



TEACHERS SERVICE COMMISSION

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REPORT ON

CUSTOMER & EMPLOYEE SATISFACTION SURVEY

Prepared and Submitted by



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July 2017

31st July 2017

**The Secretary/Chief Executive Officer
Teachers Service Commission
TSC House, Kilimanjaro Road
Private Bag-00100
NAIROBI**

Dear Madam,

**REF: TEACHERS SERVICE COMMISSION CUSTOMER AND
EMPLOYEE SATISFACTION SURVEY REPORT**

We are happy to submit our final report on the above subject. The report is presented in ten chapters. Each of the four survey reports (Secretariat Staff Satisfaction Survey, Work Environment Survey, Teacher Satisfaction Survey, and External Customers Satisfaction Survey) have been presented in chapters of their own complete with recommendations.

The comments made during the presentation to TSC management and commissioners have been incorporated. We thank you for giving us the opportunity to serve you. We will be making proposals on specific interventions that are needed to support TSC to overcome challenges identified in the research process.

Yours faithfully,



**Alice A. Oluoch
Managing Director**

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ACRONYMS

TSC	Teachers Service Commission
KISE	Kenya Institute of Special Education
KEMI	Kenya Education Management Institute
KNEC	Kenya National Examination Council
MEST	Ministry of Education Science and Technology
CEMASTEa	Centre for Mathematics, Science and Technical Education in Africa
KUPPET	Kenya Union of Post Primary Education Teachers
KNUT	Kenya National Union of Teachers
KNAP	The Kenya National Association of Parents
BoM	Board of Management

EXECUTIVE SUMMARY

Chapter One: Introduction

The Teachers Service Commission (TSC) is an independent entity established under Article 237 of the Constitution of Kenya (2010) to regulate the teaching service in Kenya. According to the most recent TSC statistics (2015), the Commission currently manages a force of 298,060 teachers deployed in approximately 28,000 public educational institutions in Kenya. These include 211,809 teachers deployed in 20,760 public primary schools and 86,251 teachers serving in 7,755 public post primary institutions throughout the country.

The overall policy goal of TSC is to improve the quality of education and protect the rights of the Kenyan child within learning environment. To help in achieving this, TSC commissioned a customer and employee satisfaction survey to assess whether the initiatives adopted by Teachers Service Commission have improved customer and employee satisfaction.

Chapter Two: Terms of Reference

This research assignment was guided by terms of references provided by the Teachers Service Commission. The terms of reference were to ensure that the survey achieves its intended objectives for the betterment of Teachers Service Commission services. The main objective of the study was to assess the level of customer and employee satisfaction at Teachers Service Commission to strengthen its customer focus and build integrated service delivery models. The assignment included examining Work Environment, Employee satisfaction Index, Safety measures at the Commission, Customer Satisfaction Index, Access to information and Access to efficient and Quality Public Services.

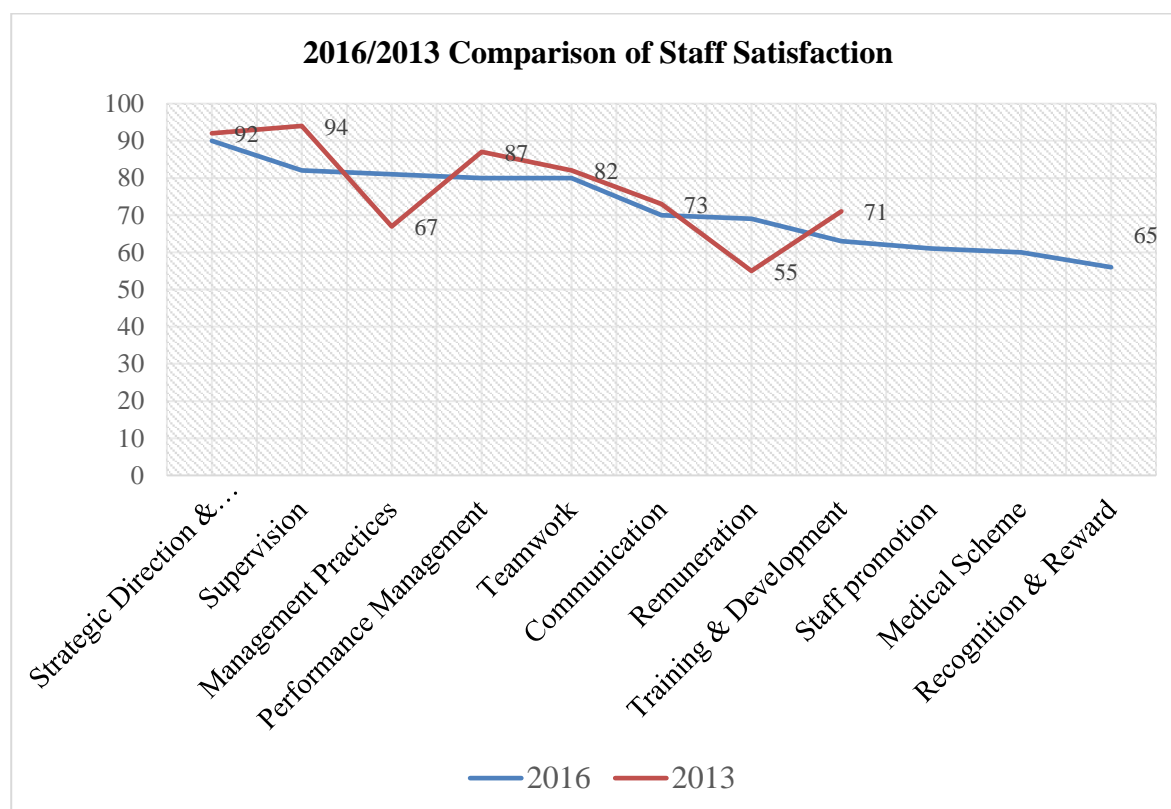
Chapter Three: Research Methodology

A participatory and collaborative approach based on action learning was used when undertaking the assignment. Using this approach, we expected adequate participation of selected staff of TSC. We had adequate cooperation, particularly from Policy Planning, Research, and Innovations unit of the TSC. For each of the four surveys, a unique conceptual framework was developed to guide the study. A descriptive survey study design was applied across the studies. To give all elements of the targeted customers and employees equal chances to be included in the study and to increase the accuracy of the results, the study adopted the use of probability sampling method. Krejcie and Morgan (1970) table was used to determine the sample size. Questionnaires were used as the primary data collection tools. The study employed the use of Statistical Package for Social Sciences (SPSS version 21) software in data

analysis. Both descriptive and inferential analyses were used. The analyzed data were presented in reader friendly tables and charts.

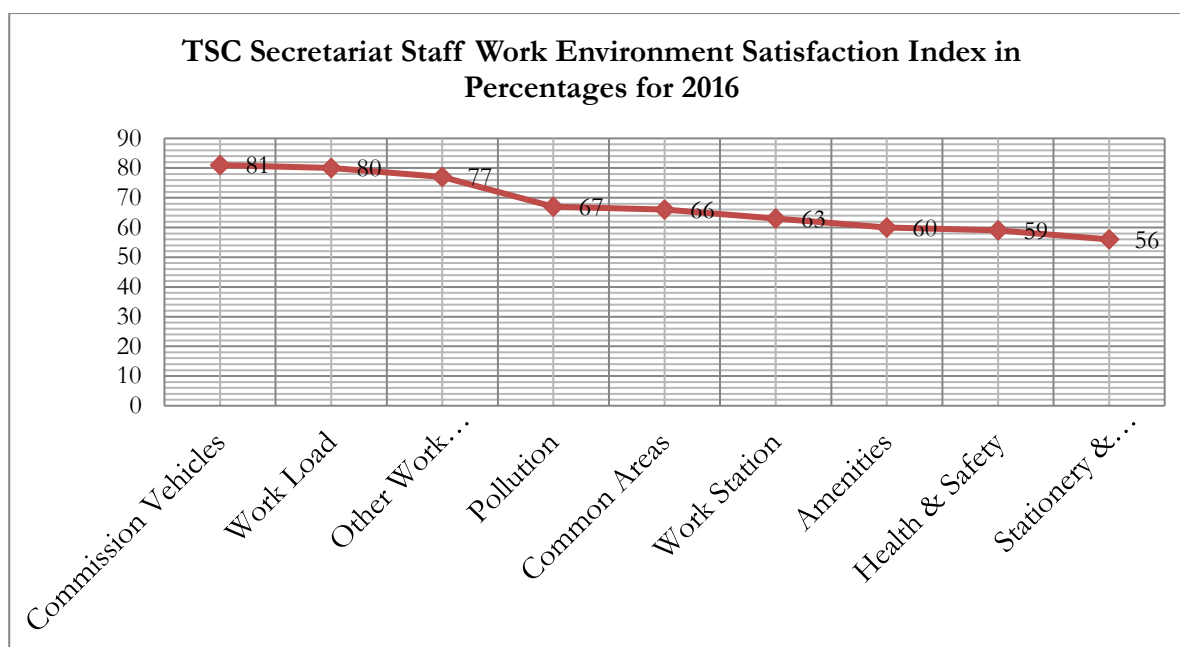
Chapter Four: Secretariat Staff Satisfaction Survey

The year 2016 findings summary has been provided in comparison with those of year 2013 findings summary. Findings indicate that there was a drop from a satisfaction index of 77.1% in 2013 to a satisfaction index of 73% in 2016. The Strategic Direction & Corporate Image of TSC had the highest satisfaction index of 90% whereas Recognition & Reward had the lowest (56%).



Chapter Five: Work Environment Satisfaction Survey.

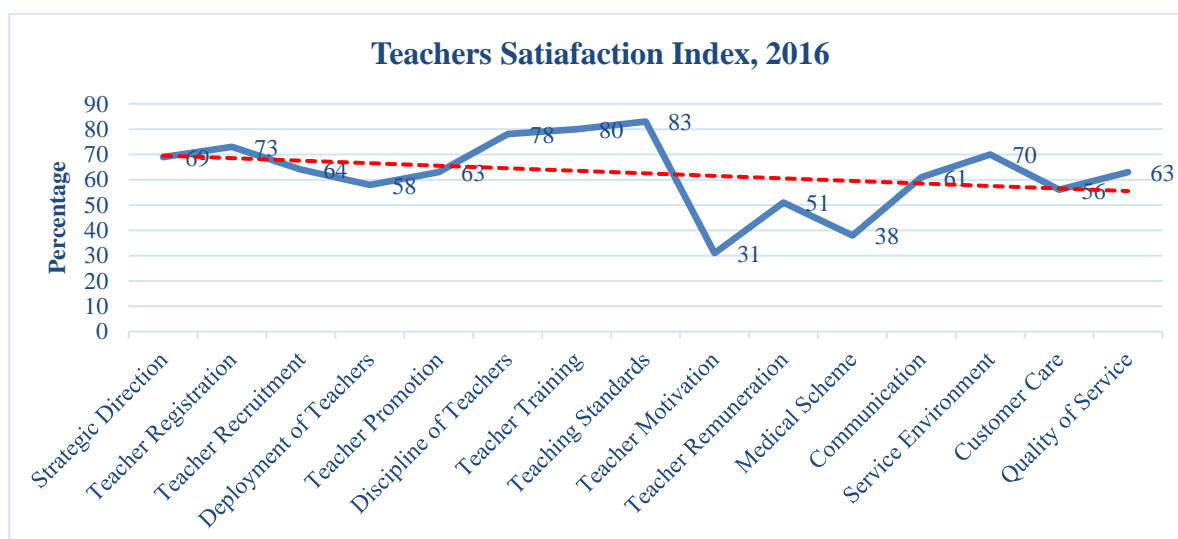
The work environment satisfaction survey among the secretariat staff registered an overall satisfaction index of 67% in 2016 compared with a score of 58.6% registered in 2013 which represents a significant improvement.



Chapter Six: Teacher Satisfaction Survey.

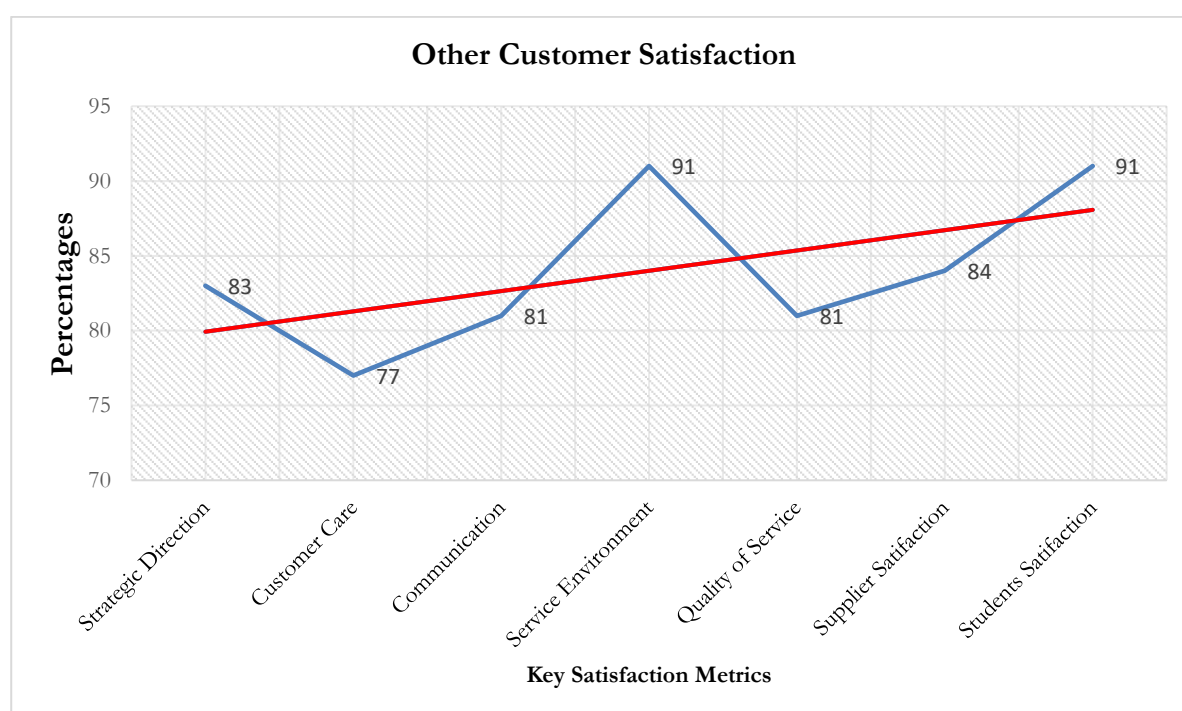
The study focused on areas that are perceived to be pertinent to the satisfaction of teachers. 70.3% of the teachers sampled were from Primary schools whereas 29.7% were from Secondary schools. 49.2% of them represented schools in Rural areas whilst 50.8% of them were from schools in Urban areas. Additionally, 75.4% of the teachers were from Day schools with the rest (24.65%) teaching in boarding schools.

The overall teacher satisfaction index across the country was 62.5%. Teaching standards registered the highest score of 83%, followed by teacher training at 80% and discipline of teachers ranked third with 78%. The worst score was that of teacher motivation at 31%, followed by medical scheme at 38% and then teacher remuneration at 51%.



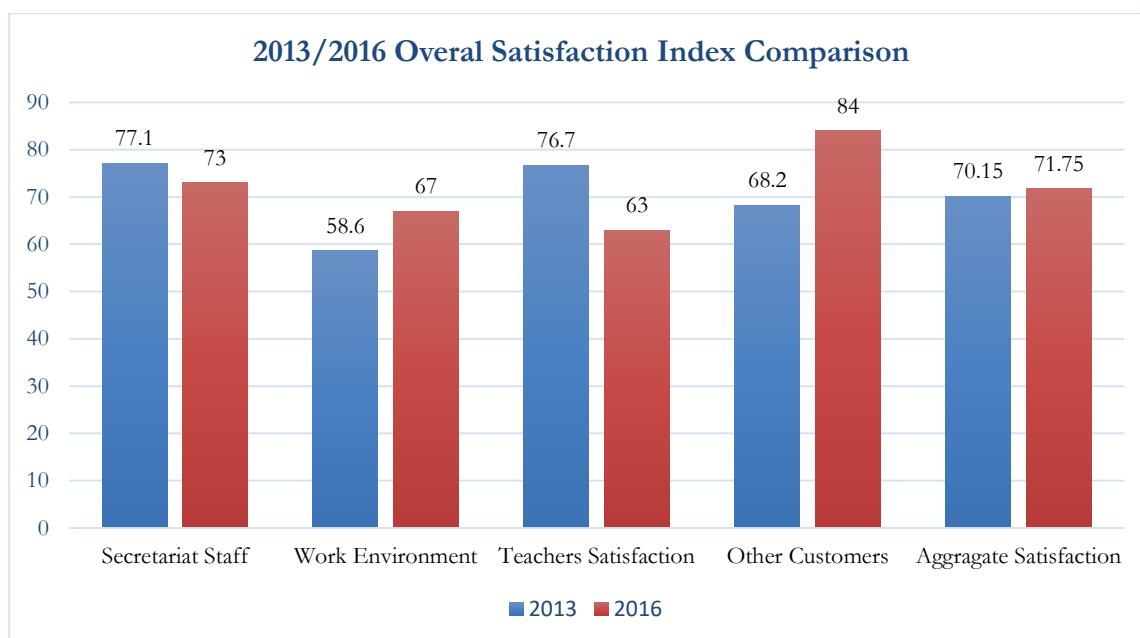
Chapter Seven: Other Customers Satisfaction Survey.

These are the customers who are not internal to TSC like the teachers but who directly benefit from the services of TSC or supply services and products to TSC. They include the Ministry of Education, Science and Technology, the Kenya Institute of Curriculum Development, the Kenya Education Management Institute, the Centre for Mathematics, Science and Technological Education in Africa, the Kenya Institute of Special Education, the Kenya National Examination Council, KUPPET, KNUT, suppliers, and students. The overall satisfaction for these customers was 84%. The highest satisfaction was with students and service environment at 91%. Customer care registered the lowest score of 77% in this category of customers.



Chapter Eight: Overall Customers Satisfaction Index

This was a four-in-one satisfaction survey. Each and every survey was capture independently and also overall for the year 2013 and 2016. A summary is contained in the figure provided below.



The overall Customer and Employee Satisfaction Index was therefore 71.75 in 2016%, a slight improvement from 70.15 recorded in 2013.

Chapter Nine: Overall Recommendations

The general recommendations have been made with a key focus towards research and are as follows

- i. **Research Methodology:** Consultants approach researches differently and employs varying methodologies. They also define, treat variables and conduct analysis differently. Research methodological differences make comparative analysis over the years difficult, hence inability to clearly tell whether there has been improvement or not. It is recommended that TSC come up with criteria of defining and treating variables.
- ii. **Adoption of Big Data Analytics:** For an institution dealing directly with about 300,000 employees like TSC, we strongly recommend the adoption and use of big data analytics. Big data analytics will help to examine critical large data sets from the teachers with an aim of uncovering patterns and unknown correlations in teacher behaviour to aid in effective managerial decision making. Data Analytics can be used to improve on areas such as discipline, Recruitment and Promotion, Use of resources like stationery and Motivation.

Chapter Ten: Proposed Recommendations Implementation Framework

A recommendations implementation framework work has been developed to help TSC implement the recommendations arising out of the research findings.

CHAPTER ONE: INTRODUCTION

This chapter provides an introduction on the establishment of Teachers Service Commission (TSC). The chapter also outlines the specific policy objectives of the TSC mandate, the rationale, and processes of conducting customer and employee satisfaction survey.

1.1 Background of the Teachers' Service Commission

The Teachers Service Commission (TSC) is an independent entity established under Article 237 of the Constitution of Kenya (2010) to regulate the teaching service in Kenya. Prior to assuming its present status, the commission operated as a Semi-Autonomous Government Agency (SAGA) under the Ministry of Education since 1967, this was through an Act of parliament namely, the Teachers Service Commission Cap 212 which is now repealed.

According to the most recent TSC statistics (2015), the Commission currently manages a force of 298,060 teachers deployed in approximately 28,000 public educational institutions in Kenya. These include 211,809 teachers deployed in 20,760 public primary schools and 86,251 teachers serving in 7,755 public post primary institutions throughout the country. The learner populations served by the teachers was over 8 million at the primary school level and 2 million at the post primary school levels in 2015.

Table 1.1 Number of Teachers

	No. of schools		Total enrollment		No. of teachers	
	Primary	Post Primary	Primary	Post Primary	Primary	Post Primary
2010/11	19,059	5,612	7,810,928	1,606,636	182,328	58,869
2011/12	19,848	5,994	7,889,037	1,716,790	184,963	62,216
2012/13	20,307	6,882	8,038,664	2,011,247	187,635	68,680
2013/14	21,205	7,427	8,181,204	2,089,717	190,112	71,240
2014/15	21,718	7,746	8,117,861	2,185,182	211,809	75,717
% Growth	8.9	3.8	3.9	36.01	16.2	28.6

Source: Teacher Management Data, 2015.

1.2. Mandate, Policy Objectives, and Organizational Structure

1.2.1 Mandate

The constitution of Kenya (2010) mandates the Commission to register trained teachers; to recruit and employ registered teachers; to assign teachers employed for service in any public school or institution; to promote and transfer; to exercise disciplinary control over teachers and to terminate the employment of teachers. The constitution further charges the TSC with the

responsibility of reviewing the standards of education and training of persons entering the teaching service; reviewing the demand for and the supply of teachers; and advising the national government on matters relating to the teaching profession. The TSC Act (2012) further mandates the Commission to facilitate career progression and professional development of teachers and monitor the conduct and performance of teachers.

1.2.2 Specific policy objectives

Public policies are governmental decisions demonstrated in terms of activities the government undertakes in pursuance of certain goals and objectives. Policy is a purposive course of action in dealing with a problem or a matter of concern within a specific time frame. The relevance of policy is found on its purposive and deliberate formulation. Policy follows a defined course of action in terms of formulation, implementation, monitoring and evaluation. A policy is therefore well thought out and is not a series of discrete decisions. It helps to clarify what should be done with possible time frame. The overall policy goal of TSC is to improve the quality of education and protect the rights of the Kenyan child within learning environment. To achieve this, the TSC has the following specific policy objectives:

- i. **The Policy on Teacher Registration:** provides that a person must be registered by the commission to teach in any educational institution, whether public or private. This policy objective seeks to monitor and regulate teaching standards nationally.
- ii. **The policy on recruitment and employment:** This policy is demand driven taking into consideration budgetary provisions and the establishments in public educational institutions. The policy also seeks to promptly replace teachers who leave service through natural attrition.
- iii. **The policy on assignment of teachers:** This policy entails assignment, deployment and posting of teachers to institutions of learning where their services are required. The policy is guided by staffing norms as provided from time to time. The objective is to achieve optimal utilization of teachers with the aim of reducing the intra and inter-regional disparities in teacher distribution. It is also designed to enhance competence in the management of educational institutions.
- iv. **The policy on promotion of teachers:** This is guided by existing schemes of service and vacancies. The schemes of service provide for promotion on common establishment and competitive promotion. The policy is also premised on projected and actual budgetary provisions on teacher career progression.

- v. **The policy on teacher discipline:** This is aimed at regulating the professional conduct of teachers in and out of the classroom. The rationale is to ensure fairness in justice and provide an opportunity for teachers with discipline cases to undergo a due process while at the same time injecting efficiency in the administration of disciplinary procedures.
- vi. **The employees' separation policy:** This policy supports the separation of process as a result of natural attrition and other lawful reasons. The objective is to ensure relevant documentation relating to employees' terminal benefits are processed and submitted to the Directorate of Pensions in good time.
- vii. **The policy on review of standards of education and training of persons entering the teacher service:** The objective of this policy is to establish and maintain standards on professional qualifications and competencies within the teaching service. It also aims at ensuring that the teachers comply with the teaching standards in accordance with regulations under the TSC Act. In addition, the policy empowers the Commission to establish a teacher professional development programme that prompts teachers to progressively acquire additional knowledge and skills in the course of service.
- viii. The policy thrust on the **review of the demand for and supply of teachers** is to enhance the TSC's ability to forecast medium and long term human resource needs to drive the desirable investment options in teacher management. This will require the establishment and maintenance of effective Teacher Management Information System at all levels. It will also require establishment and deployment of planning and statistical analysis resources for efficient and reliable projections on teacher demand and supply.
- ix. **Advising the national government on matters relating to the teaching profession:** entails identification of critical teacher management issues of national or public interest the Commission may wish to share with the government. This mandate is guided by government policies issued from time to time.
- x. Facilitate career progression and professional development for teachers in the teaching service. This is as provided for the TSC Act (2012)
- xi. Monitoring the conduct and performance of teachers in the teaching service, in compliance with the TSC Act (2012)

1.2.3 Institutional Framework and Organizational Structure of the TSC.

The TSC as a national state organ provides teacher management services from its head office and has also established offices at the county level in accordance with Section 3(2) of the TSC

Act No. 20 of 2012. In addition, the Commission has delegated certain aspects of teacher management functions to agents at the institutional level.

All teacher management issues are governed by the Teachers Service Commission, which consists of a Chairperson and eight other members as per the provisions of the Constitution (2010) and section 5(1) of the TSC Act No. 20 of 2012. The Commission is responsible for the provision of strategic direction, leadership and overall oversight.

The day to day operations of the Commission is the responsibility of the Commission Secretary/ Chief Executive, who supports the Commission in the protection of the interests of the employees' coordination with all government agencies, and engagement with other non-state actors.

1.3. Rationale for the Customer and Employee Satisfaction Survey

The goal and objectives of the customer and employee satisfaction survey is to assess the level of customer and employee satisfaction at Teachers Service Commission arising from the various initiatives that TSC has adopted in the recent past. The aim is to strengthen TSC customer focus and build appropriate integrated service delivery models that meet the expectations of all stakeholders. This is in keeping with the Teachers Service Commission objective six of improving efficiency and effectiveness in service delivery at the commission which falls within strategic pillar three (Service delivery re-engineering and decentralization in the 2015-2019 TSC strategic plan.

1.4. Process of undertaking the Customer and Employee Satisfaction Survey

This Customer and Employee Satisfaction Survey is a combination of a number of processes that begins with the consensus on the terms of references, then moves to reviews and analysis of various documents which includes the TSC 2015-2019 strategic plan, the Medium-Term Plan II, various policies of the TSC, Customer Satisfaction Surveys conducted over the years and government of Kenyan past and present policies on education. These processes are intended to clearly bring out the issues that are of concern to the stakeholders of TSC.

CHAPTER TWO: TERMS OF REFERENCE

This research survey assignment was guided by terms of reference provided by Teachers Service Commission. The terms of reference were to ensure that the survey achieves its intended objectives for the betterment of Teachers Service Commission services. The terms of references are provided here below.

