

Effect of Performance Management Strategies on Service Delivery in Government Institutions. A Case Of Kenya School Of Government.

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Abstract : *The general objective of this study was to establish the effect of performance management strategies on service delivery in Kenya school of government. This study was guided by the following objectives; to assess the effect of total quality management and Business Process re-engineering. This research employed a descriptive research design. The target population for this study was 121 subjects comprising top management, departmental heads, sectional heads and lecturers in Kenya school of government Nairobi. For this study, the study conducted a census survey owing to the number of targeted population. The research utilized two sets of instruments of data collection, which were a questionnaire, and a Data Collection Sheet. Piloting of research instruments was carried out at Kenya school of Government Embu. Descriptive statistical methods were applied in the analysis of the quantitative data. These include frequencies and percentages. Linear Regression analysis was calculated to determine if there was any relationship between the dependent and the independent variables. The findings of the study revealed that Total Quality Management, and Business Process Reengineering. However, the study established that Business Process re-engineering (Beta =0.148), and then Total Quality Management (Beta = 0.118). Based on the findings of this study, the researcher makes the following conclusions; that the variables of the total quality management were being practiced at the Kenya school of government Nairobi branch, and that they were effective in improving the quality of the services delivered. Total quality management led to better quality of services in the departments that it was being practiced. The Kenya school of government also applied some of the business process reengineering, and especially in the ICT sector, where the ineffective systems and practices were scrapped off and newer ways of doing things instituted.*

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I. Introduction

The general aspiration of performance management (administration) is to set up a high performance background wherein people and various groups recognize and accept their roles to facilitate continuous or constant upgrading of business operations and for individual abilities and inputs in a structure under effective leadership (Walker, 2011). Performance management is specifically meant to align personal objectives relative to organizational objectives whereas ensuring that people support the primary values of an organization. Performance Management can be applied as an instrument linking organizational objectives to a reasonable work targets for workers with goal formulation and official assessment at the foundation of this procedure (Armstrong, Redman & Wilkinson, 2009). In this study, performance management strategies include; Business Process Reengineering (BPR), and Total Quality Management (TQM).

According to Bipp, &Kleingeld (2011), "Total Quality Management" (TQM) refers to an administration viewpoint that is founded on objectives to connect the organizational resources, that is, human and material resources in the most strategic and effective to facilitate achievement of objectives. Gakure, Victor, Okari, and Kiambati, (2012) depicts that TQM is significant for an organization to contain the increasing trend of competition, thus survive business pressure and the active, transformation of customer-oriented environment. This concept has been applied in different fields in management, as Business Process Reengineering (BPR) illustrates the integrated practices that are logically organized and put into action facilitate achievement a specific outcome in a firm (Davenport & Short, 2005). A process entails considerable, prepared actions planned to generate a definite productivity for a detailed class of target market. The projects of BPR aim to enable radical restructuring of organizational businesses by putting more emphasis on the plan of business mechanism from the bottom to the top. It is argued that BPR is a most important business method with a very vital role in efforts to improve business efficiency and transform it to be more modern. The Kenya School of Government - Nairobi exists as a State Corporation that is controlled by Parliament Act. The institution is mandated to allow

and support the revolution of the public service by developing an adequate base of professional expertise and reasonable values relating to public service; solution mechanisms regarding delivery challenges by conducting research that makes certain and interprets public policy; and consultancy services regarding institutional restructuring to obtain sophistication, suitability (adaptability) and responsiveness for competitive advantage in the market.

The service provision of civil services in Kenya has long been known to be ineffectiveness and slightly below the standards and that causes much straining of the National Budget without reasonable outcomes (Prajapati, 2009; Karanja 2014). Different methods of managing performance have been used in not only public but also private sector, for improved organizational performance. These include strategies such as; Total Quality Management (TQM), and Business Process Reengineering (BPR). Some of the methods have successful have empirically indicated their potential to improve organizational performance. The use of each of the methods in the Kenya School of Government could have influenced some accomplishment, or collapse. Hence, this study aims to establish the reliability of these methods. Therefore, this study aims to set up an understanding on the efficiency of performance management strategies on service delivery in Kenya school of government.

