

**LINK BETWEEN COMPLAINTS RESOLUTION AND TUTOR
MOTIVATION IN PUBLIC TEACHER TRAINING COLLEGES IN
THE EASTERN REGION OF KENYA**

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DECLARATION

I declare that this thesis is my original work and has not been presented in any other University/Institution for certification. This thesis has been complemented by referenced sources duly acknowledged. Where text, data, graphics, pictures, or tables have been borrowed from other sources, including the internet, the sources are specifically accredited in accordance with anti-plagiarism regulations.

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I/we confirm that the work reported in this thesis was carried out by the student under my/our supervision.

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DEDICATION

This thesis is dedicated to my beloved parents Mr. and Mrs. Samuel Musembi. Thank you for the immense sacrifice you made to take me through school and for your desire for me to pursue this degree. I hope I have made your dream come true.

ACKNOWLEDGEMENT

My sincere gratitude goes to my supervisors Dr. Peter Nyaga and Dr. Samson Kariuki for their diligence and dutifulness in taking me through the research process. They helped me conceptualize the study and actualize my desire to research this topic. I also appreciate in a special way my daughters Doreen and Fiona for their continuous encouragement. God bless you. Special appreciation goes to my brother Ken, his family and my sister Rose for their selflessness. You made my academic journey easy. Most importantly I thank God almighty for giving me the endurance to undertake this step of my life. His grace is sufficient.

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LIST OF ABBREVIATIONS AND ACRONYMS

ACRM	Auditing Complaints Resolution Mechanisms
BOM	Board of Management
CAJ	Commission on Administrative Justice
CBE	Curriculum Based Establishment
CDE	County Director of Education
CRI	Complaints Resolution Infrastructure
KNEC	Kenya National Examinations Council
KPSCHG	Kenya Public Sector Complaints Handling Guidelines
LC	Lodging Complaints
MOE	Ministry of Education
NACOSTI	National Commission for Science Technology and Innovation
NSW	New South Wales
PC	Performance Contract
PTE	Primary Teacher Education
PTTC	Public Teacher Training College
RBM	Result Based Management
RC	Response to Complaint
SPSS	Statistical Package for Social Sciences
TTC	Teacher Training College
TSC	Teachers Service Commission
UNESCO	United Nations Educational, Scientific and Cultural Organization

ABSTRACT

Complaints resolution has been highlighted as a good tool of management because where complaints are adequately managed motivation of tutors is increased and the performance of the institution is enhanced. Performance of Public Teacher Training Colleges in national examinations has been declining at an alarming rate pointing to possible low motivation levels among tutors. Although factors affecting performance in examinations are varied, the role of the tutors cannot be assumed. The purpose of this study was to establish the link between complaints resolution and tutor motivation in PTTCs in the Eastern region of Kenya. The objectives of the study were: to determine the influence of complaints resolution infrastructure on tutor motivation, to establish how the process of lodging complaints influences tutor motivation, to determine the influence of response to complaints on tutor motivation, and to establish the influence of audit of complaints mechanisms on tutor motivation in PTTCs in the Eastern Region of Kenya. The study was anchored on the systems theory. Correlation research design was applied in this study. The target population for the study was 342 tutors and 25 complaints resolution committee members in the five Public Teacher Training Colleges in the Eastern Region of Kenya. Sampling was purposive for the PTTCs and the complaints resolution committees while stratified random sampling was used to sample tutors. A total of 185 respondents participated in the study sampled using Krecjie and Morgan table of sampling. Data was collected using questionnaires for tutors and complaints resolution committee members. An observation checklist was also used by the researcher to record pertinent information. Pearson's Correlation Coefficient was used to establish the link between the variables for each objective. The study found out that there was a positive correlation between a college having complaints resolution infrastructure and tutor motivation $R= 0.982$ P-value 0.000 at 1% (0.01). It was also established that there was a positive correlation between lodging of complaints and tutor motivation $R= 0.971$ P-value 0.000 at 1% (0.01). Further, analyzed data revealed that there was a positive correlation between response to complaints and tutor motivation $R= 0.977$ P-value 0.000 at 1% (0.01) and finally, a positive correlation was found between auditing of complaints resolution mechanisms and tutor motivation ($R= 0.964$ P-value 0.000 at 1% (0.01). The study concluded that availability of complaints infrastructure, lodging of complaints, response to complaints and auditing of complaints mechanisms in the PTTCs were moderate. The study recommended that PTTCs need to nurture a complaints culture by providing the requisite material and personnel as this will help cultivate trust, improve tutor morale and strengthen provision of sustainable services. Further, the study also recommended that, the MOE, TSC and the College Principals need to promote effective resolution of tutors' complaints to enhance tutor motivation and to sustain quality teacher training in PTTCs.

CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 Introduction

This chapter discusses the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance, assumptions, limitations and delimitations of the study. It also presents the conceptual and theoretical framework guiding the study. Abbreviations, acronyms and key words are also explained.