2.1 Introduction

The Teachers Service Commission (TSC) is a constitutional Commission established under Article 237(1) of the Constitution of Kenya (2010). The Commission is mandated to register trained teachers, recruit and employ teachers, assign teachers employed by the commission, exercise disciplinary over registered teachers, terminate employment of teachers, review standards of education and training of persons entering the teaching profession.

2.2 Background of the Assignment

Reforms in the public sector aimed at improving service delivery have received considerable focus during the last decade. Global trends such as rising customer expectations, budgetary constraints, global competition for investment, public sector reform programs and changing demographics have transformed the environment in which the public sector operates. This, in turn, has broken down old constraints and created new opportunities. Fundamental to the demand for better public services are the heightened expectations of Citizens-expectations that transcend economic status, geographies and the different methods of funding, managing and delivering these services. Driven by theses changing expectations, the public sector is increasingly required to redefine its role, strengthen its customer focus and build integrated service delivery models. If they are to realize the desired benefits, these models must be based on meeting customer needs more effectively and more efficiently. This means keeping the customer's needs at the core of every decision, from strategy formulation and design through to execution.

It is in this regard, the commission conducted a customer satisfaction and employee satisfaction survey to assess whether the initiatives adopted by Teachers Service Commission have improved customer and employee satisfaction. The previous survey (TSC, 2013) indicated the satisfaction indices as 76.7% for teachers as employees, 77.1% for secretariat employee satisfaction, 66.3% for teachers as customers satisfaction, 68.2% for other TSC customers satisfaction and 58.6% for work environment survey.

2.3 Goals and Objectives of the Assignment

To assess the level of customer and employee satisfaction at TSC, in order to strengthen its customer focus and build integrated service delivery models, the assignment included, but was not limited to examining Work Environment, Employee satisfaction Index, Safety measures at the Commission, Customer Satisfaction Index, Access to information and Access to efficient and Quality Public Services.

2.4 Specific Objectives

The specific objectives of the assignment were:

- a. To assess the level of satisfaction among TSC secretariat staff, teachers, and other customers.
- b. To determine the quality of service provided by TSC to its customers.
- c. To determine the level of work environment within the commission and its county offices.
- d. To evaluate and compare survey findings over the last three years.
- e. To identify the most important aspects of service delivery according to clients.
- f. To gather opinions, beliefs, and attitudes towards the TSC in relation to service offering and work.
- g. To identify gaps and make recommendations to strengthen its customer focus and build integrated service delivery models for improvement.

2.5 Scope of Work and Key Tasks

The survey targeted teachers and secretariat staff in all 47 counties and other external customers e.g. ministries, semi-autonomous government agencies, banks, suppliers, insurance companies and cooperative societies. There had to be a reasonable balance between urban and rural set-ups (i.e. the sample had to include TSC teachers in rural/urban, day/boarding institutions).

2.5.1 Tasks

The consulting firm was responsible for reviewing available literature on the mandate of TSC, the TSC Service Charter and the findings from previous customer, employee and work environment surveys commissioned by the TSC. The firm was to then develop a report on recommendations and/or strategies on improving service delivery to increase satisfaction levels.

More specifically, the consulting firm was to conduct a desk research on best practices and synthesize critical experiences in relation to:

- Service delivery systems.
- Customer feedback.
- Performance standards
- Expectations under the 2010 constitutional dispensation.
- Previous surveys on the customer/employee satisfaction and work environment at the TSC secretariat offices.
- Develop and design a rapid survey methodology which ensures representative sample of the TSC management structure.
- Develop an inception report that defines the methodology and survey instruments to be approved by the TSC management.
- Conduct the survey using approved instruments and compile draft report of findings and recommendations.
- Obtain overall customer and employee satisfaction survey indices with respect to service quality, comparisons to previous surveys and recognised sector performance standards and benchmarks.
- Prepare a work environment survey report giving a work environment assessment and performance index with respect to survey quality, comparisons to previous surveys and recognised sector performance standards and benchmarks.
- Facilitate a one day stakeholders workshop (of about 100 participants) to disseminate findings from the survey and consider further input.
- Finalize and submit a final report and implementation Action Plan to the TSC management both in soft (PDF Format) and hard copies.

CHAPTER THREE: OUR METHODOLOGY FOR THE ASSIGNMENT

3.1 Introduction

Our methodology for this assignment had three important components. The components are listed and discussed in the subsequent section of this chapter

- Our approach
- Technical Methodology
- Work Methodology.

3.2 Our approach to this assignment

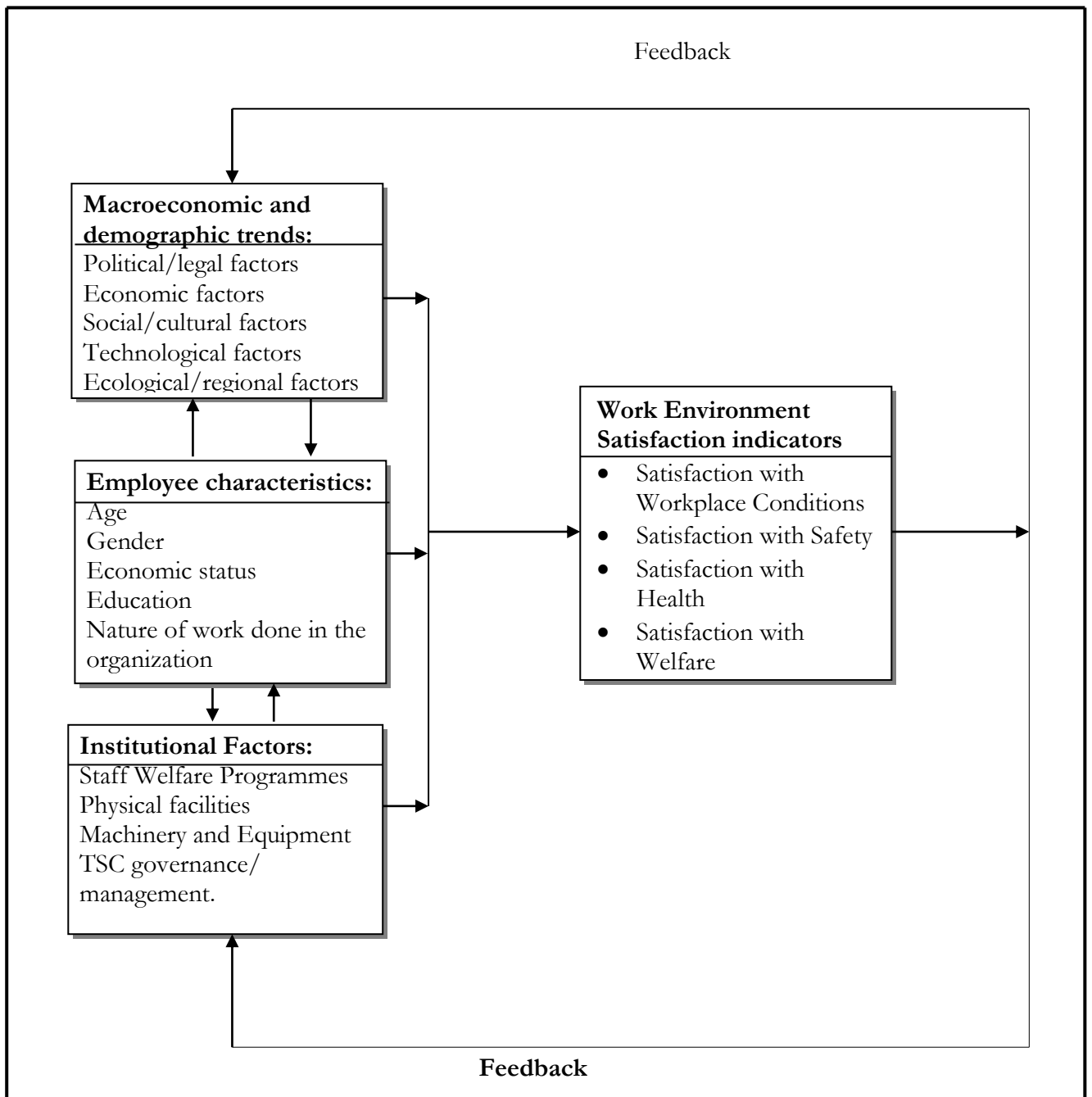
In this assignment, we pursued a participatory and collaborative approach based on action learning to undertake the assignment. Using this approach, we expected adequate participation of selected staff of TSC. We had adequate cooperation, particularly from Policy Planning, Research and Innovations unit of the TSC.

3.3 Technical Methodology for Conducting Work Environment Survey

3.3.1. Conceptual Framework

In conducting work environment survey for TSC, it was important to note that a multiplicity of factors influence the level of satisfaction with work environment experienced by employees at Teachers Service Commission. Identification and modeling the relationship between these factors, more so in relation to how they contribute and work towards affecting the worker's satisfaction was done. These factors have been consolidated in the model provided in figure 3.1.

Figure 3.1 : Factors influencing satisfaction with work environment



As depicted in Figure 3.1, the three broad categories of the factors are the antecedents (the contextual, employee and TSC factors) which combine to produce the outcomes/results (work environment satisfaction).

3.3.2. Research Design

In this study, we applied a descriptive survey study design. This design addresses who, what, where and why in a study. In this study, the design is appropriate in describing the perceptions

of employees regarding their satisfaction with Teachers Service Commission work environment. A sample survey of the perception of selected secretariat staff across the country was used to generalize the study findings.

3.3.3 Target Population

The target population for work environment survey was the Secretariat Staff of the TSC in the 47 Counties of Kenya. TSC has approximately 3000 secretariat staff with 1800 being at the headquarters.

3.3.4 Sampling Technique

In order to give all elements of the secretariat staff equal chances to be included in the study and to increase the accuracy of the results, the study adopted the use of probability sampling method. Two sampling techniques were applied; clusters sampling was used to put secretariat staff into regional clusters (counties). Stratified random sampling technique was used to classify different customer categories from which the samples were drawn.

Sample size

The sample size is an important feature of any empirical study in which the goal is to make inferences about a population from a sample. In practice, the sample size used in a study is determined based on the expense of data collection, and the need to have sufficient statistical power. Sample size can be determined non-statistically or statistically. There are various statistical approaches of sample size determination. For this survey, we applied Krejcie and Morgan (1970) table for determining the sample size to select a representative sample for each category of the stratified population. Krejcie and Morgan (1970) formula is applied where the population is finite as in this case. Krejcie & Morgan (1970) came up with a table for determining sample size for a given population for easy reference. The Table is constructed using the following formula for determining sample size. The formula and the table are provided in the appendix section. The sample size for the work environment survey is provided in Table 3.1.

Table 3.1: Table of clusters and sample size for secretariat staff.

No	Cluster	Size			
1	Baringo County	3	25	Meru County	3
2	Bomet County	3	26	Migori County	3
3	Bungoma County	3	27	Marsabit County	3
4	Busia County	3	28	Mombasa County	3
5	Elgeyo Marakwet County	3	29	Muranga County	3
6	Embu County	3	30	Nairobi County	203
7	Garissa County	3	31	Nakuru County	3
8	Homa Bay County	3	32	Nandi County	3
9	Isiolo County	3	33	Narok County	3
10	Kajiado County	3	34	Nyamira County	3
11	Kakamega County	3	35	Nyandarua County	3
12	Kericho County	3	36	Nyeri County	3
13	Kiambu County	3	37	Samburu County	3
14	Kilifi County	3	38	Siaya County	3
15	Kirinyaga County	3	39	TaitaTaveta County	3
16	Kisii County	3	40	Tana River County	3
17	Kisumu County	3	41	TharakaNithi County	3
18	Kitui County	3	42	Trans Nzoia County	3
19	Kwale County	3	43	Turkana County	3
20	Laikipia County	3	44	UasinGishu County	3
21	Lamu County	3	45	Vihiga County	3
22	Machakos County	3	46	Wajir County	3
23	Makueni County	3	47	West Pokot County	3
24	Mandera County	3		Total	341

According to Krejcie and Morgan (1970) Table for determining the sample size, a population of 3000 secretariat staff gave us a sample size of 341, out of which 60% was allocated to the TSC headquarters and the remaining distributed equally among the remaining 46 counties.

3.3.5 Data Collection Methods

Questionnaires were used as the primary data collection tool. Observation method was also applied. The questionnaires were administered to the respondents using trained research assistants. In designing work environment questionnaire, important parameters of factors were taken into account. These included but were not limited to the following:

- a) TSC's strategic direction and corporate image
- b) TSC management practices
- c) Communication
- d) Teamwork
- e) Supervision

- f) Staff Training & Development
- g) Performance Management
- h) Recognition and Reward
- i) General Satisfaction
- j) Health and Safety
- k) Pollution
- l) Workload
- m) Work station/offices
- n) Stationery & equipment
- o) Amenities
- p) Commission vehicles
- q) Common Areas
- r) HIV/AIDS
- s) Gender Mainstreaming
- t) Disability Mainstreaming

3.3.6 Data Analysis and Interpretation

Data processing was conducted in two stages; data cleaning and data analysis. The cleaning process entailed checking, editing, coding and transcription. The study employed the use of Statistical Package for Social Sciences (SPSS version 21) software. There were two options available to analyse and present data. The first option is simple and the easy one hence most researchers prefer it. It entails undertaking an overall descriptive analysis as contained in Figure 3.2 and presenting the report as the one shown in Table 3.2. This approach simply gives a combined score; it does not provide the five-point scale of satisfaction according to the way data collection tools were designed. This method does not give the readers of the research report an opportunity to see the extent of satisfaction or dissatisfaction at each of the five point levels, hence an information gap in obtaining some important clues.

Figure 3.2: Descriptive Analysis

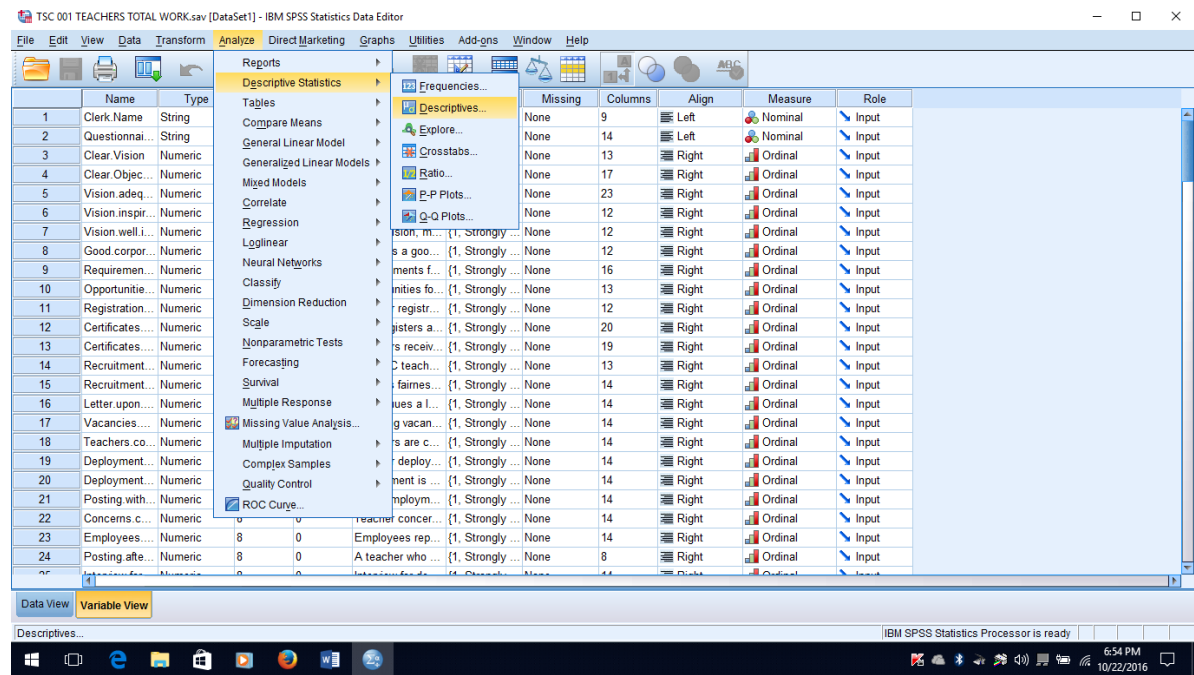


Table 3.2: Output of simple descriptive analysis

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
TSC has a clear vision, mission, and mandate	1546	1	5	3.62	1.250
TSC has a clearly and meaningfully stated organizational objectives	1529	1	5	3.64	1.162
TSC's vision, mission, objectives, and values are adequately communicated	1532	1	5	3.43	1.219
TSC's vision, mission, objectives, and values are inspiring	1524	1	5	3.29	1.234
TSC's vision, mission, objectives, and values are well implemented in practical sense	1530	1	5	2.95	1.252
TSC has a good corporate image among stakeholders	1531	1	5	2.74	1.359
Valid N (Listwise)	1469				

The second option of analysis and presentation of data is the one that provides the five-point scale of satisfaction according to the way data collection tools were designed and according to the manner in which data was collected. It clarifies details of percentages of respondents who strongly disagreed, agreed, indifferent, agree and strongly agree. For instance, table 3.3 tells us that the highest percentage of teachers (43.3) agreed but not strongly with the fact that TSC has clear vision, mission, and mandate; therefore, some improvement needs to be done despite their satisfaction. The indifferent 9.9% also provide an important clue to the management. This method enables readers of the research report to see the extent of satisfaction or dissatisfaction at each of the five point levels. It is cumbersome, therefore most researchers avoid it yet it gives a more detailed picture of the situation for enhanced decision making. This option gives the kind of output shown in table 3.3. We took this option in our data analysis and presentation to give a more clear and detailed picture of the situation.

Table 3.3: Five point levels of satisfaction

1. TSC has a clear vision, mission and mandate					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	154	9.9	10	10
	Disagree	179	11.5	11.6	21.5
	Indifferent	155	9.9	10	31.6
	Agree	675	43.3	43.7	75.2
	Strongly Agree	383	24.6	24.8	100
	Total	1546	99.1	100	
Missing	System	14	0.9		
Total		1560	100		

3.4 Methodology for Conducting Employee (Secretariat Staff) Satisfaction Survey

3.4.1 Introduction

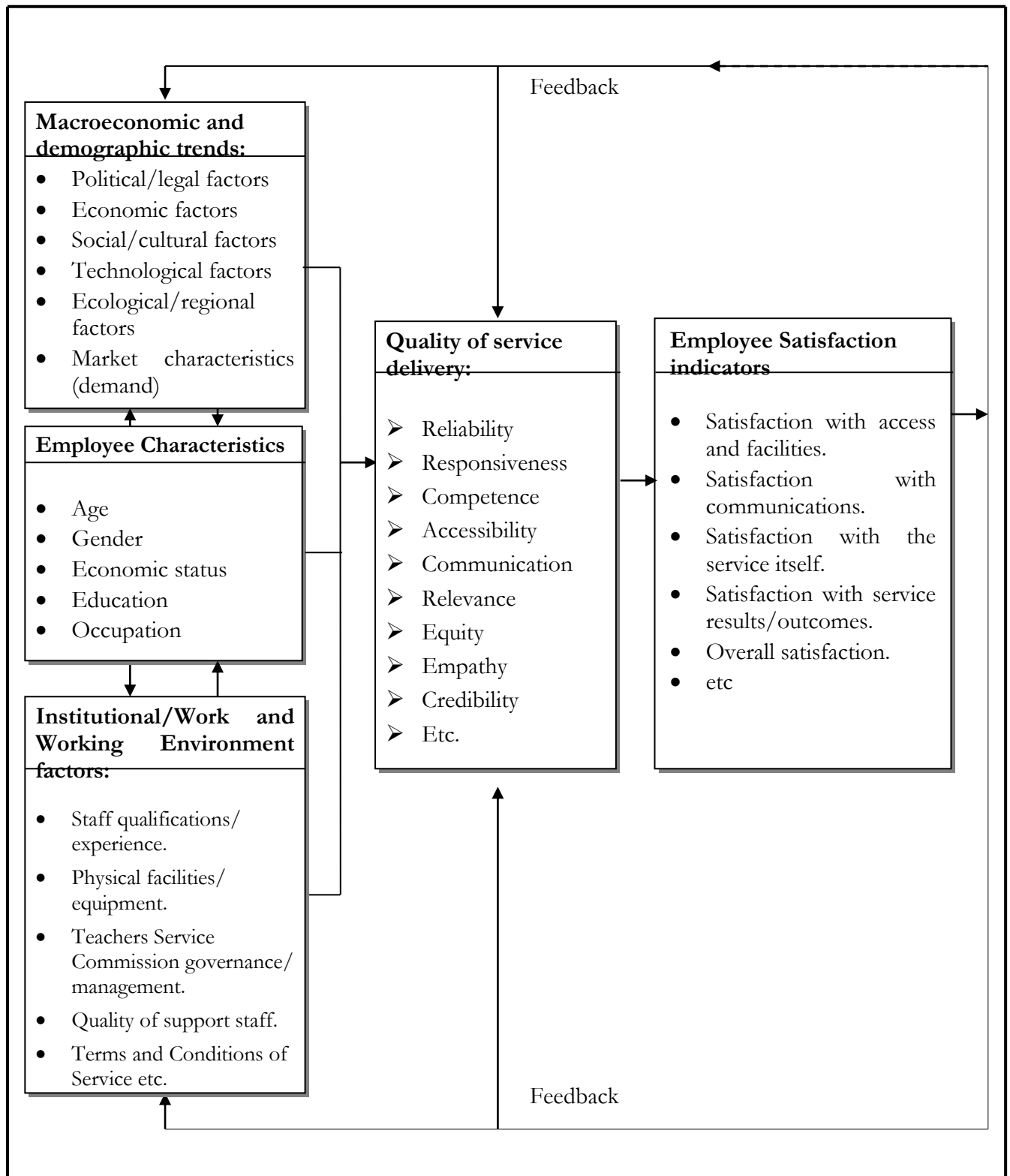
Employee satisfaction is the outcome of two forces: the employee needs and expectations and the perceived performance of the Institution. If the performance of the institution falls short of expectations, the employee is dissatisfied. If the performance matches the expectations, the employee is satisfied. Finally, if the performance exceeds expectations, the employee is highly satisfied or delighted. The employees have expectations about strategic goals and objectives, remuneration structure and other benefits, management style, motivation and reward system,

people relationship, career path and development, work environment, operational procedures, and processes among others. In the event that employees are not satisfied with these issues, their performance is likely not to be at its optimal level and this will be reflected in the quality of service delivered to customers.

3.4.2. Conceptual Framework

There are multiplicities of factors affecting employee satisfaction. The factors that are generally expected to influence employee satisfaction are the contextual factors, employee-related characteristics, and the Teachers Service Commission-related factors. These factors individually and collectively influence quality of service which in turn impacts employee satisfaction. These factors are summarized in Figure 3.3.

Figure 3.3: Factors influencing quality of service delivery and Employee Satisfaction



As depicted in Figure 3.3, the three broad categories of the factors affecting employee satisfaction are the antecedents (the contextual, employee and institutional factors) and mediators (responsiveness, competence, reliability, accessibility, etc..) which combine to produce the outcomes/results (employee satisfaction).

3.4.3. Research Design

We applied a descriptive survey study design. This is because this assignment seeks to describe perceptions of employees regarding their satisfaction with Teachers Service Commission as an employer.

3.4.4 Target Population

The target population were the secretariat staff serving in all the 47 Counties in the Republic of Kenya.

3.4.5 Sampling Technique

In order to give all elements of the population equal chances to be included in the study and to increase the accuracy of the results, the study adopted the use of probability sampling method. Two sampling techniques were applied; clusters sampling was used to put secretariat staff categories into regional clusters. Stratified random sampling technique were used to classify different customer categories from which samples are drawn.

Sample size

For TSC customers survey, we applied Krejcie and Morgan (1970) table for determining the sample size to select a representative sample for each category of the stratified customers. Krejcie and Morgan (1970) formula is applied where the population is finite as in the case of TSC customer survey. According to Krejcie and Morgan (1970) Table for determining the sample size, a population of 3000 secretariat staff will give us a sample size of 341, out of which 60% is allocated to the TSC headquarters in Nairobi County and the remaining distributed equally among the remaining 46 counties. The clusters and sample size are provided in Table 3.2.

Table 3.4: Table of clusters and sample size for secretariat staff.

No	Cluster	Size			
1	Baringo County	3	25	Meru County	3
2	Bomet County	3	26	Migori County	3
3	Bungoma County	3	27	Marsabit County	3
4	Busia County	3	28	Mombasa County	3
5	ElgeyoMarakwet County	3	29	Muranga County	3
6	Embu County	3	30	Nairobi County	203
7	Garissa County	3	31	Nakuru County	3
8	Homa Bay County	3	32	Nandi County	3
9	Isiolo County	3	33	Narok County	3
10	Kajiado County	3	34	Nyamira County	3
11	Kakamega County	3	35	Nyandarua County	3
12	Kericho County	3	36	Nyeri County	3
13	Kiambu County	3	37	Samburu County	3
14	Kilifi County	3	38	Siaya County	3
15	Kirinyaga County	3	39	TaitaTaveta County	3
16	Kisii County	3	40	Tana River County	3
17	Kisumu County	3	41	TharakaNithi County	3
18	Kitui County	3	42	Trans Nzoia County	3
19	Kwale County	3	43	Turkana County	3
20	Laikipia County	3	44	UasinGishu County	3
21	Lamu County	3	45	Vihiga County	3
22	Machakos County	3	46	Wajir County	3
23	Makueni County	3	47	West Pokot County	3
24	Mandera County	3		Total	341

3.4.6 Data Collection Methods

Questionnaires were the primary data collection tools. The questionnaires were administered to the respondents using trained research assistants. In designing questionnaire, an appropriate parameter of factors has been considered which include but is not limited to the following:

- a) Strategic Direction
- b) Teacher Registration
- c) Teacher recruitment
- d) Assignment of Teachers
- e) Teacher promotion
- f) Teacher Discipline
- g) Teacher Training
- h) Teaching Standards
- i) Teacher Motivation

- j) Teacher Remuneration
- k) Communication
- l) Service Environment
- m) Customer Care
- n) Quality of Service

3.4.7 Data Analysis and Interpretation

Data processing was conducted in two stages; data cleaning and data analysis. The cleaning process entailed checking, editing, coding and transcription. The study employs the use of Statistical Package for Social Sciences (SPSS version 21) software. Both descriptive and inferential analyses were used. The analyzed data was presented in a reader friendly tables and pie charts.