II. Objective of the Study

This study was guided by the following objectives; to assess the effect of total quality management on service delivery in Kenya school of government and to evaluate the effect of Business Process re-engineering on service delivery in Kenya school of government.

III. Methodology

This research employed a descriptive research design. The target population for this study was 121 subjects comprising top management, departmental heads, sectional heads and lecturers in Kenya school of government Nairobi. The research utilized two sets of instruments of data collection, which were a questionnaire, and a Data Collection Sheet. Piloting of research instruments was carried out at Kenya school of Government Embu. Quantitative data analysis entailed analysis of statistics concerning a situation by choosing specific aspects of the situation. Descriptive statistical methods were applied in the analysis of the quantitative data. These include frequencies and percentages. Linear Regression analysis was calculated to determine if there was any relationship between the dependent and the independent variables. Linear regression will be used to test the hypothesis at a significance level of confidence ($p < 0.05$). For the variables relationship, the equations are as follows: Relationship between performance management strategies on service delivery

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \epsilon \dots \dots \dots (i)$$

IV. Results and Discussion

The following are the results of the study and the discussions of the results

V. Socio-Demographic Characteristics of the Respondents

This section presents a brief description of the demographic characteristics of the study participants. The demographic characteristics included gender, academic qualifications, position held and length of service in the current responsibility. On the matters Gender of the respondents, the research found out that the majority (53%) of the respondents were male as compared to 47% of the respondents that were female. This implies that overall, there was gender parity in Kenya school of government, with a slight disparity in favour of male gender. On matters of academic qualifications, the research found out that the majority (59%) of the respondents had a master's degree, while 20 of the respondents had a bachelor's degree. Only 2% of the respondents had a high school certificate. These findings imply that the majority of the staff at Kenya school of government have undergone post-secondary school training and thus ha some professional training on their jobs. On the matters of length of service, the research found out that the majority (54%) of the respondents had been working at the Kenya school of government for 7-9 years while 18% had been working for 4-6 years. Only 11% of the respondents have been working at the organization for less than three years. This implies that the respondents sample for this study had an historical view of the organization as the majority had been working there for more than 6 years. Concerning the position held in the institution, the research found out that the majority (73%) of the respondents indicate that they were working as skilled staff while 19% of the respondents were working as heads of departments. Only 8% of the respondents were subordinate staff. This implies that the majority of the respondents to this study had some professional training and held high ranks in the organization, and thus ha the information this study sought.

VI. Effect of Total Quality Management on Service Delivery

The study sought to establish the effect of Total Quality Management policy on service delivery in Kenya school of government. The respondents were required to react to the statements on the likert scale by

indicating whether you strongly agree (SA) Agree (A) Undecided (UN), Disagree (D) or strongly disagree (SD), WA (Weighted Average). The findings obtained are then presented on the Table 1

Table 1. Effect of Total Quality Management on Service Delivery

Statement	SD 1	D 2	UN 3	A 4	SA 5	WA
Ethics are upheld to a high level of standards at the Kenya school of government	5	0	0	70	25	4.1
The staff at the Kenya school of government are required to uphold high levels of Integrity	0	12.5	0	67.5	20	4.0
1. There is a mutual Trust that exists between the management and the staff	5.6	1.7	8.7	65.4	18.6	3.9
2. Training of the teaching and non-teaching staff to improve on their competence and enlighten them on the emerging issues is done regularly	11.2	1.1	4.3	63.5	16.1	3.6
3. There is a documentation of guidelines that guides the processes in the organization	11.2	1.7	4.9	64.8	10.6	3.7
4. The staff at the Kenya school of government do document their daily actions in a log book.	13.0	7.3	2.4	67.3	6.8	3.4
5. Every single improvement in their services is documented for future reference	4.3	9.3	1.2	62.9	17.4	3.6
6. The management of the Kenya school of Government emphasizes on Teamwork	10.6	3.6	6.8	62.9	13.0	3.5
7. The management has focused on Leadership development among the workers	9.3	5.5	6.8	54.2	19.3	3.5
There is Recognition for the extemporary performing workers at the Kenya school of government	16.7	16.7	0	66.6	0	3.1
8. The management has also focused on the Communication between the management an workers and the clients	0	16.7	0	76.7	6.6	3.7
Overall mean						3.645