1.2 Background

Resolution of complaints can be described as the deliberate action by an institution to create an environment that enables people to express their concerns regarding its services and ensuring that the concerns are addressed to their satisfaction. Complaints' handling in the public sector gives citizens an opportunity for democratic participation in public governance (Haji 2015). Faed (2010) described complaints resolution as a process of documentation that aims to resolve customer complaints. According to Stauss and Seidel (2005) complaints management should include planning, execution and controlling of all measures taken by an organization in connection with the complaints it receives. Yao et.al (2013) on their part defined complaints handling as the science of enriching relationships between the organization and its customers through ensuring that their grievances are resolved effectively. Different scholars such as Stauss, Haji and Faed among others, have used the terms complaints management, complaints handling, dispute resolution, grievance redress to denote complaints resolution. However, for the purpose of this

research complaints resolution is taken to mean a process through which tutors complaints are heard, assessed, negotiated, responded to and resolved.

Complaints resolution is a relatively new concept in the Education sector in Kenya though it has been practiced successfully in other sectors worldwide especially in business and health care services. In fact, according to Aslan (2018) customer complaints are as old as time. What has changed over time is the way complaints are expressed and managed. The practice of complaints resolution began in Public Teacher Training Colleges (PTTCs) in 2009/2010 financial year (FY) when the resolution of public complaints indicator was introduced in the performance contracting (PC) framework. In order to ensure better response to tutor concerns and provide quality teaching services, PTTCs have developed various complaints resolution mechanisms as required. These include: provision of service charters, installation of complaints boxes and establishment of internal complaints handling committees. Since then PTTCs have been resolving complaints internally and sending quarterly and annual reports to the Commission on Administrative Justice (CAJ) which is responsible for evaluation of complaints resolution targets in PCs for public institutions. The overall vision of the Commission is to oversee responsiveness and servanthood in public offices as well as handling of complaints effectively and resolving disputes (CAJ Annual Report, (2012). Resolution of complaints offers education institutions an opportunity to understand their customers and ensure that the concerns they raise are quickly resolved. Unresolved conflicts can affect the motivation of tutors (Thuo 2017). As such, it is prudent for colleges to ensure tutors' complaints are adequately managed.

Proper handling of complaints improves the reputation of the institution since complaints provide the management with information on staff and customers feelings about its services thus reducing the reputational risk. The Ombudsman Western Australia Guidelines (2010) identifies improvements in service delivery as a major benefit of complaints resolution in organizations. Education institutions and indeed PTTCs therefore need to embrace complaints resolution in order to realize provision of quality teaching and training services and improve staff motivation. Many proponents of motivation theories such as Adams (Equity theory), Vroom(Expectancy theory), Locke (Goal setting theory), McGregor(Theory X and theory Y), Herzberg (Two factor theory) agreed that what drives one to act in a certain manner is either intrinsically or extrinsically borne. Managers who are successful take into account most of the aspects upon which these theories focus. Expectancy, goal setting, performance, feedback, equity, satisfaction, commitment and other characteristics are worth considering in the process of motivating tutors. Indeed Steers and Porter (1983) conclude that motivation theories are more complementary than contradictory. Administrators in PTTCs therefore, need to blend these different aspects of motivation in order to minimize complaints because mostly where motivation levels are low employees find every reason to complain. When complaints are unresolved they lead to low motivation among tutors and poor performance by the institution.

Research has revealed that organizations that take complaints seriously tend to be very dynamic since they use the complaints to gauge the effectiveness of their services, as such complaints handling needs to be very strategic. Haji (2015) in Brunei case study on public service complaints management points out that

increasing attention has been given to customer complaints with the introduction of formal complaints procedures in public service. According to Onyango (2012) in a study on complaints handling by Barclays Bank Limited, Kenya, the main purpose of complaints handling is to ensure that customer grievances are settled satisfactorily. Therefore, it is important to equip complaints handling officers with training and skills that make them emphatic, analytical, decisive and creative. According to Johnston and Mehra (2012) in a report on effective customer complaints in the UK, the success rates of complaints management were lowered by lack of adequate skills among bank employees. It can therefore be inferred that the success of a complaints system is largely dependent on the competency of the complaints resolution committee.

Elaborate establishment of complaints infrastructure is crucial for organizations that desire to cultivate a good complaints culture (NSW 2017). The same can also be said to apply in education institutions such as TTCs. Complaints infrastructure helps tutors to air their complaints. Fornel and Wenerfelt (1998) argued that complaints management is about facilitating expression of complaints and its dissemination within the organization. Good complaints handling systems are characterized by a design that facilitates certainty and efficiency as noted by Onyango (2012). According to Garding and Bruns (2015), there are various channels including mails, email, hotlines and face to face conversations that can be used to register complaints in institutions. However, it is worth noting that these are not the only channels that institutions can use. Hence, PTTCs should endeavor to establish complaints channels to suit the needs of tutors. Absence of such channels can render complaints resolution systems unproductive in the colleges.

