionnaires were edited for completeness questionnaires and data coded in readiness for analysis.

Descriptive statistical tools, used were; frequencies tables, percentages, mean and standard deviation. Chi-square was used to determine whether qualification and experience influenced public service delivery. The study also intended to employ the use of the Statistical Package for Social Sciences (SPSS) in data analysis.

Ethical Considerations

The researcher observed the ethical standards of confidentiality by; obtaining unequivocal consent from participants, and disclosing in detail the nature and scope of the research, assuring that the participants will not be profiled in any way as their identity will remain anonymous and

that the information given will only be used for the purposes of the study, and by establishing a cordial working relationship with the respondents.

DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION

The data from the questionnaires was analyzed, presented, interpreted and discussed chronologically based on the following research questions:

Relationship between level of qualification and public service delivery

In the first objective the study sought to assess the relationship between the level of qualification of leaders and public service delivery and answer the question: How does the level of qualification in leadership affect public service delivery? It was found that the level of qualification did not lead visitors' calls being answered clearly within three rings, attendance to visitors on arrival being courteous and within 3 minutes, customer care desk responding to enquiries immediately, customer care desk responding to enquiries within 3 days, e-mail and e-customer feedback is being done immediately, e-mail and e-customer feedback being done within 3 days, and recruitment, application letter and the requirements in response to advert being done within 3 days. However, the qualifications led to tutors attending to participants'

lessons within 5 minutes of lesson, and caterers providing quality meals and standard accommodation. The results are shown in Table 4.4.

Table 4.4
Influence of qualification on service delivery

Variable	Chi-Square	Sig(2-sided)
Visitors' calls answered clearly within three rings	2.357 ^a	.308
Attending to visitors on arrival is courteous and within 3 minutes	1.397 ^a	.497
Customer care desk responds to enquiries immediately	1.397 ^a	.497
Customer care desk responds to enquiries within 3 days	2.357 ^a	.308
E-mail and e-customer feedback is done immediately	3.592 ^a	.166
E-mail and e-customer feedback is done within 3 days	1.397 ^a	.497
Recruitment, application letter and the requirements in response to advert in 3 days	1.397 ^a	.497
Tutors attend to participants' lessons within 5 minutes of lesson	5.238 ^a	.073
Caterers provide quality meals and standard accommodation	7.639 ^a	.022

Table 4.4 shows that: Visitors' calls answered clearly within three rings ($p=.308$), Attending to visitors on arrival is courteous and within 3 minutes ($p=.497$), Customer care desk responds to enquiries immediately ($p=.497$), Customer care desk responds to enquiries within 3 days ($p=.308$), E-mail and e-customer feedback is done immediately ($p=.166$), E-mail and e-customer feedback is done within 3 days ($p=.497$), Recruitment, application letter and the requirements in response to advert in 3 days ($p=.497$), were not significant because their p-values were more than ($p=.05$).

On the other hand, tutors attendance to participants' lessons within 5 minutes of lesson ($p=.073$), and caterers providence of quality meals and standard accommodation ($p=.022$) were significant in because their p- values are less than ($p= .05$).

CONCLUSION AND RECOMMENDATIONS

Relationship between level of qualification and public service delivery

It was found that the level of qualification did not lead visitors' calls being answered clearly within three rings, attendance to visitors on arrival being courteous and within 3 minutes, customer care desk responding to enquiries immediately, customer care desk responding to enquiries within 3 days, e-mail and e-customer feedback is being done immediately, e-mail and e-customer feedback being done within 3 days, and recruitment, application letter and the requirements in response to advert being done within 3 days. However, the qualifications led to tutors attending to participants' lessons within 5 minutes of lesson, and caterers providing quality meals and standard accommodation

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Conclusion

The level of qualifications led to tutors attending to participants' lessons within 5 minutes of lesson, and caterers providing quality meals and standard accommodation.

Recommendations

It is recommended that staffs with high qualification are placed in strategic areas such as reception and recruitment and teaching and learning in Kenya School of Government.

It is also recommended that management of Kenya School of Government adopt Problem solving, delegating, conflict resolution, communication, organization, and motivation skills for better public service delivery.

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