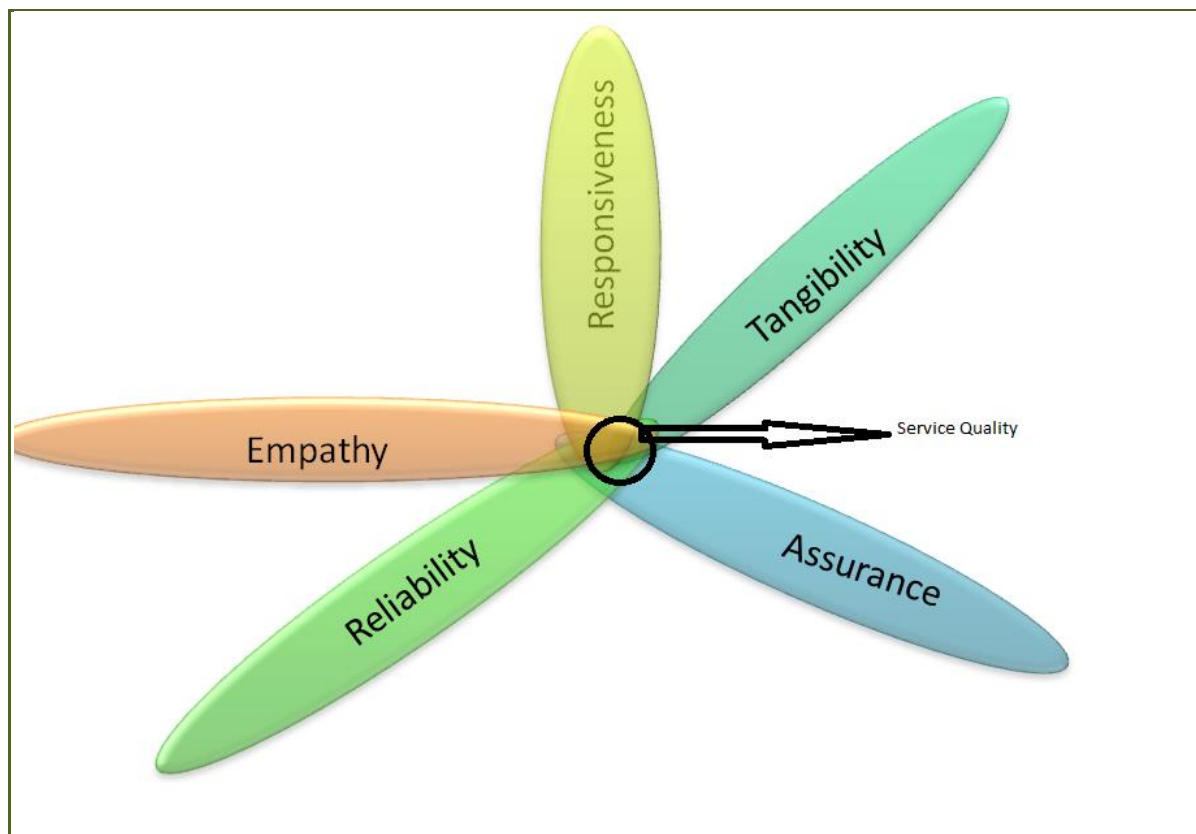
3.5 Technical Methodology for Conducting Customer Satisfaction Survey

A service quality measurement model known as the SERVQUAL was used to guide the customer satisfaction survey. They are discussed in detail in the following paragraphs.

3.5.1 SERVQUAL Service Model

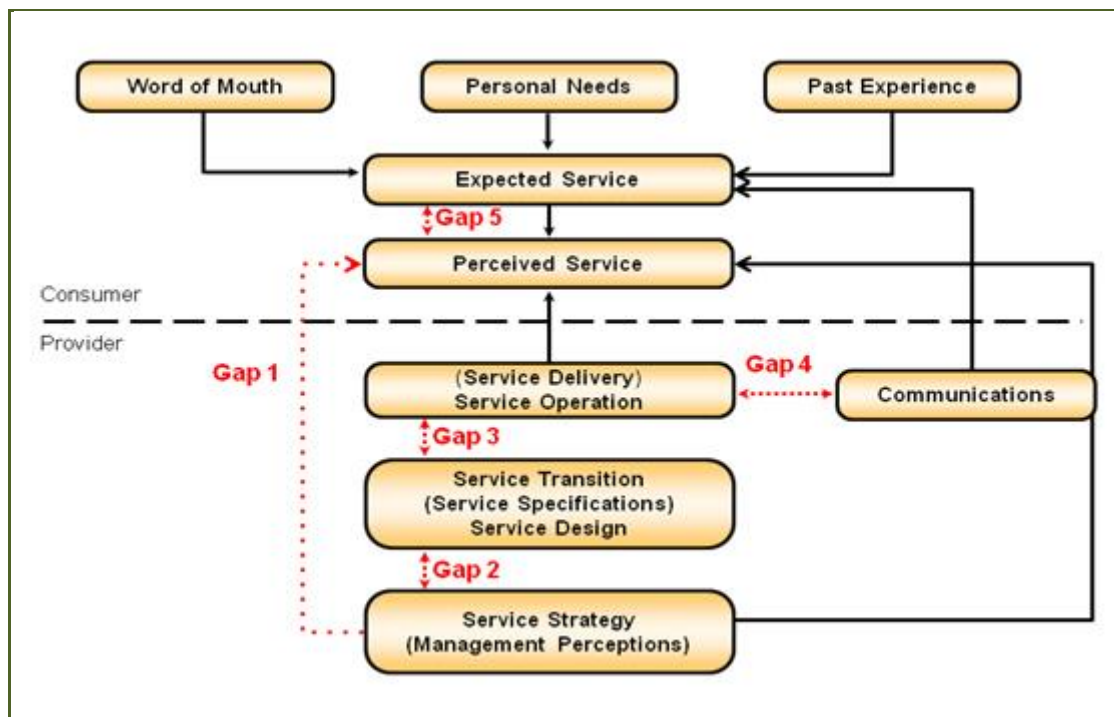
In keeping with the TOR, we used the SERVQUAL framework as a tool for assessment of Teachers Service Commission service quality. The SERVQUAL was found suitable for customer satisfaction survey because it highlights the key components of high quality service: Reliability, Assurance, Tangibles, Empathy and Responsiveness, commonly referred to as RATER.

Figure 3.4: SERVQUAL Framework



SERVQUAL enabled us to deploy a questionnaire that measures both the customer expectations of service quality in terms of the important five dimensions mentioned in the last paragraph, and their perceptions of the service they receive. When customer expectations are greater than their perceptions of received delivery, service quality will be deemed low, but when customer's perceptions of received service delivery are greater than expectations then the services of Teachers Service Commission will be deemed high. SERVQUAL also helped us analyse Teachers Service Commission service gap and make suitable recommendation's, below is the model for customer service gap analysis which was employed.

Figure 3.5: Service Gap



To do a thorough Gap Analysis for Teachers Service Commission, we identified several issues in each of the five areas. The issues included but were not limited to the following:

Reliability

- How well does Teachers Service Commission provide the service that she has promised to her customers?
- Is there efficient Access to Information?
- Are the commission's systems and processes robust and reliable?
- Is service delivery consistent and timely, across all service channels (including online)?
- Could Teachers Service Commission improve the quality of the service in any other way?

Assurance

- Do Teachers Service Commission's staffs have the skills and knowledge needed to deliver a good service, across all channels?
- Do the commission's staff need any further training or development?
- Do the commission's staffs inspire trust in customers?
- Is Teachers Service Commission's service safe and secure?

Tangibles

- Is the evidence of Teachers Service Commission's service (products, packaging, marketing materials, website, offices, staff appearance, and so on) attractive and appropriate for the customers?
- Are Teachers Service Commission's website FAQs useful, comprehensive, and up to date? And can people talk to a human being through other channels if their questions haven't been answered, or if your website is broken?
- Is the Commission properly handling queries and feedback through Twitter, Facebook, LinkedIn and other online services?
- Does physical or virtual evidence fit with Teachers Service Commission's organization's brand?

Empathy

- Do Teachers Service Commission staffs build good relationships with customers?
- Is all communication with customers clear and timely?
- Do the Commission staffs show empathy with customers?
- Do Teachers Service Commission's staffs understand why empathy is essential for providing a great service?
- Do Teachers Service Commission's staffs genuinely care about customer needs?
- Are Teachers Service Commission staffs able to see things from a customer's point-of-view?

Responsiveness

- Does Teachers Service Commission provide prompt services, which is easy to access?
- Does Teachers Service Commission manage complaints and feedback appropriately?
- Are staff always willing and able to help customers?
- Does Teachers Service Commission resolve customer issues and problems satisfactorily, and in good time, across all service channels?
- Is there access to efficient and quality public services?
- When you identify your future state and your current situation, it's important that you talk to your customers to understand their experiences and expectations fully.

3.5.2 Research Design

We used a descriptive survey design. This is because this assignment sought to describe the perception of customers on several issues relating to the services of Teachers Service Commission. We intended to establish the level of satisfaction derived from Teachers Service Commission by its entire customers, both from within The Commission and from outside.

3.5.3 Target Population

The Teachers Service Commission customers were divided into two tiers. Tier 1 were the teachers who teach under TSC. Tier 2 was other categories of customers. The population of customers is spread across the 47 Counties of Kenya.

3.5.4 Sampling Technique

3.5.4.1 Teachers

In order to give all elements of the population equal chances to be included in the study and to increase the accuracy of the results, we adopted the use of both probability and non-probability sampling methods. Under probability sampling, two sampling techniques were applied; clusters sampling was used to put customer's categories into regional clusters. Stratified random sampling technique was used to classify different customer categories where samples are drawn. Non-probability sampling, in particular, purposive sampling was applied in selecting the other customers.

Sample size of Teachers

Sample size determination is the act of choosing the number of observations or replicates to include in a statistical sample. The sample size is an important feature of any empirical study in which the goal is to make inferences about a population from a sample. In practice, the sample size used in a study is determined based on the expense of data collection, and the need to have sufficient statistical power. Sample size can be determined non-statistically or statistically. There are various statistical approaches of sample size determination. In determining the sample size for tier 1 (the teachers), we applied Fisher's Model as illustrated below:

$$n = \frac{z^2 * p * q}{e^2}$$

Where;

n = Refers to the desired sample size when the entire survey population is greater than 10,000

z = Desired level of confidence of 95%, usually set at 1.96

p = Population of the target population estimated to have a particular characteristic at 50%.

The 50% is recommended if there is lack of recommended estimate.

q = 1.0 – p

e = Maximum allowable error of 2.5%

$$n = \frac{z^2 * p * q}{e^2} = \frac{(1.96)^2 (0.5)(0.5)}{(0.025)^2} = 1537 \text{ teachers}$$

Using Fisher's Model and based on a confidence interval of 5 at 95% confidence level, at least 1,537 teachers were targeted in the study. Using proportionate sampling procedure, the sample of 1,537 was distributed across the 47 Counties resulting to an equal proportion of 33 teacher respondents per County. Based on primary-secondary school teacher proportion in table 1, the study adapted 5:2 ratio in determining the sample sizes for teachers in primary and secondary schools as shown in table 3.3 below.

Table 3.5: Table of clusters and sample size

No	Cluster (Counties)	Sample Size					
		Primary		Secondary			
		Urban	Rural	Urban		Rural	
				Boarding	Day	Boarding	Day
1	Baringo County	12	12	2	3	2	2
2	Bomet County	12	12	2	3	2	2
3	Bungoma County	12	12	2	3	2	2
4	Busia County	12	12	2	3	2	2
5	Elgeyo Marakwet County	12	12	2	3	2	2
6	Embu County	12	12	2	3	2	2
7	Garissa County	12	12	2	3	2	2
8	Homa Bay County	12	12	2	3	2	2
9	Isiolo County	12	12	2	3	2	2
10	Kajiado County	12	12	2	3	2	2
11	Kakamega County	12	12	2	3	2	2
12	Kericho County	12	12	2	3	2	2
13	Kiambu County	12	12	2	3	2	2
14	Kilifi County	12	12	2	3	2	2
15	Kirinyaga County	12	12	2	3	2	2
16	Kisii County	12	12	2	3	2	2
17	Kisumu County	12	12	2	3	2	2
18	Kitui County	12	12	2	3	2	2
19	Kwale County	12	12	2	3	2	2
20	Laikipia County	12	12	2	3	2	2
21	Lamu County	12	12	2	3	2	2
22	Machakos County	12	12	2	3	2	2
23	Makueni County	12	12	2	3	2	2
24	Mandera County	12	12	2	3	2	2
25	Meru County	12	12	2	3	2	2
26	Migori County	12	12	2	3	2	2
27	Marsabit County	12	12	2	3	2	2
28	Mombasa County	12	12	2	3	2	2
29	Muranga County	12	12	2	3	2	2
30	Nairobi County	12	12	2	3	2	2
31	Nakuru County	12	12	2	3	2	2
32	Nandi County	12	12	2	3	2	2
33	Narok County	12	12	2	3	2	2
34	Nyamira County	12	12	2	3	2	2
35	Nyandarua County	12	12	2	3	2	2
36	Nyeri County	12	12	2	3	2	2
37	Samburu County	12	12	2	3	2	2
38	Siaya County	12	12	2	3	2	2
39	TaitaTaveta County	12	12	2	3	2	2
40	Tana River County	12	12	2	3	2	2
41	TharakaNithi County	12	12	2	3	2	2
42	Trans Nzoia County	12	12	2	3	2	2
43	Turkana County	12	12	2	3	2	2

44	UasinGishu County	12	12	2	3	2	2
45	Vihiga County	12	12	2	3	2	2
46	Wajir County	12	12	2	3	2	2
47	West Pokot County	12	12	2	3	2	2
	Total	564	564	94	141	94	94

3.5.4.2 Other Customers

In sampling for tier 2 (other customers) of Teachers Service Commission, purposive sampling was applied. This means respondents were randomly picked purposively to provide the desired information. This was done as follows:

Table 3.6: Sampling for other customers

S. No	Stakeholder	Sample Size
1	Ministry of Education Science & Technology	10
2	The National Treasury	10
3	Kenya Institute of Curriculum Development	10
4	Kenya Education Management Institute	10
5	Centre for Mathematics, Science, and Technical Education in Africa	10
6	Kenya Institute of Special Education	10
7	Kenya National Examination Council	10
8	KUPPET	10
9	Kenya National Union of Teachers	10
10	Suppliers	10
11	Financial Institutions (Large Banks)	10
12	SACCOs	47
13	The Kenya National Association of Parents (KNAP)	10
14	NGOs dealing with children education	10
15	Sponsors	10
16	Board of Management	10
17	Students	10
	Total	207

3.5.5 Data Collection Methods

To satisfy the Terms of Reference, the Consultant reviewed the relevant documents (secondary data), collected and analyzed primary data. The study used both the qualitative (exploratory) and quantitative (survey) research designs to collect the relevant primary data. The questionnaires were administered to the respondents using trained research assistants. In designing external customer questionnaire, appropriate parameters of factors which include but are not limited to the following were considered:

- a) Strategic direction and corporate image
- b) Service quality
- c) Communication
- d) Service Environment
- e) Customer Care
- f) Handling of complaints
- g) Procurement of goods and services

3.5.6 Data Analysis and Interpretation

Data processing was conducted in two stages; data cleaning and data analysis. The cleaning process entailed checking, editing, coding and transcription. The study employed the use of Statistical Package for Social Sciences (SPSS version 21) software. Both descriptive and inferential analyses were undertaken. The analyzed data was presented in reader friendly tables and charts.

CHAPTER FOUR: SECRETARIAT STAFF SATISFACTION REPORT

The Teachers Service Commission Act provides for the employment of staff to assist the commission in the discharge of its functions. Teachers Service Commission 2015-2019 strategic plan identifies three crucial strategic pillars. Strategic pillar three (3) seeks to strengthen the integrated support systems and structures for the efficient TSC operations with focus on responsiveness of services delivered by the TSC staff at all levels. This pillar also provides a roadmap in the decentralization of key teacher management functions with the aim of improving the teacher-learner contact time. To achieve strategic pillar three, TSC has in place three thousand secretariat staff. The secretariat staff are made up of different cadres of staff, among them are professionals of differing backgrounds and specialties.

Because of the central role, the secretariat staff is playing towards the realization of the TSC mandate, it is important that they are kept satisfied as employees. In order to determine their satisfaction, TSC commissioned this secretariat staff employee satisfaction survey to identify areas of satisfaction and areas that need improvement. The satisfaction survey focused on issues that have greater bearing on secretariat staff satisfaction and they include such issues as: strategic direction and corporate image of TSC; TSC Management; performance management; teamwork; staff promotions; training & development; recognition and reward; remuneration; TSC medical scheme; communication; and supervision. Out of the three hundred and forty-one (341) secretariat staff targeted in the study, 268 responded which gave a response rate of 78.8 percent. The views of the TSC secretariat staff have been captured and presented in this chapter.

4.1 Strategic Direction and Corporate Image of TSC

The strategic direction of an institution is always an important subject to the employees of the institution in question. Every employee wants to see that their employer organization is headed in the right direction and has a positive image. Confirmation of a sure strategic direction gives confidence to the employees in terms of stability in their career. When the strategic direction of an organization looks mixed up, employees panic, loose motivation and confidence and then begin to leave for institutions they believe will give them a stable career. The TSC secretariat staff opinion was therefore sought on a number of issues that influence the strategic direction and corporate image of TSC and their responses were captured in table 4.1.

Table 4.1: Strategic Direction and Corporate Image of TSC

Variable of Satisfaction		Strongly Disagree	Disagree	Indifferent	Agree	Strongly Agree	Satisfaction index
1	TSC has a clear vision, mission, and mandate	0.02	0.02	0.08	0.42	0.46	0.96
2	TSC has a clearly and meaningfully stated organizational objectives	0.02	0.02	0.09	0.47	0.40	0.96
3	TSC's vision, mission, objectives, and values are adequately communicated	0.03	0.07	0.14	0.42	0.34	0.90
4	TSC's vision, mission, objectives, and values are inspiring	0.02	0.05	0.18	0.44	0.31	0.93
5	TSC's vision, mission, objectives, and values are well implemented in practical sense	0.04	0.12	0.23	0.45	0.16	0.84
6	TSC has a good corporate image among stakeholders	0.07	0.11	0.21	0.43	0.18	0.82
Average Satisfaction Index							0.90

Source (Primary data, 2016).

Survey findings confirm that the TSC secretariat staff is 90 per cent satisfied with the strategic direction and corporate image of TSC. On top of the list in this category is satisfaction with mandate, vision, mission and overall TSC objectives. The TSC corporate image among its stakeholders is at the bottom of the list in this category. The TSC secretariat staff satisfaction with mandate, vision, mission and overall TSC objectives has dropped by one per cent from 97% in 2012 to 96% in 2016, a drop which is too small to be significant.

4.2 TSC Management

Management of an institution is very key to its success. For this reason, the perception of TSC secretariat staff was sought on their satisfaction with the management practices of TSC. The responses obtained were summarized in table 4.2.

Table 4.2: Management of TSC

Variable of Satisfaction		Strongly Disagree	Disagree	Indifferent	Agree	Strongly Agree	Satisfaction index
1	TSC management plan activities effectively and efficiently	0.06	0.13	0.23	0.46	0.12	0.81
2	The organization capability of TSC management is good	0.05	0.12	0.19	0.48	0.16	0.83
3	There is clear direction of staff by the TSC management	0.05	0.12	0.26	0.41	0.16	0.83
4	The organizational control systems put in place by TSC are effective	0.05	0.13	0.27	0.37	0.18	0.82
5	TSC management provides effective leadership	0.07	0.16	0.16	0.45	0.16	0.77
Average Satisfaction Index							0.81

Source: Primary data (2016)

Findings of the study show a satisfaction index of 81% with organization capability and direction of staff at the top of the list in this category. Leadership with a score of 77% was the least in this category. The 2016 satisfaction index of 81% is much higher than a satisfaction index of 67% of 2012, an indication of significant improvement over the four-year period.

4.3 Performance Management

Performance is an important subject in each and every organization. Like any other organization, TSC has been putting a lot of effort to improve on its performance. The opinion of the TSC secretariat staff was sought on their satisfaction with performance management at TSC and the results has been presented in table 4.3.

Table 4.3: Performance Management

Variable of Satisfaction		Strongly Disagree	Disagree	Indifferent	Agree	Strongly Agree	Satisfaction index
1	TSC has an effective organizational performance management system in place	0.07	0.12	0.18	0.50	0.13	0.81
2	TSC has good individual employee performance management system in place	0.07	0.12	0.18	0.49	0.14	0.81
3	There is regular annual staff appraisal	0.02	0.04	0.07	0.50	0.37	0.94
4	The employee performance appraisal system is fair and objective	0.07	0.12	0.17	0.48	0.16	0.81
5	Feedback on employee performance system is provided and explained well	0.16	0.19	0.24	0.30	0.11	0.65
Average Satisfaction Index							0.80

Source: Primary data (2016)

Study findings indicate an average score of 80% in this category with regularity of staff appraisal topping the list with a high of 94% and feedback of employee performance system registering the lowest score at 65%. The average score of 80% on performance management in 2016 is however a drop from 87% in 2012.

4.4 Teamwork

Good overall organizational performance is built on stronger teams. Teamwork is therefore a critical leadership and management function at TSC. To know how TSC is doing at this front, the opinion of the TSC secretariat staff was sought and the findings are presented in table 4.4.

Table 4.4: Teamwork at TSC

Variable of Satisfaction		Strongly Disagree	Disagree	Indifferent	Agree	Strongly Agree	Satisfaction index
1	TSC places a lot of emphasis on teamwork	0.10	0.08	0.17	0.40	0.25	0.82
2	Team spirit is live at TSC	0.09	0.12	0.22	0.39	0.18	0.79
3	At TSC, I feel part of a team working towards a goal	0.06	0.10	0.16	0.45	0.23	0.84
4	We hold regular team meetings/briefings in our service area	0.11	0.15	0.25	0.38	0.11	0.74
Average Satisfaction Index							0.80

Source: Primary Data (2016)

From the findings, TSC had an average score of 80% on teamwork with the most appreciated element being the feeling of belonging to a team at 84% and the least being holding of regular team meetings at 74%. There is a drop in teamwork score from 95% in 2012 to 80% in 2016.

4.5 Staff Promotions

Promotion has always and will always be an important matter to all cadres of employees in every organization including TSC. How promotions are handled impacts on staff motivation and by extension on organizational performance. For this reason, TSC sought the views of secretariat staff on their perceived satisfaction with staff promotions at TSC. Study findings on staff promotion has been captured in table 4.5.

Table 4.5: Staff Promotions

Variable of Satisfaction		Strongly Disagree	Disagree	Indifferent	Agree	Strongly Agree	Satisfaction index
1	The staff promotion policy is fully implemented at TSC	0.15	0.17	0.26	0.29	0.13	0.68
2	Promotion of staff is done on merit and consider all appropriate factors	0.17	0.20	0.20	0.31	0.12	0.63
3	Employees do not stay in same position for long time before being promoted	0.30	0.23	0.17	0.21	0.09	0.47
4	My present job grade is commensurate with my qualifications and experience	0.15	0.20	0.17	0.31	0.17	0.65
Average Satisfaction Index							0.61

Source: primary data (2016)

Study findings indicate an overall score of 61% with implementation of promotion policy topping this category with a score of 68% whereas employees stagnating in the same position for too long was at the bottom with a score of 47%. This aspect of satisfaction was not captured by 2012 survey and therefore could not be compared to see if there is an improvement or not.

4.6 Training and Development

In order to cope with evolving changes and also prepare employees to be able to assume higher responsibilities, it is important that employees are continuously trained and developed. The TSC management could be doing all they could in training and developing staff but the perception of staff matters. The opinion of secretariat staff was therefore sought to establish to what extent they were satisfied with training and development of the TSC. Finding on this element is captured in table 4.6.

Table 4.6: Training and Development

Variable of Satisfaction		Strongly Disagree	Disagree	Indifferent	Agree	Strongly Agree	Satisfaction index
1	I have the right basic education for my present job	0.05	0.04	0.08	0.38	0.45	0.91
2	Staff training and development policy at TSC is fully implemented	0.20	0.24	0.25	0.24	0.07	0.56
3	There is job rotation at TSC	0.20	0.17	0.26	0.26	0.11	0.63
4	I relieve my senior whenever he/she takes leave	0.12	0.15	0.18	0.38	0.17	0.73
5	TSC is good at identifying individual and group training needs	0.23	0.25	0.23	0.21	0.08	0.52
6	Training opportunities is fairly provided to all staff	0.36	0.21	0.18	0.17	0.08	0.43
Average Satisfaction Index							0.63

Source: Primary Data (2016)

Survey findings show that training and development at TSC registered an overall score of 63%. Possession of basic education for the job held was top of the list with a score of 93% and the fairness in the provision of training opportunities at the bottom of the list with a score of 43%. The 2016 satisfaction index of 63% on training and development is much lower than 71% score of 2012 meaning that something needs to be done. Another noteworthy indication is that 73% of the employees have the opportunity to relieve their immediate supervisors whenever they take leave, this means that some (27%) of the supervisors do not provide development opportunities to their immediate juniors even if they are away.

4.7 Recognition and Rewards

Recognizing and rewarding outstanding performers is a strong tool for staff motivation. It would be of interest to TSC to establish how well it is doing on this front. Secretariat staff opinion was therefore sought on the extent to which they are satisfied with TSC staff recognition and reward practices. Finding in these two elements are presented in table 4.7.

Table 4.7: Recognition and Reward

Variable of Satisfaction		Strongly Disagree	Disagree	Indifferent	Agree	Strongly Agree	Satisfaction index
1	TSC recognizes good work by staff and teams	0.24	0.25	0.24	0.21	0.06	0.51
2	If I do my work well at TSC, I am sure to be rewarded	0.29	0.28	0.22	0.16	0.05	0.43
3	Individual initiative and creativity is encouraged at TSC	0.17	0.26	0.21	0.26	0.10	0.57
4	I prefer monetary reward as opposed to other forms of reward	0.14	0.14	0.16	0.31	0.25	0.72
Average Satisfaction Index							0.56

Source: Primary Data (2016)

From the survey, the overall score on recognition and reward was 56%. Preferences for monetary reward topped the list at 72%. Recognition for good work by staff and teams had the least score of 51%. In the 2012 study, recognition scored 65%, signifying a drop given the 2016 score of 56%.

4.8 Remuneration

Remuneration happens to be the most important motivation factor to most employees in Kenya. Many employees evaluate a job to be attractive or not based on the level of remuneration. The same also applies to TSC. This study therefore sought to determine the extent to which TSC secretariat staff were satisfied with TSC remuneration. Opinion was sought on various aspects of remuneration and the results are captured in table 4.8.

Table 4.8: Remuneration

Variable of Satisfaction		Strongly Disagree	Disagree	Indifferent	Agree	Strongly Agree	Satisfaction index
1	TSC gives fair compensation to staff	0.15	0.20	0.19	0.33	0.13	0.65
2	I am satisfied with my present terms and conditions of service	0.14	0.19	0.25	0.32	0.10	0.67
3	My pay is commensurate with my responsibilities, qualifications and performance	0.16	0.20	0.30	0.25	0.09	0.64
4	TSC pays on or before the last day of the month	0.03	0.07	0.07	0.35	0.48	0.90
5	I am satisfied with other benefits and allowances provided by TSC	0.18	0.24	0.22	0.26	0.10	0.58
6	The workload assigned to me by TSC is within acceptable range	0.10	0.18	0.18	0.40	0.14	0.72
Average Satisfaction Index							0.69

Source: Primary data (2016)

Findings indicates that remuneration scored a satisfaction index of 69%. Promptness in payment topped the list in this category with 90%. Satisfaction with other benefits and allowances was at the bottom of the list with a score of 58%. There is a 2% drop in remuneration from 71% in 2012 to 69% in 2016.