Keeping the complainant informed about the progress of their complaint and providing feedback is important for successful complaints handling as noted by Ombudsman Western Australia (2010). In the same breath, PTTCs should strive to ensure that tutors are kept informed about the status of their complaints. Systematic collection and analysis of feedback provides a powerful means of public accountability, (Haji 2015). Some of the benefits that education institutions particularly PTTCs can realize by providing prompt feedback may include restoring trust, improving tutor morale and enhanced provision of quality and sustainable education services. Haji (2015) observed that feedback on public service does not only generate valuable evaluative data for policy makers, but also creates valuable incentives for staff to sustain high standards. It can therefore be deduced that feedback on tutor complaints is important in ensuring their motivation is sustained.

Accurate collection of data on complaints helps identify patterns of complaints. Parry and Hewage (2009) say that there is a need for a robust data collection system which collates and analyses complaints patterns and which can be reviewed at senior management levels. Therefore, for an education institution to succeed in managing complaints, it must undertake root cause analysis. Root cause analysis helps identify systemic problems and to take measures to prevent complaint recurrence. PTTCs need to audit their complaints systems to ensure they are serving the purpose for which they are established and also for continuous improvement. A good complaints system is one that helps the management to detect issues that are likely to affect the motivation and performance of tutors and address them before they escalate.

There is a close connection between resolution of tutor complaints and their motivation. Vanbaren (2010) defined teacher motivation as the process of

stimulating a teacher's desire and energy to perform their duties effectively. Teacher motivation has also been defined as the willingness, drive or desire to engage in good teaching UNESCO (2011). From this point of view tutor motivation in this study will be taken to mean those forces or stimuli that drive tutors in PTTCs to develop and sustain certain behavior and attitudes towards their work.

Amaoko (2011) in his study examined the Herzberg two factor theory and its relevance in motivating the Ghanaian worker. He explored how hygiene and motivation factors affected the performance of the workforce in Ghana. He found out that in most organizations, pay, allowances and job security were identified as key motivation factors whereas hygiene factors (though not enough to satisfy workers) were found to help in creating conducive working environments. Team work and group cohesiveness were found to be essential in creating conducive working environments and promoting good working relationships. According to that study, teamwork creates a sense of belongingness, brings about innovativeness and enhances synergy among workers hence improving performance and achievement of the organization goals. In that regard the importance of team spirit in PTTCs cannot be overemphasized. Work environment has been seen as an important determinant of teacher motivation. Complaints resolution is one of the ways that colleges can use to create favorable work conditions and improve the morale of tutors. According to Bishay (1996), the working environment of teachers determines their attitude and behavior towards their work. It is therefore important for managers in Educational institutions, particularly PTTCs, to blend factors of both hygiene and motivation to fit into the situations in their institutions in order to keep the staff well motivated.

Monitoring of complaints can provide valuable knowledge to PTTCs and also help in shaping their priorities in order to enhance tutor motivation. However, many institutions both in the public and private sectors have missed out on this precious opportunity by failing to establish complaints cultures. As such, the workforce in these organizations has continued being disgruntled (Stauss and Seidel 2005). Low motivation level is a common characteristic of a disgruntled workforce and is easily manifested by low performance indexes such as poor examination results in the case of education institutions. A report by KNEC (2017) indicated that performance of PTTCs in National examinations has been declining for the past four years which may be an indication of a disgruntled workforce and a possibility of low motivation among the tutors preparing the candidates. The percentage of students who failed in PTE increased from 11.9% in 2014 to 50.9% in 2017. Meaning approximately half of the teacher trainees did not meet the threshold of entering the profession. This being the case, it was imperative that measures were required to be put in place to establish the cause of this worrying trend and find ways of reversing it as well.

A study by Thiong'o (2012) on Employee motivation in the Teachers Service Commission (TSC) Kenya indicated that in the modern day work environment, motivation has become an important aspect and the employers have a duty to motivate workers in order to be able to realize the goal of the organization. For tutors to be able to perform their duties their motivation needs to be enhanced by minimizing complaints in order to create an environment where they can give their best. Kessler and Purcell (1992) observed that when workers are motivated they tend to become more efficient. They strive to improve their skills so as to contribute to the progress of the organization thus increasing performance. According to Mumo

(2000) in a study on job satisfaction of tutors in Technical Training Institutes (TTIs) in Nairobi Province found that when tutors are motivated absenteeism tends to be low and friction between tutors and management decreased which was found to help in cultivating team spirit. He also found that when tutors were motivated the number of complaints and grievances reduced thus improving the tutors' performance.