The research found out that ethics were upheld to a high level of standards at the Kenya school of government, as was revealed by 70% of the respondents who agreed, and a weighted average of 4.1. Zhang, (2007) state the main reason why efforts to execute TQM usually fail is because executives do not control and get promise - rather than give and pay slip service. Self-realization and involvement is required from top leadership in developing and putting into practice quality characteristics and aims reliable with organizational objectives, and in developing and embracing well explained strategies, methods and achievement evaluations for accomplishing those targets. The study further established that the staffs at the Kenya school of government were required to uphold high levels of Integrity, as was revealed by 67.5% of the respondents who agreed, and a weighted average of 4.0.

The study further established that 64.5% of the respondents agree that there was a mutual trust that exists between the management and the staff, and thus improve on the service delivery at the Kenya school of government. The same dimension of significance of administration leadership is supported by conclusions of a research carried out by Eshiwani (2009). Results of the research indicated visionary headship as a vital human resource-related elements that ensure successful execution of TQM in high education institutes in Kenya. The scholars clarified the significance and vitality purpose of visionary headship in these organizations. The significance emerges in participation of top managers and/or supervising in developing, sustaining consumer view of work value and demonstrating clear quality standards in their organizations. The study further established that training of the teaching and non-teaching staff to improve on their competence and enlighten them on the emerging issues was done regularly to improve on the service delivered, as was revealed by 63.4% of the respondents, and a weighted average of 3.6.

The study further established that 64.8% of the respondents agree that there was a documentation of guideline that guided the processes and the procedures of service delivery in the organization. The support to enacting a higher level of consumer oriented culture in SMEs is similarly attended to in the research carried out by Ali, &Şafak (2013), who also contend that customer orientation may be powerful in SMEs owing to their nearness to and close connection amid the consumers. The study further revealed that the staff at the Kenya school of government documented their daily actions in a log book, as was revealed by 64.3% of the respondents, and a weighted average of 3.4. The study further established that every single improvement in the services at the Kenya school of government was documented for future reference as was revealed by 62.9% of the respondents and a weighted average of 3.6.

The research found out that the management of the Kenya school of Government emphasizes on teamwork of all the employees, so as to enhance efficiency and improve on the services delivered, as was revealed by 62.9% of the respondents, and a weighted average of 3.5. For an organization to maintain its

competitive advantage, it ought to have the ability to react and accommodate to varying consumer preference and wants Ayele, (2012). Thus, it is essential all workers in the firm are concerned and dedicated towards developing and supporting a better standard of client fulfillment. The study further established that the management of the Kenya school of government focuses on Leadership development among the workers, as was indicated by 54.2% of the respondents, and a weighted average of 3.5.

The research found out that 66.6% of the respondents indicated that there was Recognition for the extemporary performing workers at the Kenya school of government. According to Basuony (2014), TQM gives the essential resources for training workers to accomplish the new necessities and/or transformations that are derived from TQM execution, and as a result, develops a work-friendly surrounding that is conducive to worker participation in the process of transformations. The study further established that the management of the Kenya school of government also focused on the Communication between the management and workers and the clients, in efforts to assess the quality of services delivered, as was revealed by 76.7% of the respondent's, and a weighted average of 3.7.