4.9 TSC Medical Scheme

Medical care is a necessity for all households. A healthy nation is a productive nation, as they say. Healthy workers perform better in a work place. Because of the importance of medical care, opinion of TSC secretariat staff was sought to determine their level of satisfaction with their medical scheme. Questions were asked on various aspects of the medical scheme and the findings are presented in table 4.9.

Table 4.9: TSC Medical Scheme

Variable of Satisfaction		Strongly Disagree	Disagree	Indifferent	Agree	Strongly Agree	Satisfaction index
1	Amount covered by TSC outpatient medical scheme is adequate	0.34	0.25	0.13	0.22	0.06	0.41
2	Amount covered by TSC inpatient medical scheme is adequate	0.20	0.23	0.16	0.35	0.06	0.57
3	The services provided by TSC medical insurance cover are efficient	0.12	0.20	0.25	0.36	0.07	0.68
4	TSC medical scheme coverage of illnesses and conditions are adequate	0.16	0.20	0.23	0.35	0.06	0.64
5	Medical facilities (hospitals/clinics) that provides adequate services are accessible	0.12	0.16	0.14	0.47	0.11	0.72
Average Satisfaction Index							0.60

Source: Primary Data (2016)

Medical Scheme is an important subject of interest to all categories of employees. Some consider it to be an important component of staff remuneration package. Secretariat staff satisfaction with health package registered a score of 60%, meaning that there are a good number of secretariat staff are appreciating it. The most appreciated aspect of the TSC medical scheme among secretariat staff was the medical facilities at 72% and the least is amount of outpatient cover under the same scheme at 47%. Most secretariat staff however want TSC to: increase outpatient and inpatient amount; include all family members e.g. all spouses, all kids and parents; increase cover amount; cover more illnesses such as optical, dental, diabetes, and medicine.

4.10 Communication

Communication is a very important aspect of management and organizational performance. It enables information to move from one person or group of people to the others. Because of the important roles of communication in the well-being of TSC, opinion of TSC secretariat staff was sought to determine their level of satisfaction with TSC communication systems and practices. Questions were asked on various aspects of communication and the findings are presented in table 4.10.

Table 4.10: Communication

Variable of Satisfaction		Strongly Disagree	Disagree	Indifferent	Agree	Strongly Agree	Satisfaction index
1	TSC practices open, fast and honest communication	0.11	0.22	0.22	0.32	0.13	0.67
2	There is adequate flow of information within TSC	0.12	0.21	0.21	0.34	0.12	0.67
3	There is adequate flow of timely feedback	0.14	0.22	0.27	0.29	0.08	0.64
4	Communications within TSC flow mostly through formal communication channel	0.09	0.12	0.17	0.49	0.13	0.79
5	Means of communication to and from TSC teaching and secretarial staff is adequate	0.12	0.16	0.25	0.36	0.11	0.72
Average Satisfaction Index							0.70

Source: Primary Data (2016)

Overall, communication scored 70% among the TSC secretariat staff in 2016, which was a drop compared to a score of 73% in 2012. Flow of communication through formal channels of communication was the highest in this category with a score of 97%, while a flow of timely feedback had the lowest score of 64%. The TSC secretariat staff also expressed the need to be involved in decision making within TSC.

4.11 Supervision

Staff require guidance as they play various roles within an organization. Employees who are well guided usually achieve a higher level of satisfaction with their work compared to their counterparts who are left on their own. Because of the important place supervision occupies in the life of an employee, the TSC secretariat staff opinion was sought to determine the extent to which they are satisfied with satisfaction. Questions were asked on various aspects of supervision and the findings are presented in table 4.11.

Table 4.11: Supervision

Variable of Satisfaction		Strongly Disagree	Disagree	Indifferent	Agree	Strongly Agree	Satisfaction index
1	My supervisor treats all team members cordially and fairly	0.05	0.15	0.17	0.45	0.18	0.80
2	My supervisor gives clear and helpful direction on work to be done	0.03	0.12	0.14	0.50	0.21	0.85
3	My supervisor is always accessible whenever I need him	0.03	0.10	0.12	0.51	0.24	0.87
4	My supervisor gives prompt and adequate feedback on my work	0.04	0.12	0.18	0.44	0.22	0.84
5	My supervisor considers the opinion of team members before making decisions	0.07	0.20	0.17	0.36	0.20	0.73
Average Satisfaction Index							0.82

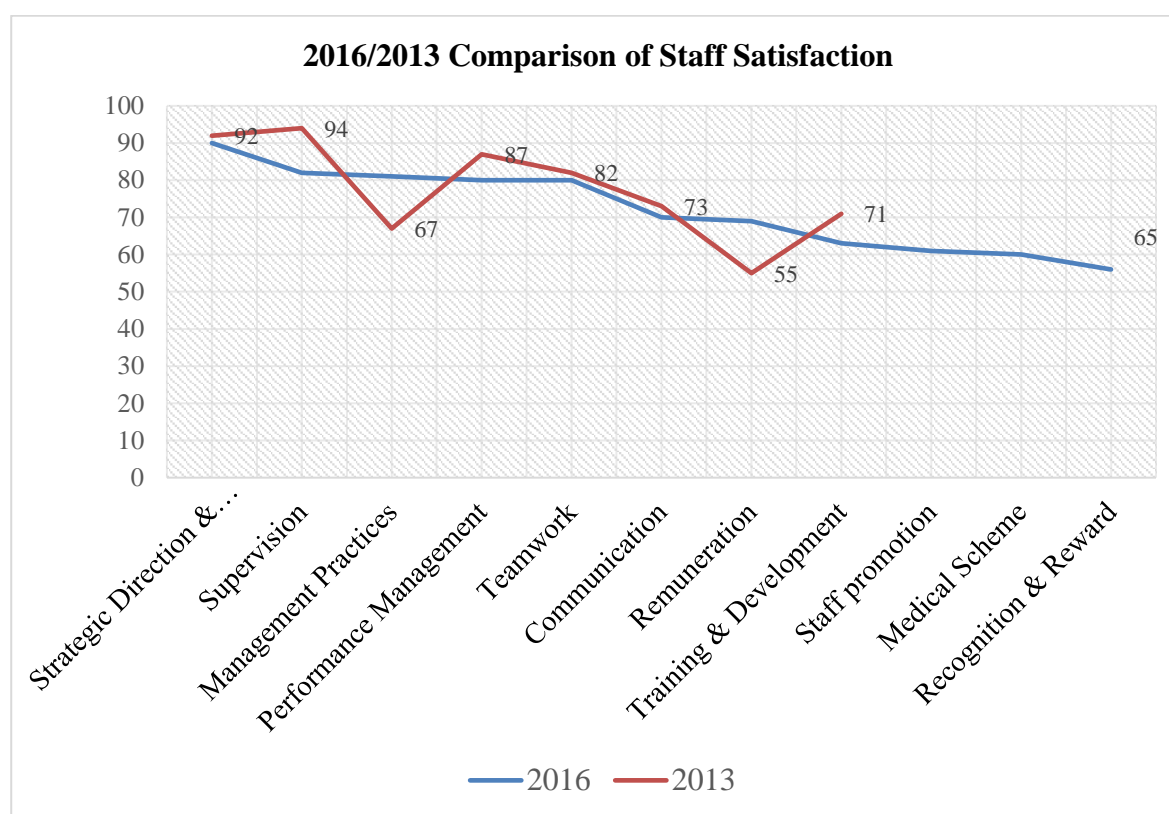
Source: Primary Data (2016)

Findings indicate that supervision registered a score of 82% in 2016, a drop from 94% recorded in 2012. Accessibility of immediate supervisors recorded the highest score of 87% in this category compared to consideration of the opinions of team members by the supervisor before making decisions which scored the lowest with 73% in this category.

4.12 Summary of various aspects of TSC Secretariat Staff Satisfaction Survey

Below is a summary of TSC Secretariat Staff Satisfaction Survey. The year 2016 findings summary has been provided in comparison with those of year 2012 findings summary. Staff promotion and medical scheme were not captured in year 2012 and so their scores for year 2012 are missing. It would be important to note that the variations in scores could be a function of many factors which include but is not limited to actual changes in satisfaction, methodological differences in both data capture and analysis among other factors. So, it is important to take these factors into consideration while interpreting these results given that the research company which has conducted the 2016 survey is different from that which conducted the survey in 2013. The details are provided in table 4.12.

Table 4.12: Summary of Secretariat Staff Satisfaction Index



Source: Primary Data (2016)

From the open-ended questions, it was established that Customer Service (24.1%) and Communication (18.4%) were the 2 areas that the secretariat staff felt that TSC had improved on within the last 2 years. They also felt that Staff Motivation (26.5%) and Training and Development (16.5%) were the 2 areas that TSC was still weak on. The secretariat staff also indicated that they want the medical cover to be improved upon by including better hospitals as well as having more illnesses and drugs in the cover. All the respondents in the survey indicated that they were aware of the TSC medical scheme - 4.8% of them had used the in-patient only, 40% had used the out-patient only and a majority (55.2%) had used both. Most of the respondents (73.1%) were satisfied with the services of hospitals/clinics they had attended, with only 26.9% indicating dissatisfaction. The most common challenges encountered when seeking medical attention under the scheme included unnecessary extra costs from hospitals (16.9%), insufficient funds (14.3%), system failure (11.7%) as well as delays from the insurance providers (9.1%).

4.13 Overall Secretariat Staff Satisfaction Index

The year 2016 overall TSC Secretariat Staff Satisfaction Survey index has been provided in comparison with those of year 2013. Findings indicate that there was a drop from a satisfaction index of 77.1% in 2013 to a satisfaction index of 73% in 2016. The details of these findings are provided in table 4.13.

Table 4.13: Comparison of overall Secretariat Staff Satisfaction Index

Various Aspects of Staff Satisfaction	Year 2016	Year 2013
Strategic Direction & Corporate Image	90	92
Supervision	82	94
Management Practices	81	67
Performance Management	80	87
Teamwork	80	82
Communication	70	73
Remuneration	69	55
Training & Development	63	71
Staff promotion	61	-
Medical Scheme	60	-
Recognition & Reward	56	65
Average	73	77

Source: Primary Data (2016)

4.14 Recommendations for Improving Secretariat Staff Satisfaction

Registering an overall satisfaction index of 73% among secretariat staff is no mean task for TSC. It is a good achievement compared to other state corporations and agencies in Kenya. But there is still a big room for improvement and TSC must consistently work hard without tiring. On the basis of the findings of this study, we would like to make the following recommendations as a way of improving the satisfaction index of the secretariat staff.

- 1. Improvement of Corporate Image:** TSC should improve its corporate image by strengthening on its branding. A brand perception survey should be conducted to identify the weak points and how to strengthen them.

2. **Management:** TSC management has critical leadership roles to play. In order to play these roles effectively, management staff should regularly undergo an appropriate leadership skills training and development programmes.
3. **Performance Management:** The big challenge on performance management is the slow pace of getting feedback on performance appraisal. Without feedback, staff may not tell whether they are doing well or not. This task should be delegated to the heads of departments and clear timelines set for giving performance feedback.
4. **Teamwork:** There should be regular team building exercises. Team building exercises may be undertaken as divisions or departments within TSC. County staff should also be free to organise their team building exercises.
5. **Staff Promotion:** Promotion policy should be implemented to the letter so that there is evident merit in the promotion of staff. There should be an independent promotion committee of the commission with clear standards and procedures to avoid undue influence and pressure on specific individuals.
6. **Training & Development:** We recommend that a Training Needs Analysis be periodically undertaken and appropriate training programmes developed for all cadres of staff. Supervisors should also mentor up some people and give them the opportunity to play higher roles especially when the supervisors are away on leave or other assignments. This gives the subordinates the opportunity to develop. Insecure leadership should be discouraged at all levels.
7. **Communication:** With the advancement in technology, the level of communication can and should be enhanced. Apart from the mobile phones, staff emails should be used and where necessary, departments and divisions may create WhatsApp group for official communications at work and discipline enforced on communications.

CHAPTER FIVE: WORK ENVIRONMENT SATISFACTION REPORT

Attractive and supportive work environment creates an incentive for employees to perform better and stay longer in an organization. Employees who work in a physically and behaviorally supportive work environment are usually motivated to make the best use of their knowledge, skills and competencies. They also tend to use the resources available to them more efficiently hence higher collective productivity. Because of the crucial role work environment plays in the performance of employees, it was indeed necessary that Teachers Service Commission establishes the extent to which their secretariat staff are satisfied with their work environment. To get a balanced picture of satisfaction with the work environment at TSC secretariat, views of staff were sought on a number of areas which are critical to work environment such as health and safety, pollution, workload, workstation (Offices), Stationery and equipment, amenities, commission vehicles, common areas, and other work environment issues. Findings of the survey relating to these issues are presented in this chapter, and specifically in table 5.1.

Table 5.1: Work Environment Survey Findings

Variable of Satisfaction			Strongly Disagree	Disagree	Indifferent	Agree	Strongly Agree	Satisfaction index	Average
1	Health and Safety	There are adequate measures to ensure employee safety at TSC	0.14	0.22	0.23	0.33	0.08	0.64	0.59
		There are regular disaster preparedness drills	0.20	0.28	0.20	0.26	0.06	0.52	
		TSC has trained first aiders/fire marshals	0.22	0.17	0.18	0.34	0.09	0.61	
		The fire extinguishers and emergency exits are accessible and well-marked	0.24	0.15	0.17	0.32	0.12	0.61	
		TSC provides a conducive work	0.18	0.24	0.24	0.26	0.08	0.58	

		environment both physical and psychological							
2	Pollution	I'm not affected by noise pollution and vibration at my work place	0.16	0.18	0.10	0.35	0.21	0.66	0.67
		There is adequate fresh air flow at my place of work	0.17	0.16	0.12	0.36	0.19	0.67	
		My work place is of acceptable humidity for comfort	0.18	0.17	0.15	0.34	0.16	0.65	
		The temperatures at my work place is comfortable for work	0.17	0.20	0.18	0.32	0.13	0.63	
		There is adequate lighting and ventilation for staff to work comfortably	0.09	0.16	0.15	0.42	0.18	0.75	0.80
		My job is not very stressful and challenging	0.06	0.19	0.24	0.40	0.11	0.75	
3	Workload	Workload is manageable if well planned	0.04	0.08	0.14	0.56	0.18	0.88	
		My working schedule provides for a good work-life balance	0.04	0.14	0.20	0.50	0.12	0.82	
		Work load is fairly distributed amongst colleagues in my section	0.09	0.16	0.18	0.43	0.14	0.75	
		TSC offices are generally clean	0.08	0.11	0.17	0.46	0.18	0.81	0.63
4	Workstations/ Offices	The layout of office work stations facilitates good work performance	0.10	0.22	0.19	0.35	0.14	0.68	
		There is adequate work space for each	0.14	0.25	0.20	0.28	0.13	0.61	

		employee							
		There is adequate and appropriate furniture and décor	0.25	0.27	0.20	0.21	0.07	0.48	
		The design of the office I work in is appealing	0.22	0.19	0.23	0.29	0.07	0.59	
5	Stationery & Equipment	Stationery are available and in sufficient quantities	0.14	0.22	0.20	0.33	0.11	0.64	0.56
		Electronics are available and well distributed	0.27	0.26	0.16	0.24	0.07	0.48	
6	Amenities	The washrooms are well lit, clean and hygienic	0.22	0.16	0.21	0.31	0.10	0.62	0.60
		Facilities in the wash rooms are functional and well maintained	0.22	0.21	0.18	0.29	0.10	0.57	
		There is sufficient supply of sanitary materials	0.22	0.24	0.16	0.29	0.09	0.54	
		The washroom facilities are conveniently located	0.17	0.15	0.14	0.40	0.14	0.68	
7	Commission Vehicles	TSC has well maintained and clean vehicles	0.07	0.08	0.18	0.43	0.24	0.85	0.81
		The vehicles are well driven	0.03	0.07	0.15	0.51	0.24	0.90	
		The vehicles are sufficient and are readily available for official use	0.11	0.21	0.19	0.33	0.16	0.68	
8	Communication	There are sufficient telephone lines and extensions	0.27	0.22	0.19	0.21	0.11	0.51	0.63
		The staff have easy access to email and internet services within TSC	0.14	0.16	0.17	0.39	0.14	0.70	

		There is adequate communication related to safety and health issues at TSC	0.13	0.19	0.25	0.31	0.12	0.68	
9	Common Areas	Reception area gives a good reflection of TSC image	0.11	0.14	0.17	0.42	0.16	0.75	0.66
		Waiting room(s) is/are appealing	0.12	0.15	0.24	0.34	0.15	0.73	
		Boardroom/meeting room(s) is/are appealing and comfortable	0.14	0.18	0.20	0.37	0.11	0.68	
		There is ample, secure parking for TSC's staff and visitors	0.27	0.24	0.17	0.21	0.11	0.49	
10	Other work environment issues	HIV/AIDS policy at TSC is fully observed and implemented	0.10	0.10	0.24	0.41	0.15	0.80	0.77
		Gender Mainstreaming policy at TSC is fully observed and implemented	0.11	0.16	0.25	0.36	0.12	0.73	
		Disability Mainstreaming policy at TSC is fully observed and implemented	0.11	0.12	0.26	0.38	0.13	0.77	
Average Satisfaction Index									0.67

Source: Primary Data (2016)

5.1 Health and Safety

It is in the interest of every organization that all employees should work in an environment where there are no situations that could cause harm and health-related problems to them. Effort is therefore always made to ensure that health and safety practices are integrated into the daily activities of the organization. TSC has put its health and safety policies and practices in place, but there is need to establish if they meet the expectations of her secretariat staff. Health

and safety therefore forms an important aspect of work environment. The study therefore sought to establish if TSC secretariat staff are satisfied with this aspect of the work environment. Their opinion was therefore sought and the results are presented in table 5.1.

The results indicate a satisfaction index of 59% for health and safety with measures ensuring employee health and safety leading with a score of 64% and regularity of disaster preparedness drills coming at the bottom of this category with a score of 52%.

5.2 Pollution

According to the study done by the Department of Geospatial and Space Technology of the University of Nairobi in 2015, it was found that the noise levels within and around the CBD working areas varied from 61 db to 78 db on average, which is very high, and is thus a potential danger to healthy hearing. Air pollution has been found to be among the leading global risks for mortality and responsible for increasing the risk of chronic diseases. The TSC Secretariat Staff perceptions on exposure to all forms of pollution within the work place is critical in determining the actions TSC will take to reduce pollution. The study therefore sought to establish if TSC secretariat staff are satisfied with the level of effort made to reduce all forms of pollution they are facing at the work place. Corresponding results are presented in table 5.1.

Findings indicate that a satisfaction level of 67% with adequacy of lighting and ventilation leading in this category with a score of 75%. Comfort of temperature was ranked the lowest with a score of 63%. Employees working in different parts of the country experience different forms of pollution and at different levels. Although the problem of pollution is a situation that goes beyond TSC to solve as an institution, effort can be made to minimize its impacts in geographic locations that may prove to be extreme by installing such gadgets like air conditioners and improved lighting equipment. Pollution associated with behavioral aspects of employees can also be addressed through training and enforcing of policies than minimize staff noise within the office.

5.3 Workload

Work overload leads to increase in stress, staff turnover and lower job satisfaction. To avoid all these, it is important that TSC establishes the appropriate work load among his staff. In order to establish the perception of staff on work load, their opinion was sought on various aspects of workload and the results are presented in table 5.1. The survey findings indicate a satisfaction index of 80% with the workload. Manageability and planning of workload topped

the list in this category with a score of 88% while distribution of workload among the staff had the least score of 75%.

5.4 Work stations (Offices)

Work station is the actual place where one performs his day to day task. The condition of the work station determines whether one is able to concentrate and put in their best or not. A good workstation will no doubt increase one's productivity. But a bad work station can have real negative impact on one's health. To ensure productivity at the work place, TSC must ensure that her staff have suitable work stations. Suitability of work stations can more accurately be explained by the employees themselves. For this reason, the study sought the opinion of secretariat staff on their perception of the work stations. Findings are contained in table 5.1. The satisfaction index with work stations was 63%. The most appreciated aspect of work station was cleanliness of TSC offices which registered a score of 81% while the least appreciated aspect was adequacy of furniture and appropriateness of the décor at 48%.

5.5 Stationery and Equipment

Stationery and other work equipment are basic items that one needs to carry out office work. Availability and non-availability of these basic items may determine whether work gets done or not at the basic office level. The study sought the views of the secretariat staff on their perception on the availability and adequacy of these items. Findings are contained in table 5.1. Findings show a satisfaction index of 56%. Stationery registered a satisfaction index of 64% while availability of electronic equipment registered a score of 48%.

5.6 Amenities

The presence and condition of basic amenities goes a long way in motivating the staff. Offices with good amenities make it easier for employees to carry on with their work without much difficulties. It was in the interest of TSC to get the views of secretariat staff with regard to basic amenities within the offices. Findings of the study indicate a satisfaction index of 60% with the convenient location of washrooms topping this category at 68% while sufficiency in supply of sanitary materials scoring the least at 54%.

5.7 Commission Vehicles

Transportation facilitates the movement of staff and materials from one location to another. A good transport system within an organization improves operational efficiency but a bad one

can reduce the service levels. TSC is doing what it can to provide transport particularly using internal fleet. To find out the perception of TSC secretariat staff on commission vehicles, their opinion was sought and captured in table 5.1. Study findings indicates a satisfaction index of 81% with commission vehicles. Availability of commission vehicles scored the least of 68%.

5.8 Common Areas

Availability, management and usage of common areas can increase or reduce efficiency in the work place. Common areas need to be managed well and used responsibly by all for the benefit of all. It was necessary that the views of secretariat staff on common areas be captured to determine if an improvement is required. Findings show a satisfaction index of 66% with common areas. Design and organization of the reception area leads in this category with a score of 75%. Parking space scored the least with 49%.

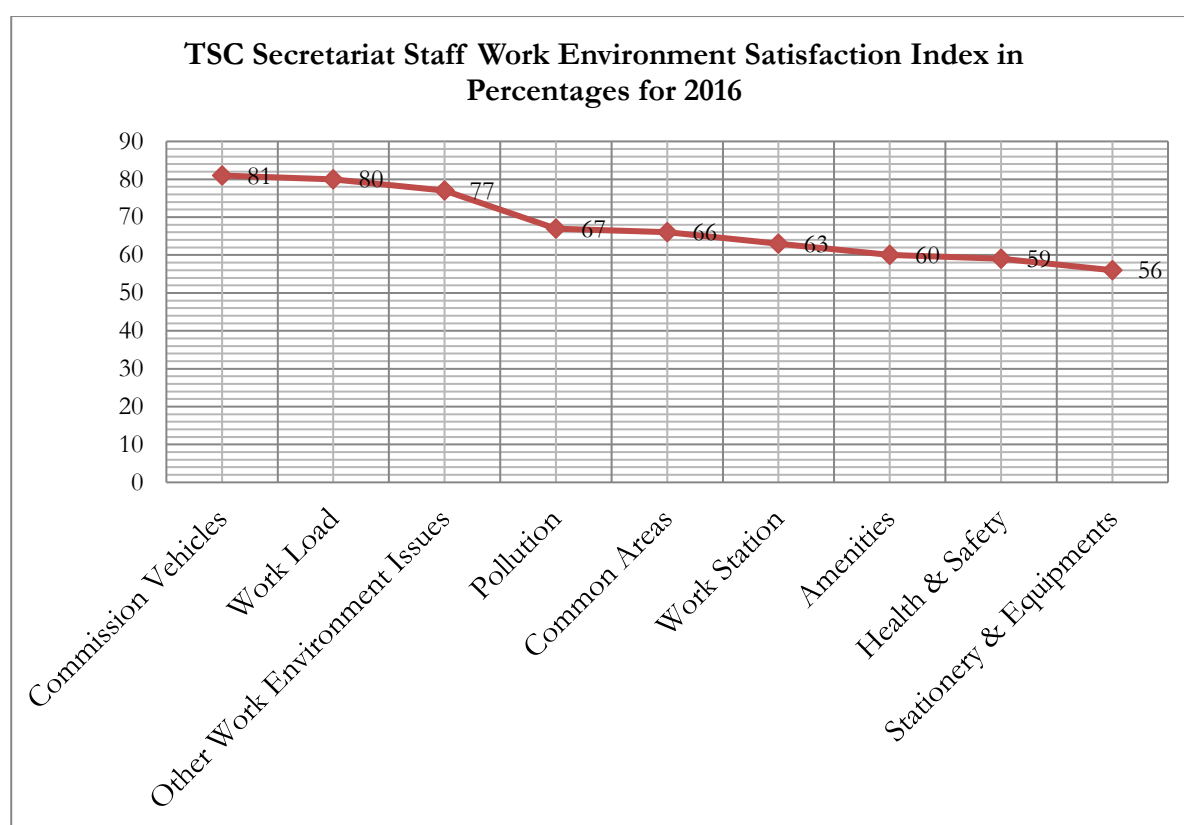
5.9 Other Work Environment Issues

Opinion of TSC secretariat staff on other work environment issues not otherwise captured in the sections presented above were captured and results presented in table 5.1. The general satisfaction with this category was 77%, with observance and implementation of HIV/AIDS policy topping with 80%. Gender mainstreaming scored the least at 73%. In 2012, Observance and implementation of HIV/AIDS policy scored 74%, Gender mainstreaming scored 66% while disability mainstreaming scored 62%.

5.10 Overall Work Environment Score

The work environment registered an overall satisfaction index of 67% in 2016 compared to a score of 58.6% registered in 2013. Due to the differences in choice and operationalization of work environment study variables, appropriate comparison with the 2013 satisfaction was not possible except for three variables under other work environment issues such as HIV/AIDS, gender and disability mainstreaming. Summary of overall work environment satisfaction index is provided in table 5.2.

Table 5.2: Summary of TSC Staff Work Environment Satisfaction Index



Source: Primary Data (2016)

5.11 Recommendations for Work Environment Survey Improvement

An overall satisfaction index of 67% on work environment is not good enough. Much needs to be done to improve this index. Specific focus has been made on work environment issues that need to be addressed. Based on the findings of the study, we recommend as follows:

1. **Health & Safety:** Health & Safety starts with creating awareness through training. There should be a clear health & safety policy implemented to the latter. A health & safety committee should be in place and they should have teams adequately trained and equipped with first aid skills, fire marshalling skills, disaster preparedness skills and terrorism and counterterrorism skills.
2. **Work Load:** Periodically conduct job evaluation to evenly distribute workload among staff based on the skills and responsibilities placed upon them. Promote job-work balance among staff and reduce stressful situations in the work place.
3. **Work Stations:** TSC recently moved to an ultra-modern office in upper hill. A tour of the premise shows that it is already congested. Starting with cities and major towns of Kenya,

TSC must continue building county level offices to ease congestion at the headquarters and take services closer to the people. Kenya's population is gradually expanding and TSC will be dealing with an increasing number of stakeholders each new year and this must not be left to chance, everything needs to be planned for adequately. The department of policy, planning and research may need to have its mandate expanded to include physical planning for TSC premises.