Motivation is essential for the success of any organization. According to (Ramlall 2008) the success of any organization depends on how it is able to keep its workforce motivated. Human resources have the highest influence on the performance of an organization. Therefore, every organization needs to motivate its staff in order to achieve its goal. Motivation leads to good employee performance which is necessary for the success of the organization. Further, Ramlall (2008) noted that teachers' human capital greatly depends on their motivation and willingness to take initiatives. Similarly, Yoon and Suh (2003) concluded that employees who are satisfied with their jobs tend to be more involved in their employing organizations and are more dedicated to delivering services with the highest level of quality. Resolution of tutors' complaints has the potential to make them more involved in their workplaces. It also has the potential to improve their motivation towards rendering quality teaching services hence improving the performance of the colleges.

Nyakundi (2012) in her study on factors affecting teacher motivation in Thika West found out that 66% of teachers were motivated by their work environment because they were provided with adequate facilities and resources. Teachers were also found to be motivated by a peaceful school environment, and convenient location of the schools. Where the school leadership had created a conducive environment for

teachers to perform their duties, motivation levels were found to be high. In the same study, teachers who had a contrary opinion cited disregard of their opinions by the school leadership as a cause of low motivation. It is critical that administrators in PTTCs consider the opinions of tutors since failure to do so can have an impact on their motivation levels. Not much research has been done to establish how complaints resolution affects motivation of tutors in PTTCs. This study therefore sought to establish the link between resolution of complaints and motivation of tutors in PTTCs in Eastern region of Kenya.

1.3 Problem Statement

Since the early 1990s the public sector in Kenya has been undergoing reforms intended to promote a performance oriented culture that seeks to improve the process through which public organizations operate in order to increase efficiency and effectiveness, and to cultivate a culture of client oriented, mission driven and enhanced management (Obong'o 2009). With these changes performance contracts (PCs) were introduced in the public service in 2004. Later Complaints resolution as an indicator in PCs was introduced in the 2009/2010 financial year to address issues that undermined their endeavor to optimize their performance. Going by the declining performance by teacher trainees in national examinations, PTTCs cannot be said to be achieving their objective as envisaged. Hence, the need to find out the impact of complaints mechanisms in PTTCs with regards to tutor motivation.

Low level of motivation among tutors is characterized by ineffectiveness and inefficiency and can be manifested by declining performance in examinations as has been cited in the KNEC (2017) report. It is therefore clear that action needs to be taken urgently to reverse this situation. Though motivation of tutors may be

attributed to many factors, the role of complaints resolution cannot be ignored. Many researchers have addressed the subject of tutor motivation as a result of other aspects but have constantly ignored the role complaints resolution mechanisms play in enhancing tutor motivation. This study therefore sought to find out whether there is a link between resolution of complaints and motivation tutors in PTTCs in the Eastern region of Kenya.

1.4 Purpose of the Study

The purpose of this study was to establish the link between complaints resolution and tutor motivation in PTTCs in Eastern region of Kenya.

1.5 Objectives of the Study

The objective of this study was:

1. To determine the influence of complaints resolution infrastructure on tutor motivation in PTTCs in Eastern region of Kenya.
2. To establish how the process of lodging complaints influences tutor motivation in PTTCs in Eastern region of Kenya.
3. To determine the influence of response to complaints on tutor motivation in PTTCs in Eastern region of Kenya
4. To establish the influence of audit of complaints mechanisms on tutor motivation in PTTCs in Eastern region of Kenya

1.6 Research Questions

The research intended to answer the following questions:

1. What is the influence of complaints resolution infrastructure on tutor motivation in PTTCs in Eastern region of Kenya?

2. What is the influence of the process of lodging of complaints on tutor motivation in PTTCs Eastern region of Kenya?
3. How does response to complaints influence tutor motivation in PTTCs in Eastern region of Kenya?
4. How does audit of complaints resolution mechanisms influence tutor motivation in PTTCs in Eastern region of Kenya?

1.7 Significance of the Study

The Ministry of Education may through the findings of this study understand the complaints resolution processes in PTTCs which may aid the ministry in coming up with policies to enhance resolution of complaints not just in TTCs but also in other educational institutions; to improve the quality of education and training. The findings may also help the Ministry in finding the need to establish complaints resolution structures within the ministry to facilitate effective management of complaints in the education sector.

The Teachers service commission (TSC) through this study may identify possible threats to tutor motivation and hopefully assist in coming up with mitigation measures to improve the motivation levels of tutors and other teachers.

The Principals and management of PTTCs may use the findings of the study to evaluate their complaints resolution systems and fill any existing gaps in order to improve management of tutor complaints. The study may also help them put in place strategies to improve tutor motivation for improved performance.

The study may help in opening up a new research area particularly in Education management since this area has been found to be scarcely researched. It will also provide literature for knowledge advancement on the topic.