VII. Effects of Business Process Reengineering on Service Delivery

The study sought to establish the effect of Business process reengineering policy on service delivery in Kenya school of government. The respondents were required to react to the statements on the Likert scale by indicating whether you strongly agree (SA) Agree (A) Undecided (UN), Disagree (D) or strongly disagree (SD). The findings obtained are then presented on the Table 2

Table 2.Effects of Business Process Reengineering on Service Delivery

Business Process Reengineering variables	SA 5	A 4	UN 3	D 2	SD 1	WA
Result Oriented decision directed the direction of the institution	15	69	0	16	0	3.8
The institution majored on internal and external Customer Focus strategies	23.2	73	3.8	0	0	4.2
There was Creation of innovative ideas in the organization that led to an increase in the quality of services offered	9.4	63.4	0	11.2	16	3.8
All the workers showed great Commitment to the organization and its objectives	94.0	6.0	0	0	0	4.9
Co-operative Team work of employees was instrumental in the service delivery and service quality	3.4	78.1	0	6.5	12.	3.5
Acceptance and use of Responsibility by the top management improved the quality of the services	21	79	0	0	0	4.2
Acquisition and use of new knowledge and skills by the staff helped in improving the quality of services that were offered	81	19	0	0	0	4.8
Overall mean						4.171

The research found out that the Kenya school of government applied Result Oriented decision in directing the direction of the institution, as was revealed by 69% of the respondents and a weighted average of 3.8. According to Magutu, Nyamwange and Kaptoge (2010) Kenya and also all over the world, very often if an organization implements BPR, all the other organizations want to do the same and BPR has become a buzzword in the business environments. The term is sometimes even used when organizations plan to undertake routine cost cutting measures such closing down non-profitable branches, reduce excess staff, and change the organization structure. However, it is found out that different organizations adopt the term without analyzing their internal and external business environments in order to justify that they are reengineering and to fit in the trend that other business are also undertaking BPR. The study further established that the institution majored on internal and external Customer Focus strategies, as was revealed by 73% of the respondents who agreed and a weighted average of 4.2.

The research found out that the majority (63.4%) of the respondents agreed that there was creation of innovative ideas in the Kenya school of government that led to an increase in the quality of services offered. This can be explained as what Adhola (2007) argues to be competition in the present globalized business environment. In most cases companies like KK Security and Wrigley Company in the region have explored ways of structuring not only, their products and services to meet the needs of the consumers beyond the traditional geographical borders, but also their internal processes to efficiently deliver the required outcomes. The study further established that all the workers at the Kenya school of government showed great commitment to the organization and its objectives, as was revealed by 94% of the respondents and a weighted average of 4.9.

The study further established that Co-operative team work of employees at the Kenya school of government was instrumental in the service delivery and service quality, as was revealed by 78.1% of the respondents and a weighted average of 3.5. Most of the better operating institutions, whether private or even

public have an inspiration in creating and delegating effectual approaches for achievement evaluation and management. It is argued that there exists varying evaluations delegated access achievement, such as productivity which is an evaluation of program outcomes relative to the anticipated reason, production, impact and another is input evaluations applied to assess performance of both firms and workers (Hagel, 1993). The study further established that acceptance and use of responsibility by the top management improved the quality of the services as was revealed by 79% of the respondents and a weighted average of 4.2. The study further established that acquisition and use of new knowledge and skills by the staff helped in improving the quality of services that were offered, as was revealed by 81% of the respondents who agreed and a weighted average of 4.8.

VIII. Inferential statistics

Regression Analysis

Table 3. Regression Analysis

Regression analysis				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.214 ^a	0.0457	0.038	0.768

a. Predictors (Independent variables): Total Quality Management and Business Process re-engineering.

b. Dependent Variable: Service Delivery in Kenya school of government

The model analysis of regression in Table 3 indicates the strength of the relationship between the independent variables (Total Quality Management and Business Process re-engineering) and the dependent variable (Service Delivery in Kenya school of government). The R square value in this case was 0.0457, which clearly suggests that there is a strong relationship between Total Quality Management and Business Process re-engineering, and Service Delivery in Kenya school of government. This indicated that Total Quality Management and Business Process re-engineering, share a variation of 76.8% of Service Delivery in Kenya school of government.