Reorganization of service design is also necessary across all TSC offices. For instance, the procurement department can be equipped with four-seater work stations to reduce space wastage, a common meeting space with suppliers to minimise interruption to other procurement staff and a reception desk to direct visitors to the relevant officers that they should see. Also, a waiting bay for visitors is necessary. We believe all this will adequately fit in. The help of interior designers can be sought in case of difficulty.

4. **Stationery and Equipment:** TSC should work towards implementing paperless e-system to reduce expenses and inconveniences associated with paper based stationery.
5. **Common Areas:** Observation and experiences indicate challenges with common areas such as parking. This is a huge challenge that requires hard thinking to solve. We don't have clear cut recommendations on this but external sourcing of parking and carpooling among staff, especially those coming from the same estate may be options to be considered. It is necessary that few parking spaces be allocated to tier 2 customers who may be visiting TSC for important reasons.

CHAPTER SIX: TEACHER SATISFACTION SURVEY REPORT

Teachers are the core staff (Tier one customers) of the Teachers Service Commission. As per the most recent TSC statistics (2015), the Teachers Service Commission was managing 298,060 teachers deployed in approximately 28,000 public education institutions spread in every part of the country. Meeting the expectations of approximately 300,000 teachers working in different geographical, ecological, social, and professional environment would be a tall order for any management team. Despite the challenge, TSC is committed to not only building appropriate integrated service delivery channels through various initiatives but also continuously assessing to see how they are contributing towards teacher's satisfaction as employees of TSC. For this reason, TSC commissioned this study to among other areas assess the satisfaction of teachers in 2016.

The study focused on areas that are perceived to be pertinent to the satisfaction of teachers. The areas in which the views of the teachers were sought include strategic direction and corporate image of TSC, teacher registration, teacher recruitment, deployment of teachers, teacher promotions, discipline of teachers, teacher training, teaching standards, teacher motivation, teacher remuneration, TSC Medical Scheme, communication, service environment, customer care and quality of service. Opinion of teachers in each of the mentioned areas were sought and presented in this chapter. Out of the targeted 1537 teachers, we realized 1560 responses, the study therefore realized a response rate of 101.5% which is excellent (A+). Please see the findings as detailed in the subsequent sections.

6.1 Strategic Direction and Corporate Image of TSC

The strategic orientation and direction of an institution is always an important factor to each employee. Every employee wants to see that he or she is part of an organization with a future derived from the direction it is headed. Employees also want to be associated with an institution with good corporate image. A bad institutional image hurts employees' personal esteem and integrity, and can cause high staff turnover. The opinion of teachers was therefore sought across the country on several issues that influence the strategic direction and corporate image of TSC and their responses were captured in table 6.1.

Table 6.1: Strategic Direction and Corporate Image of TSC

Variable of Satisfaction		Strongly Disagree	Disagree	Indifferent	Agree	Strongly Agree	Satisfaction index
1	TSC has a clear vision, mission and mandate	0.10	0.11	0.10	0.44	0.25	0.79
2	TSC has a clearly and meaningfully stated organizational objectives	0.07	0.12	0.11	0.48	0.22	0.71
3	TSC's vision, mission, objectives and values are adequately communicated	0.11	0.13	0.16	0.43	0.17	0.76
4	TSC's vision, mission, objectives and values are inspiring	0.12	0.17	0.17	0.40	0.14	0.71
5	TSC's vision, mission, objectives and values are well implemented in practical sense	0.17	0.21	0.21	0.32	0.09	0.62
6	TSC has a good corporate image among stakeholders	0.26	0.22	0.16	0.26	0.10	0.52
Average Satisfaction Index							0.69

Source: Primary Data (2016)

From the findings, the satisfaction level with strategic direction and corporate image among teachers stood at 69%. The most satisfying element in this category was clarity of vision, mission and mandate with a score of 79%. The element which provided the least satisfaction was the TSC corporate image among the stakeholders at 52%. The reasons as to why corporate image scored a low of 52% was out of the scope of this study but should be explored to give insight on how to improve the image among the stakeholders.

6.2 Teacher Registration

TSC pursues a policy objective which requires that a person must be registered by TSC to teach in any educational institution, whether public or private. The policy objectives seek to monitor and regulate teaching standards nationally. In its service charter, TSC commits to process and register qualified teachers and dispatch the certificate of registration within two months upon receipt of application for registration. To establish the extent to which teachers are satisfied

with teacher registration services, their opinions were sought across the country and resulting response have been consolidated in table 6.2.

Table 6.2: Teacher Registration

Variable of Satisfaction		Strongly Disagree	Disagree	Indifferent	Agree	Strongly Agree	Satisfaction index
1	Requirements for teacher registration are clear and easy to access	0.09	0.14	0.11	0.43	0.23	0.77
2	Opportunities for teacher registration are accessible at every county	0.09	0.13	0.14	0.42	0.22	0.78
3	Teacher registration process are efficient and credible	0.10	0.18	0.19	0.37	0.16	0.72
4	TSC registers and dispatches teacher registration certificates within two months	0.17	0.20	0.21	0.30	0.12	0.63
5	Teachers receive their registration certificates safely and at desired locations	0.12	0.15	0.17	0.37	0.19	0.73
Average Satisfaction Index							0.73

Source: primary data (2016)

Results indicate that teacher registration realized an overall satisfaction index of 73% in 2016 compared to the 90% realized in 2012, indicating a significant drop. The element which received the highest score in this category was accessibility of teacher registration at the county level with a score of 78%. The least was ability of teachers to receive their registration certificates safely and within two months as promised in the service charter with a score of 63%.

6.3 Teacher Recruitment

There is no doubt that teacher recruitment would attract a lot of attention during this era of diminishing job opportunities in Kenya. For this reason, TSC came up with a demand-driven recruitment policy that also takes into consideration budgetary provisions and establishments in public educational institutions. The policy also seeks to promptly replace teachers who leave the service through natural attrition. Opinions of teachers across the country were sought to establish their satisfaction with TSC recruitment practices and the results captured in table 6.3.

Table 6.3: Teacher Recruitment

Variable of Satisfaction		Strongly Disagree	Disagree	Indifferent	Agree	Strongly Agree	Satisfaction index
1	The TSC teacher recruitment policy is followed to the letter	0.23	0.24	0.16	0.27	0.10	0.53
2	There is fairness, transparency and professionalism in teacher recruitment by TSC	0.27	0.24	0.17	0.24	0.08	0.49
3	TSC issues a letter of probationary appointment upon placement on payroll	0.08	0.11	0.14	0.45	0.22	0.81
4	Teaching vacancies are advertised and successful applicants recruited within 3 months	0.14	0.16	0.16	0.38	0.16	0.70
5	Teachers are confirmed within 30 days upon completion of six months' probation.	0.17	0.18	0.18	0.31	0.16	0.65
Average Satisfaction Index							0.64

Source: Primary Data (2016)

The overall satisfaction index with teacher recruitment across the country stood at 64%. The most satisfying element of teacher recruitment was the issuance of a letter probationary appointment upon placement on payroll at 81%. The least score was on fairness, transparency and professionalism in teacher recruitment with a score of 49%. Full implementation of recruitment policy did not score any better at 53%.

6.4 Deployment of Teachers

TSC has a clear policy on teacher deployment that seeks to achieve optimal utilization of teachers with the aim of reducing the intra and interregional disparities in teacher distribution. To establish satisfaction, teachers' opinion was sought on the various aspects of teacher deployment and findings consolidated in table 6.4.

Table 6.4: Teacher Deployment

Variable of Satisfaction		Strongly Disagree	Disagree	Indifferent	Agree	Strongly Agree	Satisfaction index
1	Teacher deployment is done equitably within and across all counties of Kenya	0.34	0.25	0.14	0.20	0.07	0.41
2	Deployment is sensitive to gender and marginalized groups	0.25	0.28	0.18	0.23	0.06	0.47
3	Upon employment, posting is done within 14 days	0.19	0.20	0.19	0.31	0.11	0.61
4	Teacher concerns are considered during deployment	0.28	0.25	0.17	0.25	0.05	0.47
5	Employees reporting from study leave are posted within 14 days	0.14	0.17	0.26	0.34	0.09	0.69
6	A teacher who has his interdiction or suspension revoked is posted within 14 days	0.14	0.17	0.27	0.33	0.09	0.69
7	Interview for deployment is done within 30 days upon receipt of application	0.15	0.18	0.23	0.35	0.09	0.67
8	Request for transfer are acknowledged within 14 days after receipt of application	0.33	0.21	0.17	0.22	0.07	0.46
9	Decision on transfer is communicated within 30 days of commission's decision	0.27	0.18	0.19	0.26	0.10	0.55
Average Satisfaction Index							0.58

Source: Primary data (2016)

The overall satisfaction index with teacher deployment was 58%. Employees reporting from study leave, interdiction, or suspension getting posted within 14 days topped the list at 69%. Equitable deployment of teachers within and across all counties of Kenya tailed this category with a score of 41%. In the same range was acknowledgement to request for transfer with a score of 46%. Sensitivity to gender and marginalised groups and consideration of teachers concerns when it comes to deployment did not do any better at 47%. There is no doubt about the fact that achieving TSC mandate while at the same time accommodating teachers wishes when it comes to deployment is a delicate balance. But TSC must continue working hard to take teachers concerns into consideration while carrying out deployment.

6.5 Teacher Promotion

Teachers Service Commission pursues a teacher promotion policy guided by the existing schemes of service and vacancies. The scheme of service provides for competitive promotion. The policy is also premised on projected and actual budgetary provisions on teacher career progression. To find out the satisfaction of teachers on matters promotion, their opinions were sought across the country and findings consolidated in table 6.5.

Table 6.5: Teacher Promotions

Variable of Satisfaction		Strongly Disagree	Disagree	Indifferent	Agree	Strongly Agree	Satisfaction index
1	The teacher promotion is done as per the laid down policy and the scheme of work	0.36	0.20	0.14	0.21	0.09	0.44
2	Results of promotional interviews are promptly updated on TSC website	0.19	0.19	0.20	0.31	0.11	0.62
3	Selected applicants for Teacher Proficiency Course get notified by 30th January	0.15	0.18	0.24	0.32	0.11	0.67
4	Teacher Proficiency Courses are done in April and results released by 1st July	0.13	0.14	0.22	0.38	0.13	0.73
5	Teacher Proficiency Course successful candidates get promoted from 1st September	0.16	0.15	0.24	0.32	0.13	0.69
6	Common cadre promotions get done within 30 days after receipt of favorable report	0.21	0.19	0.24	0.28	0.09	0.61
Average Satisfaction Index							0.63

Source: Primary Data (2016)

The overall satisfaction index on teacher promotion stood at 63%. The timely release of the results of teacher proficiency course by 1st of July topped this category with a score of 73%. Promotion of teachers as per the laid down policy and scheme of work scored a low of 44% pointing to a potential internal anomaly when it comes to promotions.

6.6 Discipline of Teachers

In as much as indiscipline among teachers can be caused by various socio-economic and cultural factors, it is important for management to realize how much they could contribute to indiscipline at the work place. The common causes of employee indiscipline have been found to be as follows:

6.6.1. Unfair Management Practices:

Management sometimes indulges in unfair practices like:

- a) Wage discrimination
- b) Non-compliance with promotional policies and transfer policies
- c) Discrimination in allotment of work
- d) Defective handling of grievances
- e) Payment of low wages
- f) Delay in payment of wages
- g) Creating low quality work life etc.

6.6.2. Absence of Effective Leadership

Absence of effective leadership results in poor management in the areas of direction, guidance, instructions etc. This in turn, results in indiscipline.

6.6.3. Communication Barriers

Communication barriers and absence of humane approach on the part of superiors result in frustration and indiscipline among the workers. The management should clearly formulate the policies regarding discipline. These policies should be communicated and the policies should be consistently followed in the organisations. The management should also be empathetic towards the employees.

6.6.4. Varying Disciplinary Measures

Consistent disciplinary actions must be there in the organisation to provide equal justice to all concerned. At different times and for everyone, the same standard of disciplinary measures should be taken otherwise it may give rise to growing indiscipline in the service in future i.e.,

the judicious function on the part of TSC management must be free from any bias, privilege or favoritism.

6.6.5. Defective Supervision

A supervisor is the immediate boss of the teachers and many disciplinary problems have their causes in faulty supervision. The attitude and behavior of the supervisor may create many problems. As the maintenance of discipline is the core of supervisory responsibilities, indiscipline may spring from the want of the right type of supervision.

6.6.6. Inadequate attention to personnel Problems

Delay in solving personnel problems develops frustration among individual workers. The TSC management should be proactive so that there is no discontent among the teachers. It should adopt a parental attitude towards its employees. However, it should be noted that no relationship can continue for long if it is one-sided. The workers should also live up to their commitments. They should be reasonable in their demands.

6.6.7. Victimization

Victimization of subordinates also results in indiscipline. The management should not exploit the workers. It is also in the long-term interest of the management to take care of its internal customers

6.6.8. Absence of Code of Conduct

This creates confusion and provides chances for discrimination while taking disciplinary action. A code of conduct is a set of rules outlining the responsibilities and proper practices for the teachers. Related concepts include ethical codes and honor codes.

6.6.8. Divide and Rule Policy

Many managers in the business obtain secret information about other employees through their trusted assistants. The spying on employees only produces a vicious atmosphere and is undesirable in the organization. Henry Fayol has rightly pointed out that dividing enemy forces to weaken them is clever, but dividing one's own team is grave sin against the business. No

amount of management skill is necessary for dividing personnel, but integrating personnel into a team is the challenging task of sound management.

6.6.9. Deferring settlement of Employee Grievances

The employee grievances cannot be put off by deferring or neglecting their solutions. The grievances should properly be inquired into and settled by the managers in a reasonable period. Neglect of grievances often results in reduced performance, low morale and indiscipline among the employees. Strikes and work stoppages stem in many cases from the utter neglect of employee grievances.

6.6.10. Misjudgment in Promotion and Placements

Misjudgment in personnel matters like promotion and placements contribute to the growth of indiscipline in an enterprise. Cases of misjudgment are carefully noted, widely circulated, and hotly debated by the employees. Expecting discipline from misruled people is not possible. Sometimes, undesired persons are placed on the jobs which makes the employees discontented, then giving rise to the problem of indiscipline.

Literature review conducted confirms that TSC has a policy on teacher discipline that aims at regulating the professional conduct of teachers in and out of the classroom. The rationale of the policy is to ensure fairness in justice and provision of opportunity for teachers with discipline cases to undergo the due process while at the same time injecting efficiency in the administration of disciplinary procedures. Opinion of teachers across the country was sought to establish their satisfaction with disciplinary procedures and the results of this are contained in table 6.6.

Table 6.6: Discipline of Teachers

Variable of Satisfaction		Strongly Disagree	Disagree	Indifferent	Agree	Strongly Agree	Satisfaction index
1	Discipline cases are determined within six (6) months from the registration date	0.12	0.13	0.22	0.39	0.14	0.75
2	Decisions on discipline cases are communicated within 28 days from hearing	0.10	0.15	0.26	0.37	0.12	0.75
3	Disciplinary cases are handled fairly without fear, favor or prejudice	0.16	0.17	0.20	0.32	0.15	0.67
4	Generally, teachers conduct themselves appropriately in class	0.04	0.07	0.12	0.43	0.34	0.89
5	Teachers conduct themselves well outside classroom	0.06	0.09	0.16	0.40	0.29	0.85
Average Satisfaction Index							0.78

Source: Primary Data (2016)

From the findings, the overall satisfaction index with discipline of teachers is 78%. The leading element in this category is appropriateness of teachers conduct in class at 89%. The least is the fairness with which disciplinary cases are handled at a score of 67%.

6.7 Teacher Training

TSC takes teacher training very seriously. As such, TSC pursues a policy on review of standards on professional qualifications and competence within the teaching service. The TSC policy on standards and training empowers the commission to establish teacher professional development programmes that prompt teachers to progressively acquire additional knowledge and skills during service. Perception surveys among the teachers help gauge to what extent TSC has done well in teacher training. Teachers were therefore asked to give their opinion on this subject and their satisfaction on the same are presented in table 6.7.

Table 6.7: Teacher Training

Variable of Satisfaction		Strongly Disagree	Disagree	Indifferent	Agree	Strongly Agree	Satisfaction index
1	As a teacher, I was adequately trained for my teaching work	0.04	0.04	0.04	0.30	0.58	0.92
2	The subject content during my teacher training was adequate and relevant	0.03	0.05	0.06	0.36	0.50	0.92
3	The extra curriculum training I got as a teacher is helpful in my present work	0.05	0.06	0.08	0.41	0.40	0.89
4	TSC teacher professional development program is accessible to all teachers	0.17	0.16	0.17	0.31	0.19	0.67
5	TSC recognizes academic advancement through rewards and promotion	0.25	0.16	0.16	0.26	0.17	0.59
Average Satisfaction Index							0.80

Source: Primary Data (2016)

Study findings registered an overall satisfaction in index of 80% on teacher training. Adequate training for teachers and adequacy and relevance of subject content were the highest in this category with scores of 92%. TSC recognition of academic advancement through reward and promotion scored the lowest (59%) in this category.

6.8 Teaching Standards

Standards of teaching service directly influence the outcome of education at every level. Everything may be right but if teaching standards are poor, learners will not achieve much and the broad aims of education will not be achieved. Teaching standards also matter to core stakeholders like teachers who have learners at heart. To gauge satisfaction with teaching standards, opinion of teachers was sought across the country and the results captured in table 6.8.

Table 6.8: Teaching Standards

Variable of Satisfaction		Strongly Disagree	Disagree	Indifferent	Agree	Strongly Agree	Satisfaction index
1	TSC maintains good standards of professional qualifications	0.09	0.10	0.13	0.45	0.23	0.81
2	Generally, teachers teaching under TSC are competent and teaches well	0.05	0.06	0.10	0.44	0.35	0.89
3	Teachers comply with teaching standards in accordance with regulations in TSC Act	0.04	0.06	0.11	0.47	0.32	0.90
4	TSC has relevant and adequate teacher professional development Program	0.11	0.18	0.19	0.34	0.18	0.71
5	Teachers progressively acquire additional knowledge and skills while in service	0.09	0.09	0.12	0.39	0.31	0.82
Average Satisfaction Index							0.83

Source: Primary Data (2016)

Study results show that the overall satisfaction index for teaching standards was 83%. Teachers' compliance with teaching standards as per the TSC Act tops in this category with a score of 90%. The relevance and adequacy of teacher professional development programs by TSC scored the least at 71%.

6.9 Teacher Motivation

As we discuss the subject of motivation, it should be well understood that the practice of motivation can be so simple yet so complex to implement especially for an organization employing large number of employees like TSC. Despite this challenge, there should be no letting by TSC about motivation. TSC must press on in its effort to keep the employees motivated. To gauge the level of teacher's motivation, the survey sought to establish teacher's opinion on their motivation. The results of teacher's opinion are captured in table in table 6.9.

Table 6.9: Teacher Motivation

Variable of Satisfaction		Strongly Disagree	Disagree	Indifferent	Agree	Strongly Agree	Satisfaction index
1	As a teacher, I am motivated enough to do my work	0.45	0.22	0.12	0.14	0.07	0.33
2	TSC puts enough effort to motivate teachers	0.50	0.25	0.12	0.08	0.05	0.25
3	TSC motivates teachers in many ways	0.48	0.24	0.15	0.09	0.04	0.28
4	I am well motivated by financial gains	0.51	0.21	0.12	0.10	0.06	0.28
5	I get well motivated by non-financial ways	0.41	0.19	0.14	0.18	0.08	0.40
Average Satisfaction Index							0.31

Source: Primary Data (2016)

Study findings shows that the overall satisfaction index with teacher motivation was 31%, a very low score with each element in this category scoring 40% and below. The worst rated was effort put by TSC to motivate staff at 25%. Financial and non-financial motivation also scored very low (28%).

6.10 Teacher Remuneration

Remuneration is central to the heart of employees who work basically for pay. For such employees, a job that does not pay what they expect is a bad job and a job that pays what they want is a good job. A good number of teachers under TSC may fall in this category, thus making the issue of remuneration a thorny issue. This explains why there are endless teacher strikes meant to pressurize the government to increase teacher's pay. Findings on teacher remuneration are presented in table 6.10.

Table 6.10: Teacher Remuneration

Variable of Satisfaction		Strongly Disagree	Disagree	Indifferent	Agree	Strongly Agree	Satisfaction index
1	Generally, TSC pays well compared to other government agencies	0.58	0.21	0.09	0.08	0.04	0.21
2	Salaries and allowances are paid on or before the last day of each month	0.27	0.19	0.10	0.31	0.13	0.54
3	Pay slips are available and accessible on or before the last day of each month	0.21	0.15	0.13	0.35	0.16	0.64
4	Returned salaries are processed and paid within 21 days upon receipt of claim	0.22	0.18	0.27	0.24	0.09	0.60
5	Upon promotion, salaries are adjusted within 30 days	0.29	0.19	0.18	0.25	0.09	0.52
6	Pay point changes are effected by end of the month if received before 15th day	0.19	0.18	0.21	0.29	0.13	0.63
7	New appointees have their salaries paid within 30 days upon reporting on duty	0.38	0.21	0.16	0.17	0.08	0.41
Average Satisfaction Index							0.51

Source: Primary Data (2016)

From the study, teacher remuneration has an overall satisfaction index of 51%. Availability of pay slip on or before the last day of each month registered the highest score of 64% in this category. Poor payment by TSC as compared to other government agencies scored the poorest in this category with a score of 21%. Timely salary payment of new appointees did also not do any better at 41%.

6.11 Medical Scheme

Healthcare is an important service to each family including those of teachers. The subject of teacher's medical scheme has been widely discussed in the media for several reasons. The study sought to establish the extent to which teachers are satisfied with the medical scheme as it existed in July 2016. Their views were captured presented in table 6.11.

Table 6.11: Medical Scheme

Variable of Satisfaction		Strongly Disagree	Disagree	Indifferent	Agree	Strongly Agree	Satisfaction index
1	Amount covered by TSC outpatient medical scheme is adequate	0.39	0.24	0.13	0.18	0.06	0.37
2	Amount covered by TSC inpatient medical scheme is adequate	0.37	0.24	0.14	0.20	0.05	0.39
3	The services provided by TSC medical insurance cover are efficient	0.39	0.24	0.14	0.18	0.05	0.37
4	TSC medical scheme coverage of illnesses and conditions are adequate	0.38	0.24	0.15	0.18	0.05	0.38
5	Medical facilities (hospitals/clinics) that provide adequate services are accessible	0.38	0.22	0.13	0.19	0.08	0.40
Average Satisfaction Index							0.38

Source: Primary Data (2016)

Study findings record that the overall satisfaction of teachers across the country with medical scheme registered a score of 38%. Amount and services covered by the TSC medical insurance scored the least at 37%. Medical facilities that provide adequate services had the highest score of 40%. The score of key elements within medical scheme was 40% and below meaning that there was general dissatisfaction.

6.12 Communication

Communication plays a key role in the success of any workplace program or policy and serves as the foundation for all five types of psychologically healthy workplace practices. Communication about workplace practices helps achieve the desired outcomes for the employee and the organization in a variety of ways. Teachers need to communicate with their superiors and juniors. The quality of communication maintained between the teachers greatly affects performance in their work. To establish the satisfaction levels on communication among the teachers, their views were sought and the results captured presented in table 6.12.

Table 6.12: Communication

Variable of Satisfaction		Strongly Disagree	Disagree	Indifferent	Agree	Strongly Agree	Satisfaction index
1	TSC practices open, fast and honest communication	0.20	0.25	0.16	0.31	0.08	0.55
2	There is adequate flow of information within TSC	0.17	0.22	0.17	0.35	0.09	0.61
3	Communications within TSC flow mostly through formal communication channel	0.12	0.15	0.17	0.45	0.11	0.73
4	Means of communication to and from TSC teaching and secretarial staff is adequate	0.17	0.21	0.20	0.34	0.08	0.62
5	TSC responds to correspondence within 14 days	0.21	0.24	0.21	0.26	0.08	0.55
Average Satisfaction Index							0.61

Source: Primary Data (2016)

From the study finding, the overall satisfaction index with communication was 61%. Flow of communication through formal channels scored the highest in this category at 73%. Open, fast, honest communication scored the least at 55%.

6.13 Service Environment

A healthy work environment motivates employees to produce optimally. Unsupportive work environment can greatly hinder productivity and lead to staff motivation. Teachers across the country work in extremely varying work environment. To find out if teachers are satisfied with their work environment, their opinion was sought on the same and the results captured presented in table 6.13.

Table 6.13: Service Environment

Variable of Satisfaction		Strongly Disagree	Disagree	Indifferent	Agree	Strongly Agree	Satisfaction index
1	Service environment in TSC offices is conducive	0.15	0.20	0.18	0.35	0.12	0.65
2	Facilities at TSC offices are in good condition	0.11	0.20	0.20	0.37	0.12	0.69
3	TSC offices are tidy and well equipped for service	0.11	0.17	0.19	0.40	0.13	0.72
4	TSC offices has well maintained visitors waiting bays	0.15	0.18	0.17	0.37	0.13	0.67
5	TSC embraces use of modern technology in service delivery	0.10	0.14	0.15	0.43	0.18	0.76
Average Satisfaction Index							0.70

Source: Primary Data (2016)

Study results registered a satisfaction index of 70% with service environment. This means that teachers across the board are generally satisfied with their service environment. The application of the use of modern technology in service delivery scored the highest of 76%. Visitors waiting bays at the school scored the least of 67% in this category.

6.14 Customer Care

Teachers are the core customers to the TSC. How they are cared for by the TSC greatly influences their motivation, hence performance. To establish their level of satisfaction with TSC customer care, their opinions were sought and the results presented in table 6.14.

Table 6.14: Customer Care

Variable of Satisfaction		Strongly Disagree	Disagree	Indifferent	Agree	Strongly Agree	Satisfaction index
1	TSC Service Charter is fully implemented	0.14	0.22	0.25	0.32	0.07	0.64
2	As a customer, TSC adequately attends to my concerns and complaints	0.20	0.26	0.19	0.28	0.07	0.54
3	TSC treats me respectfully and professionally whenever I visit their offices	0.16	0.20	0.18	0.36	0.10	0.64
4	TSC considers opinion of teachers while making important decisions	0.33	0.27	0.15	0.19	0.06	0.40
5	TSC has efficient customer management systems and practices	0.19	0.23	0.21	0.30	0.07	0.58
Average Satisfaction Index							0.56

Source: Primary Data (2016)

The overall satisfaction index with customer care among teachers stood at 56% which is not good enough. Implementation of TSC service charter and professional treatment of teachers when they visit TSC officers were leading in this category with a score of 64%. Consideration of teacher's opinions while making important decisions scored the least with 40%.