1.8 Assumptions of the Study

The study was carried out with the following assumptions:

1. All the PTTCS have functional mechanisms to handle complaints as is stipulated in the performance contracts.
2. Resolution of complaints has an impact on tutor motivation

1.9 Limitations of the Study

The colleges were spread across vast counties, which was challenging for the researcher. Also, due to the Covid 19 pandemic prevention protocols, tutors in some of the colleges were working in shifts hence the researcher had to make several trips to the colleges which caused a delay in the research timelines.

1.10 Delimitation of the Study

This study was carried out in PTTCs located in the Eastern region of Kenya. It only involved tutors and members of complaints handling committees in the colleges in reference since they were the target population for the study. Complaints committee members who are also tutors were only involved in this capacity. The study focused on tutor complaints only for the purpose of establishing if they were linked to their levels of motivation.

1.11 Theoretical Framework

This study adopted the systems theory of management by (Ackoff, 1972). He observed that a system is more than a sum of its parts; it is an indivisible whole. It loses its essential properties when it is taken apart and every system may be part of a larger system. This theory can be traced in the works of a German biologist Ludwig Von Bertalanffy (1968) who defined an organism as an integrated system of interdependent structures and functions. Further, a system is an organized collection of people, machines and material required to achieve a specific goal and tied together by communication links (Skyttner, 2005). According to Ackoff a purposeful system is formed by linking work, people and things and examining their social, cultural and psychological implications.

A system uses its own goals as a basis for assessing its performance and seeks feedback on the quality of its functioning. As a result, an institution keen to improve its performance must put emphasis on things that are likely to affect its performance by modifying its operations to facilitate achievement of goals (Skyttner, 2005). The main objective of PTTCs is churning out teachers who are well equipped for the profession hence the need for colleges to address issues likely to impede the achievement of this objective. PTTCs should endeavor to establish complaints mechanisms in all departments in order to get feedback from the tutors and minimize the operational risks of unmotivated workers such as absenteeism and poor quality work (Badubu, 2017).

PTTCs being open systems must change in order to maintain themselves in a dynamic environment. The Burke-Litwin model of an organization shows that the external environment to be an input in a system whereas the individual and

organizational performance are the output. Still, other organizational variables like leadership, management practices, motivation, work environment and policies are included because they are instrumental in determining the work output of tutors. According to Beer (1985), every manager in an organization should think about what the organization does, keep watch of the external environment, manage internal operations of the organization and regulate internal conflicts. All organizations are bound to experience tensions due to the interactions in the system. It is therefore important for PTTCs to ensure that complaints resolution mechanisms function at every department so as to reduce buildup of problems which if left unattended eventually become complaints. PTTCs need to develop managerial relationships that are fluid and flexible rather than the current ones which are perceived to be rigid.

Systems theory allows development of synergy. When PTTCs function properly the synergy among the tutors is harnessed and the results of the team are usually greater than that of an individual. Systems approach in management allows individuals to examine all aspects of an organization, to inter-relate the effects of one set of decisions to another and to optimally use all resources at hand to solve a particular problem. The systems theory helps identify where a problem exists and provides feedback. It opens up the thought process about feedback and adaptation process. Solutions are less costly when managers involve their subordinates. Ackoff (1972) advocated engagement of stakeholders in designing a permanent solution. As such, it is prudent for the management of PTTCs to involve the tutors in coming up with solutions to problems that affect them as one way of ensuring their motivation is sustained. This can be achieved by involving them in the complaints resolution committees. PTTCs must not just try to solve problems by developing corrective

actions but also maintain control over solutions and prevent new problems in order to sustain motivation of tutors.

Understanding the function of a system as well as its components often increases awareness of why a system might malfunction (Ackoff, 1972). It is therefore important for the management in PTTCs to ensure that the complaints systems are regularly audited so as to ensure they do not become obsolete. A vibrant complaints system is one that serves the purpose for which it was created (Stone, 2011). Education institutions more than ever before are operating in diverse and complex environments. Therefore, if they are to remain relevant, managers and leaders are required to make informed decisions so as to keep the institutions focused. Moreover, they need to understand institutions as a whole and create steady states that help to maintain life, health and prosperity in the institutions.

It is important to note that what happens in a system is primarily a function of forces existing in the environment (Jason, 2021). While the institution's management may influence the institution as a whole, to some extent it is the policies advocated by the Principal that determine what happens in the institution (UNESCO, 1987). College Principals therefore need to understand and respond to complaints in ways that help create favorable working environments for the tutors in order to increase their morale and productivity. PTTCs must be seen to support the tutors in their daily work by removing elements that may create dissatisfaction. Knowledge on systems helps managers to blend the analytical and systemic perspectives in order to discover invisible connections between things that ordinarily do not have obvious connections.

For this study the theory is considered appropriate because if colleges are to achieve their goals, all their departments being subsystems must function cohesively and in a synchronized manner. This can be achieved by ensuring complaints resolution is implemented beginning from the department level. Since departments are interdependent, PTTCs in Eastern region Kenya should endeavor to promote complaints resolution mechanisms at all departments so that their objectives can be achieved. A systems approach in the management of PTTCs has the potential to minimize complaints by addressing them at their points of origin. This makes it possible to enhance good working relations and motivation and certainly give impetus to the overall performance of the PTTCs.