Table 4. Analysis of Variance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.690 ^a	.475	.468	1.858

ANOVA					
Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	198.231	5	39.646	29.369	0.001 ^b
Residual	190.260	105	1.812		
Total	105.565	110			

a. Predictors (Independent variables): Total Quality Management and Business Process re-engineering

b. Dependent Variable: Service Delivery in Kenya school of government

The ANOVA table indicates that the overall model was a good fit since (F-value = 29.36 and P-value = 0.001<0.05)

Regression Coefficients

Table 5: Regression Coefficients (β-coefficients)

Independent variables	Unstandardized Coefficients		Standardized Coefficients β-Coefficient	T	Sig
	B	Std Error			
(Constant)	1.982	.954		2.049	.041
Total Quality Management	0.089	0.050	0.148	2.100	0.016
Business Process re-engineering	0.085	0.043	0.118	1.906	0.031

The model becomes **Service Delivery = 1.982+ 0.089_{TQM} + 0.085_{BPR}**

As can be observed in Table 3, the regression model of service delivery at the Kenya school of government coefficient of determination R Square was 0.475 and R was 0.690. The coefficient of determination R Square indicated that 47.50% of the variation on service delivery at the Kenya school of government can be explained by the set of independent variables, namely; X1= Total Quality Management, X2= Business Process re-engineering. The remaining 52.50% of variation in service delivery at the Kenya school of government can be explained by other variables not included in this model. This shows that the model has a good fit since the value is above 5%. This concurs that R-squared is always between 0 and 100%: 0% indicates that the model explains none of the variability of the response data around its mean and 100% indicates that the model explains the variability of the response data around its mean. In general, the higher the R-squared, the better the model fits the data. The adjusted R square is slightly lower than the R square which implies that the regression model

may be over fitted by including too many independent variables. Dropping one independent variable will reduce the R square to the value of the adjusted R-square.

The study further used Analysis of Variance (ANOVA) in order to test the significance of the overall regression model. Green and Salkind (2003) posit that Analysis of Variance helps in determining the significance of relationship between the research variables. The results of Analysis of Variance (ANOVA) for regression coefficients in Table 4. reveals that the significance of the F statistics is 0.01 which is less than 0.05 and the value of F (29.369) being significant at 0.01 confidence level. The value of F is large enough to conclude that the set coefficients of independent variables are not jointly equal to zero. This implies that at least one of the independent variables has an influence on the dependent variable.

Table 4.5 presents the beta coefficients of all independent variables versus performance of devolved governance systems. As can be observed from Table 5, Total Quality Management (X1) had a coefficient of 0.089 which is greater than zero. The t statics is 2.100 which has a p-value of 0.016 which is less than 0.05 implies that the coefficient of X1 is significant at 0.05 level of significance. This shows that Total Quality Management has a significant positive influence on service delivery at the kenya school of government. The coefficient of Business Process re-engineering (X2) was 0.085 which was greater than zero. The t statistic of this coefficient is 1.906 with a p value of 0.031 which is less than 0.05. This implies that the coefficient 0.085 is significant. Since the coefficient of X2 is significant, it shows that Business Process re-engineering has a significant influence on service delivery at the kenya school of government.

IX. Conclusions

Based on the findings of this study, the researcher makes the following conclusions; That the variables of the total quality management were being practiced at the Kenya school of government Nairobi branch, and that they were effective in improving the quality of the services delivered. Total quality management led to better quality of services in the departments that it was being practiced. The Kenya school of government also applied some of the business process reengineering, and especially in the ICT sector, where the ineffective systems and practices were scrapped off and newer ways of doing things instituted. This had a positive impact on the services delivered, especially on efficiency.

X. Recommendations of the study

The students, staff and the stakeholders of the Kenya school of Management should be involved in the strategic planning of the institution, so as to provide feedback on the places that need improvement, and help craft a wholistic strategy that is all inclusive. This will help in improving the quality of services offered, and the overall efficiency of the organization.

The top management (Heads of Departments and Administrators) should be taken for the performance management seminars by the management, to indulge them on the options of performance management. This will equip them with information of the available options of performance management, so that they can choose on the most appropriate one for their case.

The management of the Kenya school of government should also carry out regular research on the current trends in the country and region, as well as emerging issues in the world. This will help the management in adjusting towards the direction the world is facing, and in adopting to the ever changing environment.

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