6.15 Quality of Service

Teachers receive a variety of services from the TSC. A service can be received but without quality. Employees get motivated when they are provided with quality service. To get teachers' opinion on the quality of services they receive from TSC, their opinions were sought on the various aspects of service which include reliability, assurance, tangibles, empathy, and responsiveness. The results are presented in table 6.15.

Table 6.15: Quality of Service

Variable of Satisfaction			Strongly Disagree	Disagree	Indifferent	Agree	Strongly Agree	Satisfaction index	Average
1	Reliability	TSC provide the service that she has promised to her customers	0.21	0.24	0.19	0.30	0.06	0.55	0.61
		There is easy access to information from TSC	0.12	0.21	0.18	0.40	0.09	0.67	
		TSC systems are robust and reliable	0.12	0.24	0.22	0.34	0.08	0.64	
		Service delivery is consistent and timely across the board	0.16	0.25	0.21	0.31	0.07	0.59	
2	Assurance	TSC staff have the skills and knowledge to deliver good services	0.11	0.16	0.20	0.42	0.11	0.73	0.72
		TSC staff need further training and development to serve appropriately	0.08	0.12	0.14	0.41	0.25	0.80	
		TSC staff inspire trust in customers	0.15	0.20	0.22	0.34	0.09	0.65	
		TSC services are given in a safe and secure environment	0.13	0.17	0.18	0.40	0.12	0.70	
3	Tangibles	TSC offices are generally attractive and appealing	0.13	0.17	0.19	0.38	0.13	0.70	0.75
		TSC website is resourceful	0.08	0.13	0.17	0.44	0.18	0.79	
		TSC has an active social media	0.11	0.13	0.23	0.39	0.14	0.76	
		Both physical and virtual evidences	0.11	0.14	0.26	0.38	0.11	0.75	

		improve TSC brand								
4	Empathy	TSC staff builds good relations with customers	0.19	0.21	0.19	0.34	0.07	0.60	0.55	
		TSC staff show empathy with customers	0.21	0.23	0.20	0.30	0.06	0.56		
		TSC staff genuinely care about customers’ needs	0.21	0.24	0.19	0.29	0.07	0.55		
		TSC staff try to see things from customers point of view	0.22	0.27	0.21	0.24	0.06	0.51		
		TSC staff communicates clearly and in a timely manner	0.19	0.26	0.21	0.27	0.07	0.55		
5	Responsiveness	TSC services are prompt	0.21	0.25	0.21	0.28	0.05	0.54	0.51	
		TSC staff are always willing and able to help	0.20	0.26	0.19	0.29	0.06	0.54		
		Customer issues/problems are solved satisfactorily and in a timely manner	0.23	0.28	0.21	0.23	0.05	0.49		
		TSC services are efficient and of high quality	0.21	0.27	0.21	0.26	0.05	0.52		
		TSC staff fully understand customer expectations	0.24	0.28	0.18	0.24	0.06	0.48		
Total Average Satisfaction Index									0.63	

Source: Primary Data (2016)

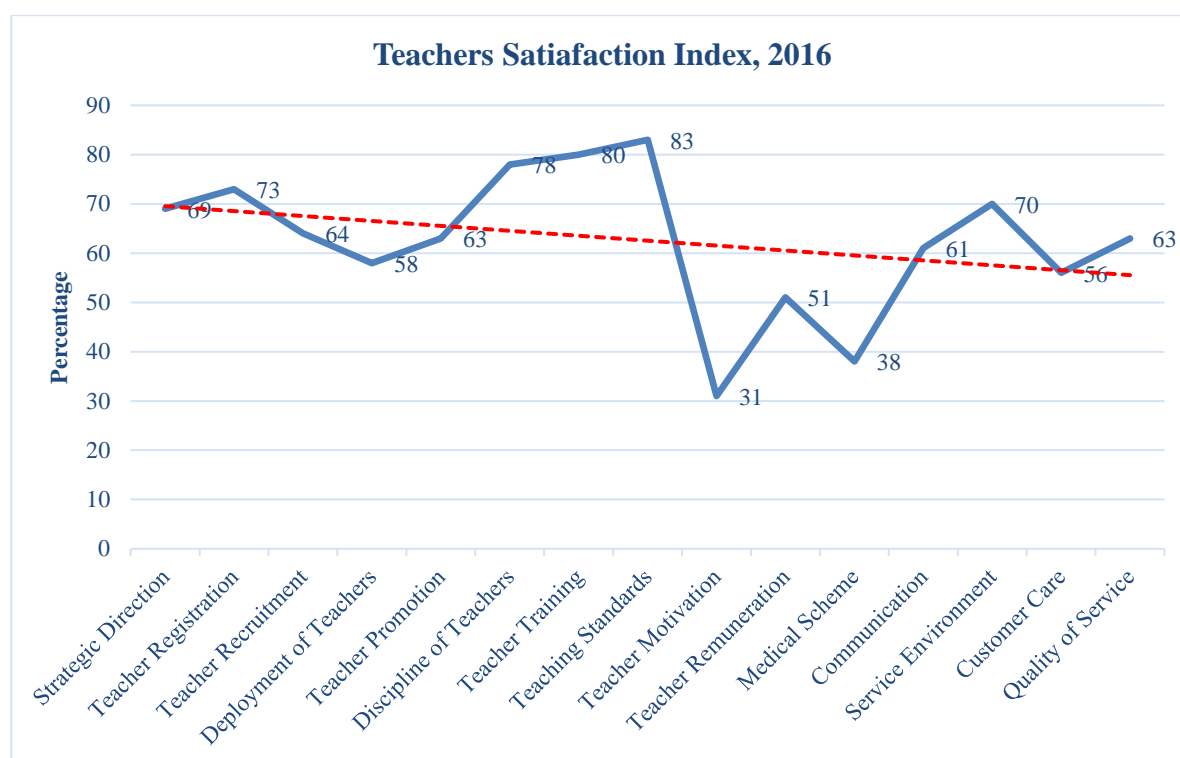
Quality of service registered an overall index of 63%. Aspects of quality service were also rated. Tangibles scored 75%, service assurance scored 72%, reliability scored 61%, empathy scored

55% and response 51%. From the findings, it appears teachers are not being treated with adequate empathy.

6.16 Summary of Teachers Satisfaction Index

The overall teacher satisfaction index across the country was 62.5%. Teaching standards registered the highest score of 83% followed by teacher training at 80% and discipline of teachers in the third place with 78%. Teacher motivation scored the lowest at 31%, followed by medical scheme at 38% and then teacher remuneration at 51%. The summary is presented in table 6.16.

Table 6.16: Summary of Teachers Satisfaction



Source: Primary Data (2016)

To establish regional disparity, an analysis was done after grouping all 47 counties into their respective former provincial regions- Central, Coast, Eastern, Nairobi, North Eastern, Nyanza, Rift Valley, and Western. Counties in Central Province region registered the highest satisfaction index of 69.45% while those in the former North-Eastern Province region registered the lowest index of 54.65%. The summary is presented in Table 6.17.

Table 6.17: Satisfaction Index per Region

Region	Number of Counties	Satisfaction Index
Central	5	69.45
Rift Valley	14	68.26
Coast	6	67.22
Nairobi	1	64.18
Eastern	8	60.44
Nyanza	6	57.87
Western	4	57.97
North Eastern	3	54.65
	TOTAL =47	62.50

From the open-ended questions, it was established that the 2 areas that the teachers felt TSC had improved on within the last 2 years were Customer Service (32.7%) and Communication (13.5%). They also felt that TSC was still weak on Remuneration (32.3%) and Training and Development (26.6%). They suggested Motivation (25.4%) and Remuneration (20.6%) as the 2 areas that TSC should improve on in her service delivery. On the medical scheme, they suggested Better Hospitals (43.2%) and more illnesses and drugs in the cover (22.2%) as the areas TSC should improve on.

6.17 Recommendations for Improving Teacher Satisfaction

An overall satisfaction index of 62.5% among the teaching force is way below the expected minimum standard of 75%. Teacher satisfaction index was the lowest among the four key stakeholders surveyed and a lot more needs to be done. To improve satisfaction index, we recommend the following based on the findings of the study:

1. **Strategic Direction and Corporate Image:** Teachers need to have a feeling of belonging to TSC. They need to buy in and believe in the vision of TSC. It is only then that they will champion the course of TSC in a more meaningful way. TSC must inculcate its values among the teachers through training and a well programmed and continuous change management. We suggest annual county-based teachers' conferences that create room for conversations and buy in on TSC values. By extension, it will also improve on TSC corporate image.

2. **Teacher Registration:** TSC to work towards delivering the customer promise of completing registration process within two months. Registration certificates could be availed at TSC county offices in line with the national drive to decentralize services.
3. **Recruitment:** TSC has a good teacher recruitment policy. What is required is its implementation to the letter and this requires effort from the TSC top management. Interferences from every quarter must be resisted to ensure fairness.
4. **Deployment of Teachers:** There is no doubt about the fact that considering teachers concerns during deployment is a difficult task. But continuous efforts should be made to review the policies and implement them as they concern teacher deployment. Biased deployment can be a major cause of dissatisfaction and indiscipline among the teaching force. TSC should continue working hard to take teachers concerns into consideration while carrying out transfers.
5. **Teacher Promotions:** Teacher promotion policy needs to be continuously reviewed and fully implemented to realize the full benefit. Biased promotions are a major cause of demotivation and indiscipline.
6. **Teacher Training:** TSC should introduce short internal trainings for the teachers based on the training needs observed. Such training should also cover areas such as guidance and counselling not only for students but teachers as well. Teachers struggle with many things at personal level and this needs not be ignored. The trainings need not be expensive and they need not take too long, they can be designed to last between 1-3 days during school holidays. We recommend a training needs assessment among serving teachers.
7. **Teacher Motivation:** Survey results show that the element that registered the lowest satisfaction index is not remuneration but teacher motivation. It has more to do with the way several critical things are handled like promotions, deployment and disciplinary procedures. Human beings are not only very sensitive but react strongly to the way they are handled. We recommend regular training on customer care to improve the interpersonal relations between teachers and the officers serving them at different levels.
8. **Teacher Remuneration:** TSC has allowed themselves to be blamed and perceived negatively on matters relating to teacher remuneration. This has badly impacted on the commissions' image. TSC needs to run campaigns to make teachers aware that their remuneration is determined by another commission (Salary Review Commission). TSC must healthily balance its relationship with teachers and the government to avoid being perceived as biased towards one group. This should help improve its corporate image. In its dealing with industrial relations, TSC should adopt a persuasive posture and avoid issuance

of threats because the demand to improve remuneration is always directed to the government and not the TSC.

9. **Communication:** In this age of technology, communication should be made much easier. Each school should have a TSC email address through which formal communication from TSC and to TSC should be made. Schools should also have working official mobile numbers maintained by the school to facilitate easy communication. The TSC website should be enhanced in terms of capacity and design.
10. **Service Environment:** Teachers receive and provide services in the school environment. A school environment could be encouraging or discouraging depending on how it is designed. The big concern realised while visiting schools is that development within the schools appear to be taking place in disorganised ways. While some schools' land space is limited and diminishing due cases of corruption involving grabbing of land belonging to public schools, the population is rising every year. It is projected that the population of Kenya may hit 65 million by year 2030. This means that our schools must deal with increasing pressure as years turn by.

Because the students, the teachers and TSC will be around, for posterity, TSC through the head teachers must start working with the local communities to do proper and sustainable physical planning of schools. Buildings like those of Kapropita Girls which conserve space and enhances efficiencies need to be promoted in schools. Otherwise, it might be too late and the situations in our schools may become too difficult to manage. Many schools across the country are already in this situation and the TSC Policy, Planning and Research Department must do something for the sake of the future of our schools. See picture below:

Figure 6.1: Picture of Kapropita Girls



CHAPTER SEVEN: OTHER CUSTOMERS SATISFACTION SURVEY REPORT

Teachers Service Commission has important tier two customers. These are the customers who are not internal to TSC like the teachers but who directly benefit from the services of TSC or supply services and products to TSC. Other customers realized a response rate of 100%. The tier two customers include the following:

1. Ministry of Education, Science and Technology
2. National Treasury
3. Kenya Institute of Curriculum Development
4. Kenya Education Management Institute
5. Centre for Mathematics, Science and Technological Education in Africa
6. Kenya Institute of Special Education
7. Kenya National Examination Council
8. KUPPET
9. Kenya National Union of Teachers
10. Supplier
11. Students

Opinions of these customers were taken on issues that are of concern to them and they include Strategic Direction and Corporate Image of TSC, Customer Care, Communication, Service Environment, and Quality of Service. students are suppliers have specific expectations from TSC, to capture them more accurately in addition to the already mentioned areas, additional analysis has been provided for students and suppliers. The details of findings of tier two customers are provided in the sections that follow:

7.1 Strategic Direction and Corporate Image of TSC

The strategic orientation and direction of an institution is an important factor to all stakeholders including external customers. No institution will be sufficiently interested to deal with another institution with no clear direction or with a tainted corporate image. Views and opinion on the tier two customers were therefore sought regarding TSC strategic direction and corporate image and the results presented in table 7.1.

Table 7.1: Strategic Direction and Corporate Image of TSC

Variable of Satisfaction		Strongly Disagree	Disagree	Indifferent	Agree	Strongly Agree	Satisfaction index
1	TSC has a clear vision, mission and mandate	0.04	0.06	0.10	0.48	0.32	0.90
2	TSC has a clearly and meaningfully stated organizational objectives	0.01	0.08	0.09	0.56	0.26	0.91
3	TSC's vision, mission, objectives and values are adequately communicated	0.06	0.11	0.20	0.46	0.17	0.83
4	TSC's vision, mission, objectives and values are inspiring	0.03	0.09	0.17	0.53	0.18	0.88
5	TSC's vision, mission, objectives and values are well implemented in practical sense	0.07	0.16	0.24	0.40	0.13	0.77
6	TSC has a good corporate image among stakeholders	0.13	0.19	0.15	0.36	0.17	0.68
Average Satisfaction Index							0.83

Source: Primary Data (2016)

From the findings, the tier 2 customers had an overall satisfaction index of 83%. Meaningful and clearly stated organizational objectives topped this category with 91% while good corporate image by TSC was at the bottom in this category with a score of 68%.

7.2 Customer Care

Everywhere, consumers of products and services are very keen on how they are treated. The way their complaints and problems are addressed is a key decision-making point for many customers. An impression, whether good or bad is created every time a customer interacts with any member of an organization. It has been shown that customers' perception of an organization is built because of many interactions across several channels, and not through a single interaction with an individual or channel. This study sought to establish the satisfaction of TSC Tier 2 customers with TSC's customer care. The results are presented in table 7.2.

Table 7.2: Customer Care

Variable of Satisfaction		Strongly Disagree	Disagree	Indifferent	Agree	Strongly Agree	Satisfaction index
1	TSC demonstrate good understanding of customer needs	0.10	0.16	0.28	0.35	0.11	0.74
2	TSC staff handles customers professionally	0.04	0.16	0.27	0.35	0.18	0.80
3	TSC management considers external customers' opinions while making decisions	0.10	0.16	0.26	0.36	0.12	0.74
4	Customer complaints and disputes are handled with the care it deserves at TSC	0.05	0.17	0.29	0.33	0.16	0.78
5	Generally, I am satisfied with external customer care at TSC	0.07	0.15	0.24	0.39	0.15	0.78
Average Satisfaction Index							0.77

Source: Primary Data (2016)

Findings indicate an overall satisfaction index of 77% with customer care. Professional handling of customers by TSC scored the highest of 80% in this category, while demonstration of understanding of customers' needs was the least with 74%.

7.3 Communication

Effectiveness and efficiency of communication between an organization and her customers is the basis upon which transactions takes place. Poor communication will hinder the relationship between an organization and her customers. Because of the importance of communication, tier 2 customer satisfaction was sought in the survey. The outcome of tier 2 customers' opinion is presented in table 7.3.

Table 7.3: Communication

Variable of Satisfaction		Strongly Disagree	Disagree	Indifferent	Agree	Strongly Agree	Satisfaction index
1	TSC practices open, fast and honest communication	0.06	0.10	0.33	0.39	0.12	0.84
2	There is adequate flow of information from TSC	0.06	0.17	0.30	0.36	0.11	0.77
3	There is adequate flow of timely feedback from TSC	0.09	0.12	0.34	0.34	0.11	0.79
4	Means of communication to and from TSC teaching and secretarial staff is adequate	0.02	0.17	0.31	0.41	0.09	0.81
5	TSC website is sufficiently resourceful	0.07	0.07	0.14	0.52	0.20	0.86
Average Satisfaction Index							0.81

Source: Primary Data (2016)

Results of the survey registered an 81% satisfaction index with communication. The most hailed aspect was the resourcefulness of TSC website at 86%. Adequacy of flow of information was the lowest in this category with a score of 77%.

7.4 Service Environment

The environment in which service is offered is part of the service itself. A service offered in a chaotic environment becomes a bad service but that offered in a friendly environment is indeed a good service. Because of the importance of service environment, the study sought to find out how satisfied the tier 2 customers were with the service environment. The outcome of tier 2 customers' opinion is presented in table 7.4.

Table 7.4: Service Environment

Variable of Satisfaction		Strongly Disagree	Disagree	Indifferent	Agree	Strongly Agree	Satisfaction index
1	Service environment in TSC offices is conducive	0.04	0.07	0.17	0.52	0.20	0.89
2	Facilities at TSC offices are in good condition	0.00	0.08	0.28	0.50	0.14	0.92
3	TSC offices are tidy and well equipped for service	0.01	0.06	0.20	0.56	0.17	0.93
4	TSC offices has well maintained visitors waiting bays	0.02	0.07	0.20	0.51	0.20	0.91
5	TSC embraces use of modern technology in service delivery	0.01	0.07	0.21	0.54	0.17	0.92
Average Satisfaction Index							0.91

Source: Primary Data (2016)

TSC service environment registered an overall satisfaction index of 91%. The tidiness and how well equipped the offices were had the highest score of 93% in this category while the least was conduciveness of TSC offices at 89%. This could be because most of the tier two customers deal with the TSC Head office which is a new ultra-modern building within the Upper Hill area of Nairobi.

7.5 Quality of Service

The extent to which a delivered service meets customers' expectations is very important for all organizations. It is the meeting, and where possible, exceeding of customer's expectation, that makes the quality of service to be high. The study used five metrics namely service reliability, assurance, tangibility, empathy and responsiveness to measure service quality per the perception of tier 2 customer's. The outcome is presented in table 7.5.

Table 7.5: Service Quality

Variable of Satisfaction			Strongly Disagree	Disagree	Indifferent	Agree	Strongly Agree	Satisfaction index	Average
1	Reliability	TSC delivers satisfactorily on her service promises to her customers	0.08	0.14	0.31	0.41	0.06	0.78	0.80
		There is easy access to information from TSC	0.04	0.14	0.29	0.44	0.09	0.82	
		TSC service systems are robust and reliable	0.02	0.18	0.32	0.39	0.09	0.80	
		Service delivery is consistent and timely across TSC departments and counties	0.05	0.17	0.35	0.35	0.08	0.78	
2	Assurance	TSC staff have the skills and knowledge to deliver quality services	0.04	0.18	0.24	0.40	0.14	0.78	0.86
		TSC staff need further training and development to serve appropriately	0.00	0.08	0.24	0.42	0.26	0.92	
		TSC services are given in a safe and secure environment	0.06	0.07	0.26	0.45	0.16	0.87	
3	Tangibles	TSC services facilities are generally attractive and appealing	0.03	0.20	0.21	0.44	0.12	0.77	0.82
		TSC website is	0.06	0.09	0.27	0.45	0.13	0.85	

		resourceful and always up to date							
		TSC has an active social media	0.03	0.12	0.30	0.46	0.09	0.85	
4	Empathy	TSC staff builds good relations with customers	0.08	0.06	0.31	0.38	0.17	0.86	0.79
		TSC staff show empathy with customers	0.06	0.12	0.22	0.42	0.18	0.82	
		TSC staff genuinely care about customers' needs	0.08	0.15	0.36	0.28	0.13	0.77	
		TSC staff try to see things from customers point of view	0.06	0.19	0.33	0.26	0.16	0.75	
		TSC staff communicates clearly and in a timely manner	0.08	0.19	0.26	0.34	0.13	0.73	
5	Responsiveness	TSC services are prompt	0.08	0.10	0.33	0.39	0.10	0.82	0.78
		TSC staff are always willing and able to help	0.07	0.14	0.26	0.42	0.11	0.79	
		Customer issues/problems are solved satisfactorily and in a timely manner	0.08	0.14	0.39	0.28	0.11	0.78	
		TSC services are efficient and of high quality	0.05	0.18	0.31	0.36	0.10	0.77	
		TSC staff fully understand customer expectations	0.08	0.19	0.23	0.37	0.13	0.73	
Average Satisfaction Index									0.81

Source: primary Data (2016)

Findings of the study indicates a service quality overall satisfaction index of 81%. The leading aspect of service quality was assurance of the services at 86%. The least was service responsiveness at 78%. Tier 2 customers are generally satisfied with the service quality TSC gives them.

7.6 Supplier Satisfaction

Many organizations are prone to neglect their suppliers as they pay focus to fostering customer loyalty. A good relationship with the suppliers is just as important because it can have significant effects on an organizational performance. Adopting a more strategic relationship approach with suppliers can have immense long-term benefits for an organization like TSC. It is therefore important that TSC do everything it can to keep suppliers on board and happy. A sample of TSC suppliers were surveyed and their opinion on TSC was captured presented in table 7.6.

Table 7.6 Supplier Satisfaction

Variable of Satisfaction		Strongly Disagree	Disagree	Indifferent	Agree	Strongly Agree	Satisfaction index
1	TSC observes public procurement rules and regulations	0.10	0.10	0.00	0.40	0.40	0.80
2	Tenders are evaluated and awarded fairly	0.10	0.10	0.00	0.30	0.50	0.80
3	TSC meets her obligation during contract execution	0.10	0.00	0.00	0.40	0.50	0.90
4	TSC cooperates with suppliers	0.00	0.10	0.00	0.50	0.40	0.90
5	TSC provides orderly and timely feedback to all suppliers	0.00	0.10	0.00	0.40	0.50	0.90
6	TSC pursues fair procurement practices	0.00	0.20	0.00	0.40	0.40	0.80
7	TSC pays her suppliers in good time	0.00	0.20	0.10	0.30	0.40	0.80
8	The support provided by TSC on follow-up payment is satisfactory	0.10	0.10	0.10	0.20	0.50	0.80
9	Supplier complaints are handled satisfactorily	0.10	0.00	0.10	0.30	0.50	0.90
Average Satisfaction Index							0.84

Source: Primary Data (2016)

Study findings show a supplier satisfaction index of 84%. The highly-rated aspects of supplier satisfaction were meeting obligations during contract execution, cooperation with suppliers, orderly and timely feedback to suppliers and satisfactory handling of supplier complaints, all at 90%.

7.7 Students' Satisfaction

Students are the beneficiaries of the work done by TSC through the teachers. They are the ultimate recipients as good or bad teaching services impact directly on their present and future. The opinion of students was therefore captured and outcome in terms of satisfaction captured in table 7.7.

Table 7.7: Students Satisfaction

Variable of Satisfaction		Strongly Disagree	Disagree	Indifferent	Agree	Strongly Agree	Satisfaction index
1	Our School compound is secure and intruders do not easily come in	0.08	0.04	0.02	0.42	0.44	0.88
2	The buildings and classrooms in our school are in good condition	0.11	0.04	0.12	0.42	0.31	0.85
3	Money and other resources are used well by my school	0.12	0.00	0.17	0.42	0.29	0.88
4	We have well equipped laboratory for practical lessons	0.08	0.08	0.00	0.50	0.34	0.84
5	Our school has enough and relevant textbooks	0.06	0.15	0.04	0.44	0.31	0.79
6	The quality of teaching delivered by our teachers meets my expectation	0.02	0.04	0.00	0.57	0.37	0.94
7	Teachers are knowledgeable and help me understand lessons better	0.00	0.04	0.00	0.50	0.46	0.96
8	Our teachers fully cover the syllabus in good time	0.14	0.03	0.06	0.50	0.27	0.83
9	Teachers show good behavior in and out of class	0.02	0.04	0.04	0.46	0.44	0.94
10	Generally, there is good relationship between students and teachers	0.01	0.02	0.02	0.62	0.33	0.97
11	Our good performance is attributed to the hard work done by teachers	0.03	0.00	0.00	0.64	0.33	0.97
12	There is good discipline among the teachers	0.00	0.00	0.00	0.44	0.56	1.00
13	Students in our school are well disciplined	0.02	0.00	0.02	0.50	0.46	0.98
Average Satisfaction Index							0.91

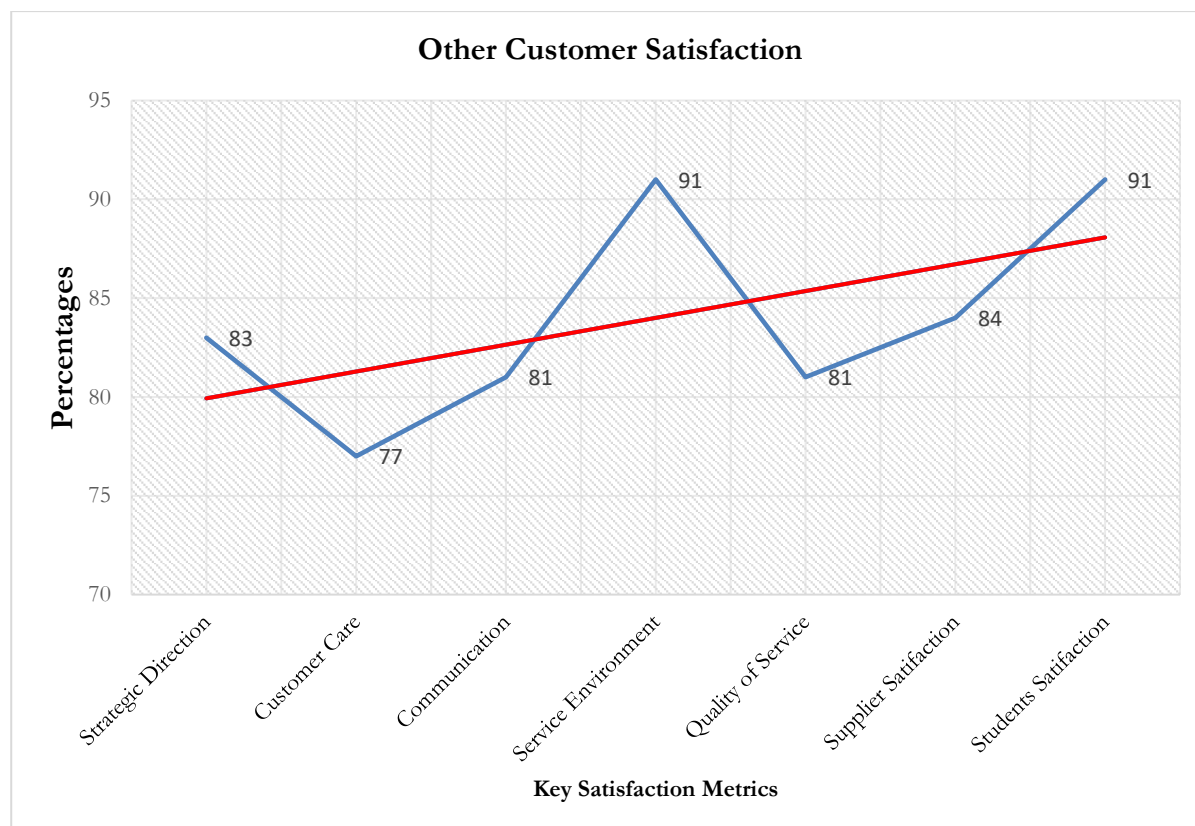
Source: Primary Data (2016)

Findings indicate that students had an overall satisfaction index of 91%. Good discipline among teachers was rated top at 100%. Hard work by the teachers and good relationship between teachers and students was also rated highly at 97%. Coverage of syllabus was rated the least at 83%.