1.12 Conceptual Framework

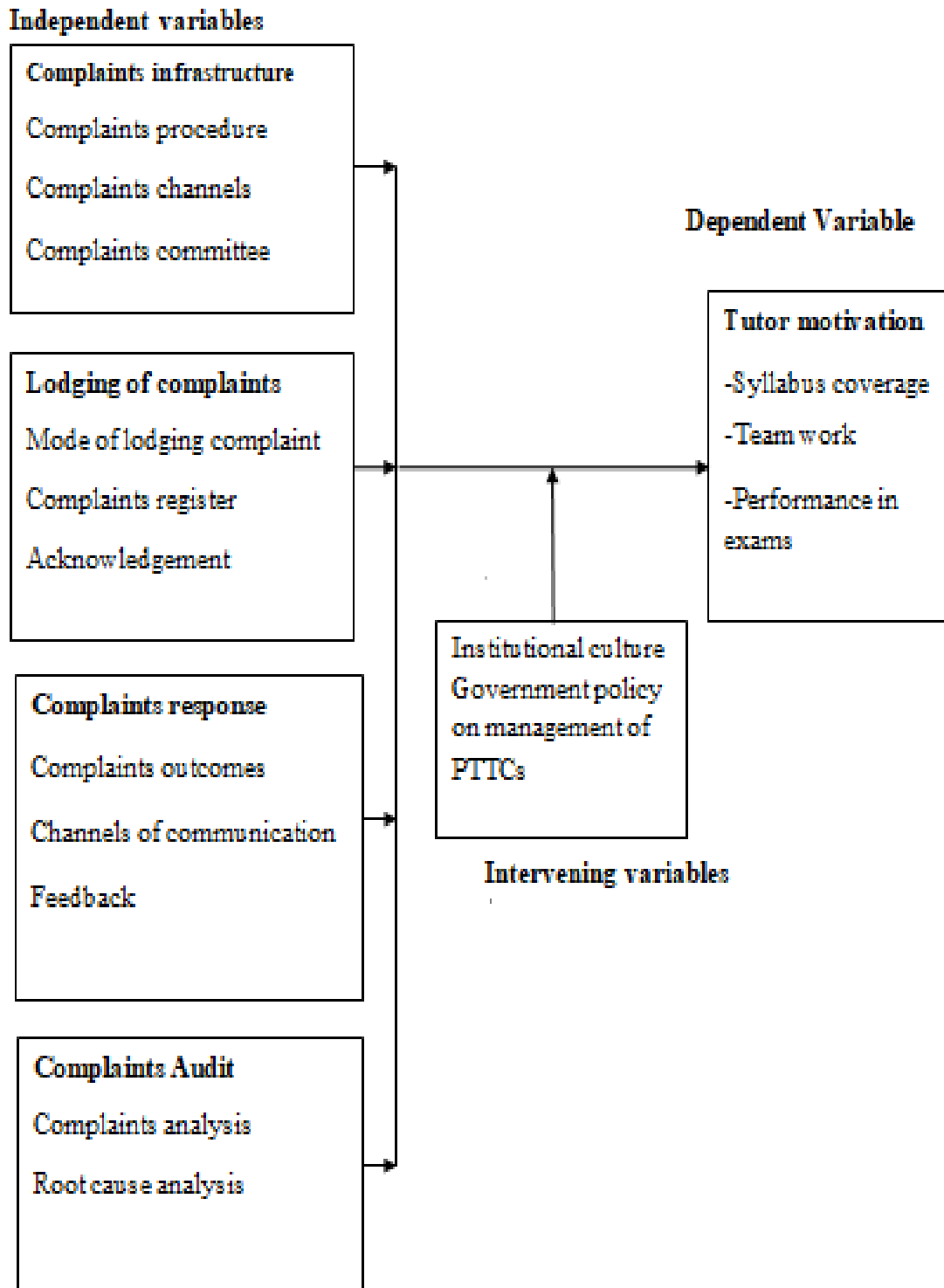


Figure 1.1: Conceptual Framework

The framework above shows the interaction between the independent variables and the dependent variable. The independent variables are complaints infrastructure, lodging of complaints, complaints response and auditing while the dependent variable is tutor motivation. Adequate resolution of complaints requires that complaints infrastructure is well established in order to encourage tutors to register their complaints. This facilitates resolution of the complaints thus increasing tutors' motivation. Lodging of complaints helps the management understand tutors' concerns and address them while acknowledgement of complaints encourages the complainants since they are assured that their complaints have been received and are being addressed hence enhancing their motivation. Timely and appropriate feedback on the outcome of the complaint goes a long way in improving the morale of tutors hence increasing the quality of their work. Moreover, auditing of the complaints system ensures continuous improvement of the system which helps in ensuring efficiency and effectiveness in resolution of complaints. This in turn has an impact of improving the motivation of tutors which enhances teamwork and punctuality of tutors in their duties. Tutor motivation also facilitates adequate and timely syllabus coverage and ultimately improves performance in exams. There is also the presence of intervening variables which are institutional culture which may influence the nature of complaints and government policies on management of PTTCs which does not take into consideration the unique aspects of individual colleges.

1.13 Definition of Terms

Complaint:	an expression of protest, grievance, objection, discontent or dissatisfaction by a tutor in a PTTC
Complainant:	a tutor who makes a complaint about a service or product.
Complaint resolution:	process through which tutors complaints are heard, assessed, negotiated, responded to and resolved.
Complaints infrastructure:	basic equipment and structures set aside by the colleges to facilitate complaints resolution.
Complaint channel:	medium by which a tutor submits a complaint.
Complaints procedure:	process that has been adopted by a college to handle complaints
Lodging of complaints:	making a formal or official complaint.
Complaint response:	action taken on a complaint
Root cause:	primary source or basis of the complaint
Motivation:	force or influence that drives tutors in PTTCs to develop and sustain certain behavior and attitudes towards their work.
Tutor:	a professionally qualified person employed and deployed by TSC to train primary school teachers in a PTTC.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter deals with literature on the subject of complaints resolution and tutor motivation. This has been discussed under the sub-headings: the concept of complaints resolution and tutor motivation, complaints infrastructure and tutor motivation, lodging complaints and tutor motivation, complaints response and tutor motivation, complaints audit and tutor motivation and literature summary. Most of the reviewed literature has been drawn from the business world to supplement the little published research on complaints resolution in the education sector; particularly PTTCs. Arguably complaints management has been longer established and used in business environments.

2.2 The concept of Complaints resolution and tutor motivation

No matter the kind of office you work in or how good you are, sooner or later you are going to get complaints because every organization has its fair share of dissatisfied customers. New South Wales (NSW) health complaints guidelines (2017) define resolution of a complaint as a responsive process that seeks to address a person's concerns and the accompanying emotions. Resolution of complaints ranges from informal (on the spot) discussions to more structured and planned negotiations and meetings (Stone 2011).

The main purpose of complaint resolution is turning a dissatisfied customer to a satisfied one. Complaint resolution is an input- output system within an organization's environment which involves a number of distinct steps and actions (Stauss& Seidel 2005). Providing avenues for complaints ensures the organization

realizes benefits of complaints resolution being the outputs of complaints handling. The key outcome and impact of complaints resolution is learning from complaints in order to drive service improvements. Haji (2015) identifies good complaints handling as a key determinant of quality services especially in the public sector because it gives the right redress to citizen concerns and is an integral feature of good governance and administration. Although much research has been done on complaints resolution particularly in the business sector there is still little within the academic literature on complaints resolution in PTTCs

Motivation is an act or process of providing a motive that causes a person to take some action. Motivation as a management tool can be used by managers to encourage people to work for the overall benefit of the organization by providing them with motives which are based on their unfulfilled needs. Owens (2004) defines motivation as the forces that inspire people to behave as they do. According to Chisato (2010) motivation refers to conditions and factors that promote commitment in basic education teachers which if well implemented allow them to enjoy teaching and thus fulfilling their goals.

While motivation is critical in teaching and learning, there are many tutors who are not motivated and have been portrayed to hamper complaints. A study by Mwangi (2002) revealed that dissatisfaction with school authorities, inadequate pay, poor career structure and lack of promotion opportunities, poor school facilities and the attitudes of school heads caused low motivation among teachers. Consequently where employees are seemingly dissatisfied the likelihood of complaints is usually high since more often than not complaints are indications of underlying problems and dissatisfaction.

There is a close connection between teacher motivation and institutions performance (Chisato 2010). When tutors are not motivated to fulfill their tasks and achieve their goals the institution cannot attain success. PTTCs need to motivate their staff in order to achieve their goal. Teachers' human capital greatly depends on their motivation and willingness to take initiatives (Bishay 1996). Yoon & Suh (2003) concluded that employees who are satisfied with their jobs tend to be more involved in their employing organizations and are more dedicated to delivering services with the highest level of quality.