7.8 Overall Satisfaction of Other Customers

The overall satisfaction index of other customers was 84%. The highest satisfaction was with students and service environment at 91%. Customer care registered the lowest score of 77% in this category of customers. The rest of the details are captured in table 7.8.

Table 7.8: Overall satisfaction of other customers



Source: Primary Data (2016)

7.9 Recommendations

Despite the good overall satisfaction index of 84%, TSC must work to improve important aspects which define the satisfaction of tier 2 customers. Based on the study findings, we recommend as follows:

- 1. Improve TSC Corporate Image:** Conducting TSC brand image survey would be helpful in defining which aspects of corporate image to focus on and how to exactly handle them.
- 2. Improving customer care:** Training on customer care should be a continuous process to make staff who interact with tier 2 customers know how well to handle them.

3. **Improve communication:** This can be achieved by employing modern communication systems such as emails. TSC does not have to insist on physical letters at this time and age. Important corporate email addresses need to be up and running all the time to ensure that this is achieved.
4. **Improve internal service processes:** Service design and actual service in terms of reliability, assurance, tangibility, empathy and responsiveness need to be improved consistently for the tier 2 customers.

CHAPTER EIGHT: OVERALL CUSTOMERS SATISFACTION INDEX

This was a four-in-one satisfaction survey which focused on the following categories of stakeholders:

1. Secretariat Staff
2. Work Environment
3. Teachers Satisfaction (Tier one customers)
4. Customers (Tier two customers)

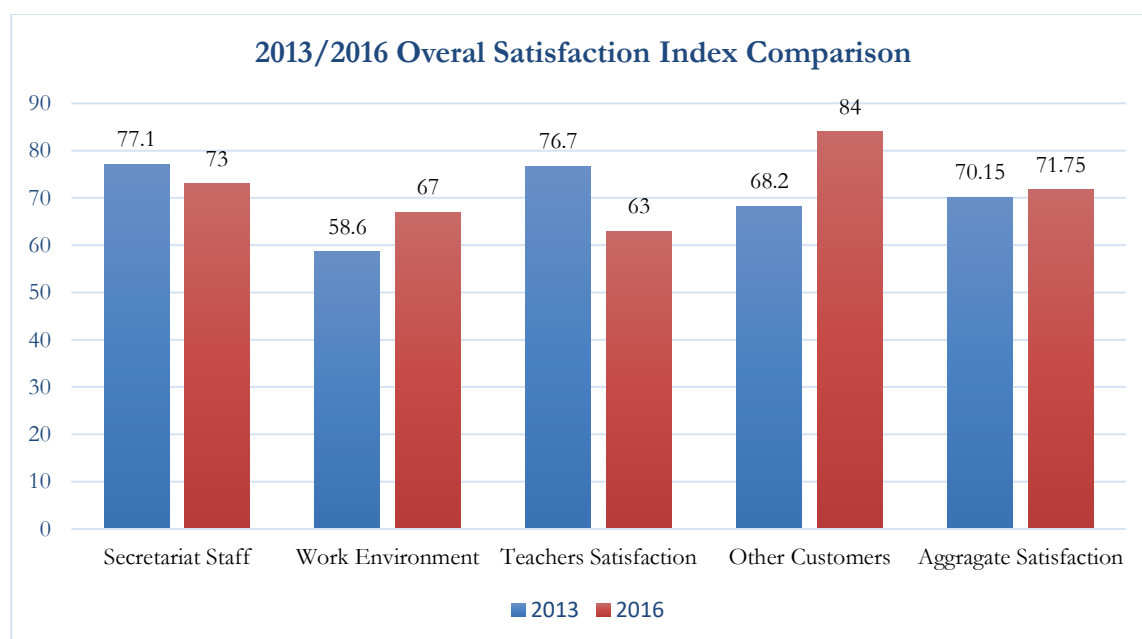
These categories of customers registered different levels of satisfaction index as provided in the table below:

Table 8.1: Overall Satisfaction Index

S. No.	Stakeholder	Satisfaction Index (%)	
		2013	2016
1	Secretarial Staff	77.1	73
2	Work Environment	58.6	67
3	Teachers Satisfaction	76.7	63
4	Other customers	68.2	84
Average		70.15	71.75

Source: Primary Data (2016)

Figure 8.1: Overall Satisfaction Index



Source: Primary Data (2016)

CHAPTER NINE: OVERALL RECOMMENDATIONS

There are general recommendations that can be made to help TSC fulfill its mandate much more effectively and efficiently. But focus of the general recommendations has been made towards research and are as follows:

9.1 Research Methodology

TSC has been conducting baseline surveys to gauge the level of satisfaction with its services among the stakeholders. To do this, TSC engages independent research consultants. Consultants approach researches differently and employ varying methodologies. They also define, treat variables and conduct analysis differently. Research methodological differences are bound to occur among consultants and this makes comparative analysis over the years difficult, hence inability to clearly tell whether there has been improvement or not. It is recommended that TSC come up with criteria of defining and treating variables. There should also be clear guidelines of data treatment to provide the consistency needed for comparative analysis of data over several years.

9.2 Adoption of Big Data Analytics

For an institution dealing directly with about 300,000 employees like TSC, we strongly recommend the adoption and use of big data analytics. Big data analytics will help to examine critical large data sets from the teachers with an aim of uncovering patterns and unknown correlations in teacher behaviour to aid effective managerial decision making. It entails development and use of a central and structured electronic database that should be accessed and analysed by data analytics software. From the database, data would be analysed using predictive modeling techniques which involve the application of data mining statistical techniques, aimed at producing a mathematical model that can effectively predict and segment future teacher behaviour. Data analytics will be very useful to TSC in tracking and analysing behaviour behind indiscipline, malpractices associated with recruitment and promotion and use of resources such as stationery. Below is an elaboration of specific ways of applying data analytics by TSC:

9.2.1 Discipline

Data analytics software can be used to keep track of discipline records for all employees under TSC, more specifically, those who have appeared before the various TSC disciplinary

committees. The database will have the individual's biodata as well as their station details and information from their disciplinary committee's hearings (including reasons given for misconduct and disciplinary measures taken). The database will be used to track their records and hence TSC will be in a better position to tackle the cases. The software can then give analysis on the common discipline problems, the regions where particular nature of disciplinary issues arise most often and the reasons behind it. For instance, the database can be used to detect patterns among teachers who have had issues related to alcoholism at the workplace, the location of their stations and the performance of students under these teachers. This information can then be used effectively by TSC management who deal with disciplinary cases as well as professional counselors who may be engaged to assist teachers who need help. In addition to that, TSC can be able to predict behaviour and performance and take proactive measures. At the secretariat, such data can be used to actively detect and flag individuals and departments that are most likely to engage in corruption-related practices to minimize negative impact within the TSC.

9.2.2 Recruitment and Promotion.

A sizeable percentage of teachers indicated that they were not satisfied with some aspects of recruitment and promotions within the service. A central database would enable the commission keep up-to-date recruitment and promotions information right from training to deployment until the time an individual leaves the service. This information will then be used to evaluate issues regarding recruitment like quality of training and fairness during deployment. The data analytics software can also be used to periodically detect regions with a shortage of teachers as well as predict regions likely to produce poor results in national examinations due to shortage in the number of teachers as well as resources. This will help TSC pre-empt issues that arise regarding recruitment of teachers and their deployment. The database can also be used to monitor teacher-student ratios in real-time and this will be vital in helping TSC achieve the recommended international ratio while at the same time ensuring regional balance of resources. In addition to that, the database will be an effective tool when used to transfer teachers in a fair manner- some indicated that their transfers were biased because they were effected by corrupt individuals within the service, hence denying them their rights.

9.2.3 Use of resources like stationery

A central database can be used to effectively track the use of resources like stationery at the secretariat to avoid rampant wastage. The stationery should be tagged with unique serial numbers after purchase. This information will then be fed into the database alongside the

details of the members of staff who will be assigned the items. The database will then be frequently updated with replacements as the usage details will be tracked from the procurement stage to when they get disposed. At the end of a period, say a month, an analysis will be carried out to find out how members of staff and departments within TSC are using the resources. This structured monitoring will encourage prudent use of resources and accountability. In addition to that, the procurement department will directly benefit because the patterns detected will enable them replenish supplies right before they get depleted, and the net effect will be an efficient system at the secretariat which does not interfere with the workflow.

9.2.4 Motivation

The employees' motivation levels can be easily tracked and predicted using big data analytics. The database will contain feedback from members of staff and this will be used to identify patterns in the motivation levels. We would recommend creation of an online portal for real-time collection of feedback from anywhere in the country, and this portal will be directly connected to the database. Any emerging patterns will be detected by the analysis, for example, a correlation between motivation levels and workstation location. The routine flagging of such patterns will enable TSC address the pertinent issue of low motivation among teachers in some areas in a timely manner. The implication will be better quality of education in the country due to improved employee performance metrics.

CHAPTER TEN: PROPOSED RECOMMENDATIONS IMPLEMENTATION MATRIX

Table 10.1: Proposed Recommendations Implementation Matrix

Recommendation	Suggested course of action	Targeted beneficiary	Responsibility	Cost: TSC to calculate	Time frame	Specific Action
1. Improvement of Corporate Image& TSC Strategic Direction	Branding TSC	TSC Publics/Customers	D(AS)		By Dec. 2017	<ul style="list-style-type: none"> Brand perception survey Sharing report on the survey Implement survey recommendations County based teacher training on Change management & overall strategic direction of TSC
2. Management	Plan for Succession Management	Senior management staff	D (HRM&D)		Continuous	<ul style="list-style-type: none"> Management staff should regularly undergo an appropriate training on leadership.
3. Enhance Performance Management feedback	Immediate, Continuous and timely feedback on performance	Secretariat staff & Teachers	D (AS) D (HRM&D)		Continuous	<ul style="list-style-type: none"> Set clear timeline for giving feedback on performance appraisals. Prepare informative reports on and submit to Management for action.
4. Teamwork	Strengthen team identities and cohesion	Secretariat staff & Teachers	All Directors		Continuous	<ul style="list-style-type: none"> undertake regular team building exercises for employees at all levels
5. Staff Promotion	Timely and fair promotion of staff	Secretariat staff & Teachers	D (HRM&D)		Continuous	<ul style="list-style-type: none"> Promote staff on merit basis as per promotion policy. Established a Committee with clear standards and procedures to undertake promotion of staff
6. Training & Development	Planned capacity building of all staff	Secretariat staff & Teachers	D (HRM&D)		Continuous	<ul style="list-style-type: none"> Develop appropriate training programmes for employees. Establish mentorship programmes and encourage delegation of duties to ease succession management.
7. Communications	Enhance Communication among employees	All Customers/ Publics	D(AS)		Continuous	<ul style="list-style-type: none"> Opening of official staff e-mails Create WhatsApp group for official communications at the work place.

Recommendation	Suggested course of action	Targeted beneficiary	Responsibility	Cost: TSC to calculate	Time frame	Specific Action
8. Stationery and Equipment	Paperless e-system	TSC Customers	D(AS) D(ICT)		30th April, 2017	Implementing paperless e-system to reduce expenses and inconveniences.
9. Common Areas	Provide enough parking areas	TSC Customers	D(AS) D(F) D(ACTS)		30th April, 2017	Provide adequate parking for staff and customers.
10. Safety & Health	Implementation of health policy	TSC Internal customers	D(AS)		Continuous	<ul style="list-style-type: none"> Continuously implement the Safety and Health policy. Continuously train the safety and Health Committee on safety issues.
11. Work Load	Periodic Job Evaluation	TSC Employees	D(HRM&D)		Periodic/ Continuous	<ul style="list-style-type: none"> Periodically conduct job evaluation for staff Promote job-work balance among staff to reduce stress at the work place.
12. Work Stations:	Building of TSC County Offices	TSC Staff, teachers and other Publics	D (AS) D(F)		Continuous	<ul style="list-style-type: none"> Establish and facilitate county offices to ease congestion at the headquarters. Enhance space utilization at the work place and establish waiting bays for visitors at the service areas especially at supply chain management division.
13. Teacher Registration	Decentralization of Teacher registration	Potential Teachers or Public	D(TM)		Continuous	Avail registration certificates at TSC county offices
14. Recruitment	Implementation of recruitment policy and guidelines	Public	D(TM)		Continuous	Implement the recruitment policy to ensure fairness in recruitment.
15. Deployment of Teachers	Fair deployment of teachers	Teachers Public	D(TM)		Continuous	Review and implement the deployment policy to avoid biased in deployment.
16. Teacher Promotions	Review of teacher promotion policy	Teachers	D(HRM&D) D(TM)			Review and implement the policy on teacher promotion deployment.
17. Teacher Training	Establish training needs for teachers	Teachers, Public	D(HRM&D)		Continuous	Carry out training needs assessment for serving teachers.
18. Teacher	Enhanced relation	Teachers	D(AS)		Continuous	Carry out regular training on customer care

Recommendation	Suggested course of action	Targeted beneficiary	Responsibility	Cost: TSC to calculate	Time frame	Specific Action
Motivation:	between teachers and officers serving them.	TSC Staff				for secretariat staff to improve interpersonal relations between them and the teachers.
19. Teacher Remuneration	Enhance industrial relations between teachers and TSC	Teachers, Public TSC	CS D(HRM&D)		Continuous	Create awareness on issues concerning improved pay for teachers.
20. Communications	Enhance Communication between teachers and the Commission	TSC Teachers Public	D(AS) D(TM)		Continuous	<ul style="list-style-type: none"> Improve on communication between the TSC and Schools. Enhance TSC website in terms of usability, capacity and design.

REFERENCES

- Enock Abe Wawa, Galcano Canny Mulaku (2015). Noise Pollution Mapping Using GIS in Nairobi, Kenya. Department of Geospatial and Space Technology, University of Nairobi, Nairobi, Kenya.
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- Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. Educational and Psychological Measurement, 30, 607-610.
- Teachers Service Commission (2013), Customer Satisfaction, Employee Satisfaction and Work Environment Survey, *Final Survey Report*.

APPENDICES

Appendix 1: Krejcie and Morgan (1970) formulae

Formula for determining sample size

$$s = \frac{X^2 NP(1 - P)}{d^2(N - 1) + X^2 P(1 - P)}$$

s = required sample size.

X^2 = the table value of chi-square for 1 degree of freedom at the desired confidence level (3.841).

N = the population size.

P = the population proportion (assumed to be .50 since this would provide the maximum sample size).

d = the degree of accuracy expressed as a proportion (.05).

Source: Krejcie & Morgan, 1970

Appendix 2: Krejcie and Morgan (1970) Table for determining the sample size

<i>N</i>	<i>S'</i>	<i>N</i>	<i>S'</i>	<i>N</i>	<i>S'</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3200	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Note.—*N* is population size. *S'* is sample size.

Source: Krejcie & Morgan, 1970

Kenya

Counties: Turkana, Marsabit, Mandera, West Pokot, Samburu, Isiolo, Wajir, Trans Nzoia, Elgeyo Marakwet, Baringo, Laikipia, Meru, Garissa, Nandi, Kisumu, Kericho, Narok, Nyandarua, Nyeri, Tharaka Nithiga, Embu, Homa Bay, Siaya, Kisii, Migori, Kakamega, Nandi, Pomet, Kajiado, Makueni, Kitui, Tana River, Lamu, Kilifi, Kwale, Taita-Taveta, Mombasa.

Neighboring Countries: Sudan, Ethiopia, Somalia, Tanzania.

Water Bodies: Indian Ocean.

Appendix 4: Questionnaires

TEACHERS SERVICE COMMISSION CUSTOMER & EMPLOYEE SURVEY

TEACHERS QUESTIONNAIRE (TSC/Q/001)

Introduction

The Teachers Service Commission (TSC) has contracted Trendy Consulting International Limited to carry out Customer, Employee and Work Environment Survey among her stakeholders. The aim of these surveys is to help TSC serve her stakeholders better. Being an important stakeholder, your opinion counts, and as such, you are requested to spare some time and respond to this questionnaire, and hand it over to the research assistant as soon as you can.

The questionnaire has three parts: these are Part I, II, and III. You don't have to indicate your name. We assure you that your response will be treated confidentially and will contribute towards making TSC services better to all her stakeholders.

PART ONE: IMPORTANT ASPECTS OF TSC

Section 1: Strategic Direction and Corporate Image of TSC

By ticking an appropriate box below in the five point likert scale (Where 1 means Strongly Disagree, 2-Disagree, 3-Indifferent, 4-Agree and 5-Strongly Agree), please indicate the extent to which you agree with the following statements about strategic direction and corporate image of TSC.

S/N	Statement	SD	D	I	A	SA
		1	2	3	4	5
a	TSC has a clearly articulated vision, mission and mandate					
d	TSC has a clearly and meaningfully stated organizational objectives					
e	TSC's Vision, Mission, Objectives and values are adequately communicated					
f	TSC's Vision, Mission, Objectives and values are inspiring					
g	TSC's Vision, Mission, Objectives and values are well implemented in practical sense					
h	TSC has good corporate image among her stakeholders					

Section 2: Teacher Registration

By ticking an appropriate box below in the five point likert scale (Where 1 means Strongly Disagree, 2-Disagree, 3-Indifferent, 4-Agree and 5-Strongly Agree), please indicate the extent to which you agree with the following statements about TSC teacher registration.

S/N	Statement	1	2	3	4	5
a	Requirements for teacher registration are clear and easy to access					
b	Opportunities for teacher registration are accessible at every county					
c	Teacher registration process are efficient and credible					

d	TSC registers and dispatches teacher registration certificates within two months					
e	Teachers receive their registration certificates safely and at desired locations					

Section 3: Teacher Recruitment

By ticking an appropriate box below in the five point likert scale (Where 1 means Strongly Disagree, 2-Disagree, 3-Indifferent, 4-Agree and 5-Strongly Agree), please indicate the extent to which you agree with the following statements about teacher recruitment.

S/ N	Statement	1	2	3	4	5
a	The TSC teacher recruitment policy is followed to the letter					
b	There is fairness, transparency and professionalism in teacher recruitment by TSC					
c	TSC issues a letter of probationary appointment upon placement on payroll					
d	Teaching vacancies are advertised & successful applicants recruited within 3 months					
e	Teachers are confirmed within 30 days upon completion of six months' probation					

Section 4: Deployment of Teachers

By ticking an appropriate box below in the five point likert scale (Where 1 means Strongly Disagree, 2-Disagree, 3-Indifferent, 4-Agree and 5-Strongly Agree), please indicate the extent to which you agree with the following statements about deployment of teachers by TSC.

S/ N	Statement	1	2	3	4	5
a	Teacher deployment is done equitably within and across all counties of Kenya					
b	Deployment is sensitive to gender and marginalized groups					
c	Upon employment, posting is done within 14 days					
d	Teacher concerns are considered during deployment					
e	Employees reporting from study leave are posted within 14 days					
f	A teacher who has his interdiction or suspension revoked is posted within 14 days					
g	Interview for deployment is done within 30 days upon receipt of application					
h	Request for transfer are acknowledged within 14 days after receipt of application					
i	Decision on transfer is communicated within 30 days of commission's decision					

Section 5: Teacher Promotions

By ticking an appropriate box below in the five point likert scale (Where 1 means Strongly Disagree, 2-Disagree, 3-Indifferent, 4-Agree and 5-Strongly Agree), please indicate the extent to which you agree with the following statements about teacher promotions.

S/N	Statement	1	2	3	4	5
a	The teacher promotion is done as per the laid down policy and the scheme of work					
b	Results of promotional interviews are promptly updated on TSC website					
c	Selected applicants for Teacher proficiency Course get notified by 30 th January					
d	Teacher Proficiency Courses are done in April and results released by 1 st July					
e	Teacher Proficiency Course successful candidates get promoted from 1 st September					
f	Common cadre promotions get done within 30 days after receipt of favorable report					

Section 6: Discipline of Teachers

By ticking an appropriate box below in the five point likert scale (Where 1 means Strongly Disagree, 2-Disagree, 3-Indifferent, 4-Agree and 5-Strongly Agree), please indicate the extent to which you agree with the following statements about discipline of teachers.

S/N	Statement	1	2	3	4	5
a	Discipline cases are determined within six (6) months from the registration date					
b	Decisions on discipline cases are communicated within 28 days from hearing					
c	Disciplinary cases are handled fairly without fear, favor or prejudice					
d	Generally, teachers conduct themselves appropriately in class					
e	Teachers conduct themselves well outside classroom					

Section 7: Teacher Training

By ticking an appropriate box below in the five point likert scale (Where 1 means Strongly Disagree, 2-Disagree, 3-Indifferent, 4-Agree and 5-Strongly Agree), please indicate the extent to which you agree with the following statements about teacher training.

S/N	Statement	1	2	3	4	5
a	As a teacher, I was adequately trained for my teaching work					
b	The subject content during my teacher training was adequate and relevant					
c	The extra curriculum training I got as a teacher is helpful in my present work					
d	TSC teacher professional development program is accessible to all teachers					
e	TSC recognizes academic advancement through rewards and promotion					

Section 8: Teaching Standards

By ticking an appropriate box below in the five point likert scale (Where 1 means Strongly Disagree, 2-Disagree, 3-Indifferent, 4-Agree and 5-Strongly Agree), please indicate the extent to which you agree with the following statements about teaching standards.

S/ N	Statement	1	2	3	4	5
a	TSC maintains good standards of professional qualifications					
b	Generally, teachers teaching under TSC are competent and teaches well					
c	Teachers comply with teaching standards in accordance with regulations in TSC Act					
d	TSC has relevant and adequate teacher professional development Programme					
e	Teachers progressively acquire additional knowledge and skills while in service					

Section 9: Teacher Motivation

By ticking an appropriate box below in the five point likert scale (Where 1 means Strongly Disagree, 2-Disagree, 3-Indifferent, 4-Agree and 5-Strongly Agree), please indicate the extent to which you agree with the following statements about teacher motivation.

S/ N	Statement	1	2	3	4	5
a	As a teacher, I am motivated enough to do my work					
b	TSC puts enough effort to motivate teachers					
c	TSC motivates teachers in many ways					
d	I am well motivated by financial gains					
e	I get well motivated by non-financial ways					

Section 10: Teacher Remuneration

By ticking an appropriate box below in the five point likert scale (Where 1 means Strongly Disagree, 2-Disagree, 3-Indifferent, 4-Agree and 5-Strongly Agree), please indicate the extent to which you agree with the following statements about teacher remuneration.

S/ N	Statement	1	2	3	4	5
a	Generally, TSC pays well compared to other government agencies					
b	Salaries and allowances are paid on or before the last day of each month					
c	Pay slips are available and accessible on or before the last day of each month					
d	Returned salaries are processed and paid within 21 days upon receipt of claim					
e	Upon promotion, salaries are adjusted within 30 days					
f	Pay point changes are effected by end of the month if received before 15 th day.					
g	New appointees have their salaries paid within 30 days upon reporting on duty					

Section 11: TSC Medical Scheme

By ticking an appropriate box below in the five point likert scale (Where 1 means Strongly Disagree, 2-Disagree, 3-Indifferent, 4-Agree and 5-Strongly Agree), please indicate the extent to which you agree with the following statements about TSC medical scheme.

S/ N	Statement	1	2	3	4	5
a	Amount covered by TSC outpatient medical scheme is adequate					
b	Amount covered by TSC inpatient medical scheme is adequate					
c	The services provided by TSC medical insurance cover are efficient					
d	TSC medical scheme coverage of illnesses and conditions are adequate					
e	Medical facilities (hospitals/clinics) that provides adequate services are accessible					

Section 12: Communication

By ticking an appropriate box below in the five point likert scale (Where 1 means Strongly Disagree, 2-Disagree, 3-Indifferent, 4-Agree and 5-Strongly Agree), please indicate the extent to which you agree with the following statements about communication.

S/ N	Statement	1	2	3	4	5
a	TSC practices open, fast and honest communication					
b	There is adequate flow of information within TSC					
c	Communications within TSC flow mostly through formal communication channel					
d	Means of communication to and from TSC teaching and secretarial staff is adequate					
e	TSC responds to correspondence within 14 days					

Section 13: Service Environment

By ticking an appropriate box below in the five point likert scale (Where 1 means Strongly Disagree, 2-Disagree, 3-Indifferent, 4-Agree and 5-Strongly Agree), please indicate the extent to which you agree with the following statements about service environment.

S/ N	Statement	1	2	3	4	5
a	Service environment in TSC offices is conducive					
b	Facilities at TSC offices are in good condition					
c	TSC offices are tidy and well equipped for service					
d	TSC offices has well maintained visitors waiting bays					
e	TSC embraces use of modern technology in service delivery					

Section 14: Customer Care

By ticking an appropriate box below in the five point likert scale (Where 1 means Strongly Disagree, 2-Disagree, 3-Indifferent, 4-Agree and 5-Strongly Agree), please indicate the extent to which you agree with the following statements about customer care.

S/N	Statement	1	2	3	4	5
a	TSC Service Charter is fully implemented					
b	As a customer, TSC adequately attends to my concerns and complaints					
c	TSC treats me respectfully and professionally whenever I visit their offices					
d	TSC considers opinion of teachers while making important decisions					
e	TSC has efficient customer management systems and practices					

Section 15: Quality of Service

By ticking an appropriate box below in the five point likert scale (Where 1 means Strongly Disagree, 2-Disagree, 3-Indifferent, 4-Agree and 5-Strongly Agree), please indicate the extent to which you agree with the following statements about quality of service.

S/N	Statement	1	2	3	4	5
	Reliability					
a	TSC provide the service that she has promised to her customers					
b	There is easy access to information from TSC					
c	TSC systems are robust and reliable					
d	Service delivery is consistent and timely across the board					
	Assurance					
e	TSC staff have the skills and knowledge to deliver good services					
f	TSC staff need further training and development to serve appropriately					
g	TSC staff inspire trust in customers					
h	TSC services are given in a safe and secure environment					
	Tangibles					
i	TSC offices are generally attractive and appealing					
j	TSC website is resourceful					
k	TSC has an active social media					
l	Both physical and virtual evidences improve TSC brand					
	Empathy					
m	TSC staff builds good relations with customers					
n	TSC staff show empathy with customers					
o	TSC staff genuinely care about customers' needs					
p	TSC staff try to see things from customers point of view					
q	TSC staff communicates clearly and in a timely manner					
	Responsiveness					
r	TSC services are prompt					
s	TSC staff are always willing and able to help					
t	Customer issues/problems are solved satisfactorily and in a timely manner					
u	TSC services are efficient and of high quality					
v	TSC staff fully understand customer expectations					

PART TWO: SUGGESTIONS

16.1 Please state two critical areas that TSC has improved on within the last two years.

16.2 Please state two critical issues that TSC is weak on or has not delivered on effectively

16.3 Give two suggestions on areas that TSC should improve on in her service delivery

16.4 Are you aware of TSC Medical Scheme? Yes ☐ No ☐

16.5 If your answer to 16.4 is yes, please indicate whether you have used Out-patient or In-patient or both. In-patient Yes ☐ No ☐ Out-patient Yes ☐ No ☐

16.6 How often have you used in-patient? Once ☐ Twice ☐ Thrice ☐ More than thrice ☐

16.7 How often have you used Out-patient? Once ☐ Twice ☐ Thrice ☐ More than thrice ☐

16.8 Are you satisfied with the services of hospitals/clinics you have attended? Yes ☐ No ☐

16.9 Suggest the names of hospitals and clinics that should be included in the cover.

16.10 What challenges have you encountered when seeking medical services?

16.11 Suggest on how improvement can be made on medical services.

16.12 Suggest the names of hospitals and clinics that should be included in the cover.

PART THREE: RESPONDENTS BACKGROUND

Please tick an appropriate box below

a	Gender: Female <input type="checkbox"/> Male <input type="checkbox"/>
b	Which county is your school located? _____
c	Age: From 18-25 <input type="checkbox"/> From 26-35 <input type="checkbox"/> From 36-45 <input type="checkbox"/> From 46-55 <input type="checkbox"/> More 55 <input type="checkbox"/>
	Marital status Single <input type="checkbox"/> Married <input type="checkbox"/> Separated <input type="checkbox"/> Divorced <input type="checkbox"/>
d	Education level: Primary School <input type="checkbox"/> Secondary School <input type="checkbox"/> 1-2 Year Certificate <input type="checkbox"/> 3 Year Diploma <input type="checkbox"/> Bachelor's Degree <input type="checkbox"/> Master's Degree <input type="checkbox"/> PhD <input type="checkbox"/>
e	Position within your school/institution Principal/Head Teacher <input type="checkbox"/> Deputy Principal/Head Teacher <input type="checkbox"/> Head of department <input type="checkbox"/> Head of subject <input type="checkbox"/> Senior Teacher <input type="checkbox"/> Subject Teacher <input type="checkbox"/>
f	Length of total working experience in years (in and outside TSC): 1-5 <input type="checkbox"/> 6-10 <input type="checkbox"/> 11-15 <input type="checkbox"/> 16-20 <input type="checkbox"/> 21-25 <input type="checkbox"/> 26-30 <input type="checkbox"/> 31+ <input type="checkbox"/>
g	For how long in terms of years have you stayed in your current Job Group 0-3 <input type="checkbox"/> 4-6 <input type="checkbox"/> 7-9 <input type="checkbox"/> 10+ <input type="checkbox"/>
h	Number of years working with TSC: 1-5 <input type="checkbox"/> 6-10 <input type="checkbox"/> 11-15 <input type="checkbox"/> 16-20 <input type="checkbox"/> 21-25 <input type="checkbox"/> 26-30 <input type="checkbox"/> 31+ <input type="checkbox"/>

THANK YOU FOR TAKING TIME TO FILL THIS QUESTIONNAIRE

FOR OFFICIAL USE ONLY

Name of Enumerator: _____

Date of data collection: _____

Questionnaire Serial Number: _____

TEACHERS SERVICE COMMISSION CUSTOMER & EMPLOYEE SURVEY

SECRETARIAT STAFF QUESTIONNAIRE (TSC/Q/002)

PART 1: EMPLOYEE SATISFACTION SURVEY QUESTIONNAIRE

Introduction

The Teachers Service Commission (TSC) has contracted Trendy Consulting International Limited to carry out Customer, Employee and Work Environment Survey among her stakeholders. The aim of these surveys is to help TSC serve her stakeholders better. Being an important stakeholder, your opinion counts, and as such, you are requested to spare some time and respond to this questionnaire, and hand it over to the enumerator as soon as you can.

The questionnaire has two parts: these are Part I and II. You don't have to indicate your name. We assure you that your response will be treated confidentially and will contribute towards making TSC services better to all her stakeholders.

Section 1: Strategic Direction and Corporate Image of TSC

By ticking an appropriate box below in the five point likert scale (Where 1 means Strongly Disagree, 2-Disagree, 3-Indifferent, 4-Agree and 5-Strongly Agree), please indicate the extent to which you agree with the following statements about strategic direction and corporate image of TSC.

S/N	Statement	1	2	3	4	5
a	TSC has a clearly articulated vision, mission and mandate					
b	TSC has a clearly and meaningfully stated organizational objectives					
c	TSC's Vision, Mission, Objectives and values are adequately communicated					
d	TSC's Vision, Mission, Objectives and values are inspiring					
e	TSC's Vision, Mission, Objectives and values are well implemented in practical sense					
f	TSC has good corporate image among her stakeholders					

Section 2: TSC Management

By ticking an appropriate box below in the five point likert scale (Where 1 means Strongly Disagree, 2-Disagree, 3-Indifferent, 4-Agree and 5-Strongly Agree), please indicate the extent to which you agree with the following statements about TSC management.

S/N	Statement	1	2	3	4	5
a	TSC management plan activities effectively and efficiently					
b	The organization capability of TSC management is good					
c	There is clear direction of staff by the TSC management					
d	The organizational control systems put in place by TSC are effective					
e	TSC management provides effective leadership					

Section 3: Performance Management

By ticking an appropriate box below in the five-point likert scale (Where 1 means Strongly Disagree, 2-Disagree, 3-Indifferent, 4-Agree and 5-Strongly Agree), please indicate the extent to which you agree with the following statements about performance management.

S/N	Statement	1	2	3	4	5
a	TSC has an effective organizational performance management system in place					
b	TSC has good individual employee performance management system in place					
d	There is regular annual staff appraisal					
e	The employee performance appraisal system is fair and objective					
f	Feedback on employee performance system is provided and explained well					

Section 4: Teamwork

By ticking an appropriate box below in the five-point likert scale (Where 1 means Strongly Disagree, 2-Disagree, 3-Indifferent, 4-Agree and 5-Strongly Agree), please indicate the extent to which you agree with the following statements about teamwork.

S/N	Statement	1	2	3	4	5
a	TSC places a lot of emphasis on teamwork					
b	Team spirit is live at TSC					
c	At TSC, I feel part of a team working towards a goal					
d	We hold regular team meetings/briefings in our service area					

Section 5: Staff Promotions

By ticking an appropriate box below in the five-point likert scale (Where 1 means Strongly Disagree, 2-Disagree, 3-Indifferent, 4-Agree and 5-Strongly Agree), please indicate the extent to which you agree with the following statements about staff promotions.

S/N	Statement	1	2	3	4	5
a	The staff promotion policy is fully implemented at TSC					
b	Promotion of staff is done on merit and consider all appropriate factors					
c	Employees do not stay in same position for long time before being promoted					
d	My present job grade is commensurate with my qualifications and experience					

Section 6: Training & Development

By ticking an appropriate box below in the five-point likert scale (Where 1 means Strongly Disagree, 2-Disagree, 3-Indifferent, 4-Agree and 5-Strongly Agree), please indicate the extent to which you agree with the following statements about teacher training.

S/N	Statement	1	2	3	4	5
a	I have the right basic education for my present job					
b	Staff training and development policy at TSC is fully implemented					
c	There is job rotation at TSC					
d	I relieve my senior whenever he/she takes leave					
e	TSC is good at identifying individual and group training needs					
f	Training opportunities is fairly provided to all staff					

Section 7: Recognition & Reward

By ticking an appropriate box below in the five-point likert scale (Where 1 means Strongly Disagree, 2-Disagree, 3-Indifferent, 4-Agree and 5-Strongly Agree), please indicate the extent to which you agree with the following statements about recognition and reward.

S/N	Statement	1	2	3	4	5
a	TSC recognises good work by staff and teams					
b	If I do my work well at TSC, I am sure to be rewarded					
c	Individual initiative and creativity is encouraged at TSC					
d	I prefer monetary reward as opposed to other forms of reward					

Section 8: Remuneration

By ticking an appropriate box below in the five-point likert scale (Where 1 means Strongly Disagree, 2-Disagree, 3-Indifferent, 4-Agree and 5-Strongly Agree), please indicate the extent to which you agree with the following statements about remuneration.

S/N	Statement	1	2	3	4	5
a	TSC gives fair compensation to staff					
b	I am satisfied with my present terms and conditions of service					
c	My pay is commensurate with my responsibilities, qualifications and performance					
d	TSC pays on or before the last day of the month					
e	I am satisfied with other benefits and allowances provided by TSC					
f	The workload assigned to me by TSC is within acceptable range					

Section 9: TSC Medical Scheme

By ticking an appropriate box below in the five-point likert scale (Where 1 means Strongly Disagree, 2-Disagree, 3-Indifferent, 4-Agree and 5-Strongly Agree), please indicate the extent to which you agree with the following statements about TSC medical scheme.

S/N	Statement	1	2	3	4	5
a	Amount covered by TSC outpatient medical scheme is adequate					
b	Amount covered by TSC inpatient medical scheme is adequate					
c	The services provided by TSC medical insurance cover are efficient					
d	TSC medical scheme coverage of illnesses and conditions are adequate					
e	Medical facilities (hospitals/clinics) that provides adequate services are accessible					

Section 10: Communication

By ticking an appropriate box below in the five-point likert scale (Where 1 means Strongly Disagree, 2-Disagree, 3-Indifferent, 4-Agree and 5-Strongly Agree), please indicate the extent to which you agree with the following statements about communication.

S/N	Statement	1	2	3	4	5
a	TSC practices open, fast and honest communication					
b	There is adequate flow of information within TSC					
c	There is adequate flow of timely feedback					
d	Communications within TSC flow mostly through formal communication channel					
e	Means of communication to and from TSC teaching and secretarial staff is adequate					

Section 11: Supervision

By ticking an appropriate box below in the five-point likert scale (Where 1 means Strongly Disagree, 2-Disagree, 3-Indifferent, 4-Agree and 5-Strongly Agree), please indicate the extent to which you agree with the following statements about supervision.

S/N	Statement	1	2	3	4	5
a	My supervisor treats all team members cordially and fairly					
b	My supervisor gives clear and helpful direction on work to be done					
c	My supervisor is always accessible whenever I need him					
d	My supervisor gives prompt and adequate feedback on my work					
e	My supervisor considers the opinion of team members before making decisions					

PART II: STAFF WORK ENVIRONMENT SURVEY QUESTIONNAIRE

By ticking an appropriate box below in the five-point likert scale (Where 1 means Strongly Disagree, 2-Disagree, 3-Indifferent, 4-Agree and 5-Strongly Agree), please indicate the extent to which you agree with the following statements about staff work environment at TSC.

Section 1: Health and Safety

SN	Statement	1	2	3	4	5
a	There are adequate measures to ensure employee safety at TSC					
b	There are regular disaster preparedness drills					
c	TSC has trained first aiders/fire marshals					
d	The fire extinguishers and emergency exits are accessible and well-marked					
e	TSC provides a conducive work environment both physical and psychological					

Section 2: Pollution

a	I'm not affected by noise pollution and vibration at my work place					
b	There is adequate fresh air flow at my place of work					
c	My work place is of acceptable humidity for comfort					
d	The temperatures at my work place is comfortable for work					

e	There is adequate lighting and ventilation for staff to work comfortably						
Section 3: Workload							
a	My job is not very stressful and challenging						
b	Workload is manageable if well planned						
c	My working schedule provides for a good work-life balance						
d	Work load is fairly distributed amongst colleagues in my section						
Section 4: Work Stations/Offices							
a	TSC offices are generally clean						
b	The layout of office work stations facilitates good work performance						
c	There is adequate work space for each employee						
d	There is adequate and appropriate furniture and décor						
e	The design of the office I work in is appealing						
Section 5: Stationery & Equipment							
a	Stationery are available and in sufficient quantities						
b	Electronics (computers/laptops/printers/scanners, photocopiers, Binding machine, projector etc.) are available and well distributed						
Section 6: Amenities							
a	The washrooms are well lit, clean and hygienic						
b	Facilities in the wash rooms are functional and well maintained						
c	There is sufficient supply of sanitary materials						
d	The washroom facilities are conveniently located						
Section 7: Authority Vehicles							
a	TSC has well maintained and clean vehicles						
b	The vehicles are well driven						
c	The vehicles are sufficient and are readily available for official use						
Section 8: Communication							
a	There are sufficient telephone lines and extensions						
b	The staff have easy access to email and internet services within TSC						
c	There is adequate communication related to safety and health issues at TSC						
Section 9: Common Areas							
a	Reception area gives a good reflection of TSC image						
b	Waiting room(s) is/are appealing						
c	Boardroom/meeting room(s) is/are appealing and comfortable						
d	There is ample, secure parking for TSC's staff and visitors						
Section 10: Other Work Environment Issues							
a	HIV/AIDS policy at TSC is fully observed and implemented						
b	Gender Mainstreaming policy at TSC is fully observed and implemented						
c	Disability Mainstreaming policy at TSC is fully observed and implemented						

PART THREE: SUGGESTIONS

11.1 Please state two critical areas that TSC has improved on within the last two years.

11.2 Please state two critical issues that TSC is weak on or has not delivered on effectively

11.3 Give two suggestions on areas that TSC should improve on in her service delivery

11.4 Give two suggestions on areas that TSC should improve on medical scheme

11.5 Are you aware of TSC Medical Scheme? Yes ☐ No ☐

11.6 If your answer to 16.4 is yes, please indicate whether you have used Out-patient or In-patient or both. In-patient Yes ☐ No ☐ Out-patient Yes ☐ No ☐

11.7 How often have you used in-patient? Once ☐ Twice ☐ Thrice ☐ More than thrice ☐

11.8 How often have you used Out-patient? Once ☐ Twice ☐ Thrice ☐ More than thrice ☐

11.9 Are you satisfied with the services of hospitals/clinics you have attended? Yes ☐ No ☐

11.10 Suggest the names of hospitals and clinics that should be included in the cover.

11.11 What challenges have you encountered when seeking medical services?

11.12 Suggest on how improvement can be made on medical services.

11.13 Suggest the names of hospitals and clinics that should be included in the cover.

PART FOUR: RESPONDENTS BACKGROUND

Please tick an appropriate box below

a	Gender: Female <input type="checkbox"/> Male <input type="checkbox"/>
b	Which county are you stationed? _____
c	Age: From 18-25 <input type="checkbox"/> From 26-35 <input type="checkbox"/> From 36-45 <input type="checkbox"/> From 46-55 <input type="checkbox"/> More 55 <input type="checkbox"/>
	Marital status Single <input type="checkbox"/> Married <input type="checkbox"/> Separated <input type="checkbox"/> Divorced <input type="checkbox"/>
d	Education: Primary School <input type="checkbox"/> Secondary School <input type="checkbox"/> 1-2 Year Certificate <input type="checkbox"/> 3 Year Diploma <input type="checkbox"/> Bachelor's Degree <input type="checkbox"/> Master's Degree <input type="checkbox"/> PhD <input type="checkbox"/>
e	Your Directorate within TSC institution Human Resource Management <input type="checkbox"/> Administration <input type="checkbox"/> Accounts <input type="checkbox"/> CEO's Office <input type="checkbox"/> Teacher Management <input type="checkbox"/> Finance <input type="checkbox"/> ICT <input type="checkbox"/> Internal Audit <input type="checkbox"/>
f	Length of total working experience in years (in and outside TSC): 1-5 <input type="checkbox"/> 6-10 <input type="checkbox"/> 11-15 <input type="checkbox"/> 16-20 <input type="checkbox"/> 21-25 <input type="checkbox"/> 26-30 <input type="checkbox"/> 31+ <input type="checkbox"/>
g	For how long in terms of years have you stayed in your current Job Group 0-3 <input type="checkbox"/> 4-6 <input type="checkbox"/> 7-9 <input type="checkbox"/> 10+ <input type="checkbox"/>
h	Number of years working with TSC: 1-5 <input type="checkbox"/> 6-10 <input type="checkbox"/> 11-15 <input type="checkbox"/> 16-20 <input type="checkbox"/> 21-25 <input type="checkbox"/> 26-30 <input type="checkbox"/> 31+ <input type="checkbox"/>

THANK YOU FOR TAKING TIME TO FILL THIS QUESTIONNAIRE

FOR OFFICIAL USE, ONLY

Name of Enumerator: _____

Date of data collection: _____

Questionnaire Serial Number: _____

TEACHERS SERVICE COMMISSION CUSTOMER & EMPLOYEE SURVEY

EXTERNAL CUSTOMER QUESTIONNAIRE (TSC/Q/003)

Introduction

The Teachers Service Commission (TSC) has contracted Trendy Consulting International Limited to carry out Customer, Employee and Work Environment Survey among her stakeholders. The aim of these surveys is to help TSC serve her stakeholders better. Being an important stakeholder, your opinion counts, and as such, you are requested to spare some time and respond to this questionnaire, and hand it over to the enumerator as soon as you can.

The questionnaire has two parts: these are Part I, II and III. You don't have to indicate your name. We assure you that your response will be treated confidentially and will contribute towards making TSC services better to all her stakeholders.

PART ONE: IMPORTANT ASPECTS OF TSC

Section 1: Strategic Direction and Corporate Image of TSC

By ticking an appropriate box below in the five point likert scale (Where 1 means Strongly Disagree, 2-Disagree, 3-Indifferent, 4-Agree and 5-Strongly Agree), please indicate the extent to which you agree with the following statements about strategic direction and corporate image of TSC.

S/N	Statement	1	2	3	4	5
a	TSC has a clearly articulated vision, mission and mandate					
b	TSC has a clearly and meaningfully stated organizational objectives					
c	TSC's Vision, Mission, Objectives and values are adequately communicated					
d	TSC's Vision, Mission, Objectives and values are inspiring					
e	TSC's Vision, Mission, Objectives and values are well implemented in practical sense					
f	TSC has good corporate image among her stakeholders					

Section 2: Customer Care

By ticking an appropriate box below in the five point likert scale (Where 1 means Strongly Disagree, 2-Disagree, 3-Indifferent, 4-Agree and 5-Strongly Agree), please indicate the extent to which you agree with the following statements about TSC customer care.

S/N	Statement	1	2	3	4	5
a	TSC demonstrate good understanding of customer needs					
b	TSC staff handles customers professionally					
c	TSC management considers external customer's opinions while making decisions					
d	Customer complaints and disputes are handled with the care it deserves at TSC					
e	Generally, I am satisfied with external customer care at TSC					

Section 3: Communication

By ticking an appropriate box below in the five-point likert scale (Where 1 means Strongly Disagree, 2-Disagree, 3-Indifferent, 4-Agree and 5-Strongly Agree), please indicate the extent to which you agree with the following statements about communication.

S/N	Statement	1	2	3	4	5
a	TSC practices open, fast and honest communication					
b	There is adequate flow of information from TSC					
c	There is adequate flow of timely feedback from TSC					
d	Means of communication to and from TSC teaching and secretarial staff is adequate					
e	TSC website is sufficiently resourceful					

Section 4: Service Environment

By ticking an appropriate box below in the five-point likert scale (Where 1 means Strongly Disagree, 2-Disagree, 3-Indifferent, 4-Agree and 5-Strongly Agree), please indicate the extent to which you agree with the following statements about service environment.

S/N	Statement	1	2	3	4	5
a	Service environment in TSC offices is conducive					
b	Facilities at TSC offices are in good condition					
c	TSC offices are tidy and well equipped for service					
d	TSC offices have well maintained visitors waiting bays					
e	TSC embraces use of modern technology in service delivery					

Section 5: Quality of Service

By ticking an appropriate box below in the five-point likert scale (Where 1 means Strongly Disagree, 2-Disagree, 3-Indifferent, 4-Agree and 5-Strongly Agree), please indicate the extent to which you agree with the following statements about quality of service.

S/N	Statement	1	2	3	4	5
	Reliability					
a	TSC delivers satisfactorily on her service promises her customers					
b	There is easy access to information from TSC					
c	TSC service systems are robust and reliable					
d	Service delivery is consistent and timely across TSC departments and counties					
	Assurance					
e	TSC staff have the skills and knowledge to deliver quality services					
f	TSC staff need further training and development to serve appropriately					
g	TSC services are given in a safe and secure environment					
	Tangibles					
h	TSC services facilities are generally attractive and appealing					

i	TSC website is resourceful and always up to date					
j	TSC has an active social media					
	Empathy					
k	TSC staff builds good relations with customers					
l	TSC staff show empathy with customers					
m	TSC staff genuinely care about customers' needs					
n	TSC staff try to see things from customers point of view					
o	TSC staff communicates clearly and in a timely manner					
	Responsiveness					
p	TSC services are prompt					
q	TSC staff are always willing and able to help					
r	Customer issues/problems are solved satisfactorily and in a timely manner					
s	TSC services are efficient and of high quality					
t	TSC staff fully understand customer expectations					

Section 6: Procurement of Goods & Services at TSC (To be filled by suppliers)

By ticking an appropriate box below in the five-point likert scale (Where 1 means Strongly Disagree, 2-Disagree, 3-Indifferent, 4-Agree and 5-Strongly Agree), please indicate the extent to which you agree with the following statements about procurement of goods and services.

S/N	Statement	1	2	3	4	5
a	TSC observes public procurement rules and regulations					
b	Tenders are evaluated and awarded fairly					
c	TSC meets her obligation during contract execution					
d	TSC cooperates with suppliers					
e	TSC provides orderly and timely feedback to all suppliers					
f	TSC pursues fair procurement practices					
g	TSC pays her suppliers in good time					
h	The support provided by TSC on follow-up payment is satisfactory					
i	Supplier complaints are handled satisfactorily					

PART TWO: SUGGESTIONS

7.1 Please state two critical areas that TSC has improved on within the last two years.

7.2 Please state two critical issues that TSC is weak on or has not delivered on effectively

7.3 Give two suggestions on areas that TSC should improve on in her service delivery

PART THREE: RESPONDENTS BACKGROUND

Please tick an appropriate box below

a	Gender: Female <input type="checkbox"/> Male <input type="checkbox"/>
b	Which county(s) is your organization located? _____
c	Age: From 18-25 <input type="checkbox"/> From 26-35 <input type="checkbox"/> From 36-45 <input type="checkbox"/> From 46-55 <input type="checkbox"/> More 55 <input type="checkbox"/>
d	Describe the services you offer to TSC: _____ _____
e	Position within your institution _____
f	Length of total working experience in years with your organization 1-5 <input type="checkbox"/> 6-10 <input type="checkbox"/> 11-15 <input type="checkbox"/> 16-20 <input type="checkbox"/> 21-25 <input type="checkbox"/> 26-30 <input type="checkbox"/> 31+ <input type="checkbox"/>
g	For how long in terms of years has your organization dealt with TSC 0-3 <input type="checkbox"/> 4-6 <input type="checkbox"/> 7-9 <input type="checkbox"/> 10+ <input type="checkbox"/>
h	For how long have you as a person dealt with TSC: 1-5 <input type="checkbox"/> 6-10 <input type="checkbox"/> 11-15 <input type="checkbox"/> 16-20 <input type="checkbox"/> 21-25 <input type="checkbox"/> 26-30 <input type="checkbox"/> 31+ <input type="checkbox"/>

THANK YOU FOR TAKING TIME TO FILL THIS QUESTIONNAIRE

FOR OFFICIAL USE ONLY

Name of Enumerator: _____

Date of data collection: _____

Questionnaire Serial Number: _____

TRENDY CONSULTING INTERNATIONAL LIMITED

P.O. Box 8346-00200, Nairobi; (020) 2337601/2

E-mail: *trendyconsultancy@gmail.com*

CUSTOMER QUESTIONNAIRE (STUDENTS)(TSC/Q/004)

Introduction

The Teachers Service Commission (TSC) has contracted Trendy Consulting International Limited to carry out Customer, Employee and Work Environment Survey among her stakeholders. The aim of these surveys is to help TSC serve her stakeholders better. Being an important stakeholder, your opinion counts, and as such, you are requested to spare some time and respond to this questionnaire, and hand it over to the enumerator as soon as you can.

The questionnaire has two parts: these are Part I, II and III. You don't have to indicate your name. We assure you that your response will be treated confidentially and will contribute towards making TSC services better to all her stakeholders.

Service Delivery to Students in Secondary Schools

By ticking an appropriate box below in the five-point likert scale (Where 1 means Strongly Disagree, 2-Disagree, 3-Indifferent, 4-Agree and 5-Strongly Agree), please indicate the extent to which you agree with the following statements about the quality of services provided at your school.

S/N	Statement	1	2	3	4	5
a	Our school compound is secure and intruders do not easily come in					
b	The buildings and classrooms in our school are in good condition					
c	Money and other resources are used well by my school					
d	We have well equipped laboratory for practical lessons					
e	Our school has enough and relevant textbooks					
f	The quality of teaching delivered by our teachers meets my expectation					
g	Teachers are knowledgeable and helps me understand lessons better					
h	Our teachers fully cover the syllabus in good time					
i	Teachers show good behavior in and out of class					
j	Generally, there is good relationship between students and teachers					
k	Our good performance is attributed to the hard work done by teachers					
l	There is good discipline among the teachers					
m	Students in our school are well disciplined					

PART TWO: RESPONDENTS BACKGROUND

Please tick an appropriate box below

a	Gender: Female <input type="checkbox"/> Male <input type="checkbox"/>
b	What is the name and county of your school? _____
c	Which form are you: Form 1 <input type="checkbox"/> Form 2 <input type="checkbox"/> Form 3 <input type="checkbox"/> Form 4 <input type="checkbox"/>

THANK YOU FOR TAKING TIME TO FILL THIS QUESTIONNAIRE

FOR OFFICIAL USE, ONLY

Name of Enumerator: _____

Date of data collection: _____

Questionnaire Serial Number: _____