2.3 Complaints Infrastructure and Tutor Motivation

The ability of an organization to establish a complaints soliciting culture is a key element of good complaints practice (Stone 2011). It is important for colleges to have a comprehensive framework and to provide a clear structure for handling complaints. Reliable complaints infrastructure attracts tutors as well as employees to register their complaints. Cowan and Anthony (2008) noted that the importance of complaints systems in organizations is to help them learn and make improvements. The Scottish Public Service Ombudsman Guidelines (2011) showed that the right complaints culture can pay dividends in organizations by restoring trust, cutting costs, reducing recurring complaints that strain resources, improving employee morale and enhancing provision of sustainable services. Skelcher (1992) discussed four principles of effective complaints systems which include; commitment, access, communication and information. In addition, Stone (2011) emphasized that complaints systems should be easily accessible and well publicized, simple to understand and easy to use, speedy, fair, confidential, effective, informative and communicative. Kenya public sector complaints handling guidelines KPSCHG

(2016) outlines the following as principles of effective complaints systems; fairness, accessibility, efficiency, responsiveness, confidentiality and flexibility. While it might be concluded that there is no universal way of handling complaints there is a high degree of commonality as to the key principles and priorities in complaints resolution.

The purpose of a complaints procedure is relevant to its users only if it is effective. Stone (2011) argued that lack of common understanding of the purpose of complaints infrastructure can be a source of dissatisfaction amongst users. Therefore, being clear about the terms of reference of the procedure is critical. Complaints handling is also influenced by legislation hence clear service statements are important in reducing incidences of complaints. PTTCs must endeavor to provide clear service statements in order to minimize unrealistic complaints. A good example of service statements is service charters. They are powerful tools for fostering public service because they focus on the service to be delivered, measure performance and initiate improvements (Sharma and Agnihotri 2001).

Complaints procedures should be as easy as possible and customers should know where to report their complaints. Moreover, complaints channels should be publicized for people to use and outcomes of complaints should be visible. This creates confidence in the complaints process which can encourage tutors to register their issues. A study by Senevirante and Crackwell (1988) found out that 58% of citizens surveyed in England did not know that their local authority had a complaints procedure hence did not register their dissatisfactions. Complaints resolution should be devolved to the lowest level in the organization. Therefore, managers need to delegate complaints management to the lowest level to avoid time wastage and

lengthy resolution processes since time is of great essence in handling complaints. If a complaints procedure is to be effective as a means of democratic accountability and good administration it must be accessible to all the public. Indeed complaints procedures must be clear so that everyone knows how to press their complaints and how they will be treated in the process (Atkins 1992)

Tutors need to be provided with a wide choice of channels to register their complaints. Mattilla & Wirtz (2004) defines a complaint channel as the medium by which a customer submits a complaint to a company. Garding and Bruns (2015) in their study Channel of choice in complaints management note that typically there are several communication channels available to consumers to address complaints such as mail, email, calling hotlines and face to face. They also find that people are intimidated by having to make written complaints and instead prefer to make complaints on telephone or verbally. With the widespread use of technology in the 21st century other channels have also emerged and use of technology may replace face to face complaints for many people. Considering social networks as a new complaint channel might not only be convenient but may also obviate bad word of mouth by motivating people to directly contact relevant organizations. The Commission on Administrative justice (CAJ) Kenya 2016 Annual Report indicates that social media has made the Commission more accessible with the interactions on Twitter and Facebook growing by 40%. This is an indication that social media continues to be a vibrant platform for engaging the public. Research may however be needed to find out how technology has helped in complaints handling.

Complaint channels provided by the colleges must be suitable in providing tutors with satisfaction and confidence in the complaints resolution process. Halstead

(1991) posits that availability of communication channels is a compulsory component of corporate management. Complaint management has been widely researched with regard to complainant satisfaction with complaints channels however not all findings are complementary thus the need to find out how availability of complaints channels has helped tutors in having their complaints resolved.

It is not just enough for PTTCs to have complaints procedures and available channels for complaints. According to Onyango (2012) complaints handling facilities must be designed in a manner that ensures all complaints are relayed to the decision makers for review and action within a reasonable timeframe. Good complaints handling focuses on training and effective recruitment of complaints handling staff in order to get the right people for the job (Onyango 2012). Complaints committees own the management of complaints from initial reporting to resolution, they ensure tracking, monitoring and reporting of complaints to internal groups, external bodies and regulatory agencies such as the CAJ in the case of Kenya, conduct post resolution surveys and support training of staff in complaints management. Complaints management requires active involvement of all staff with clear points of accountability, tracking, monitoring and reporting. Good complaints resolution should be spontaneous (Teleghani 2011). As such, all members of staff should be empowered to resolve complaints because most customers want instant solutions to their concerns. Staff should be trained to listen and provide appropriate personalized responses. The 2016 Annual report by the CAJ showed that in 2016 a total of 2055 public service officers who included complaints officers and senior managers were trained on complaints handling with the expectation of improving

resolution of complaints within the public service. Several PTTCs participated in the training, which implies complaints handling staff in the colleges had been exposed to complaints resolution strategies. This study was interested in finding out whether the competencies of complaints committees affected the complaints resolution process. Training of staff does not only make them efficient but also creates spontaneous cooperation.

Organization training creates indebtedness in employees resulting in more commitment. Therefore, developing and implementing training programs is a necessary strategy to motivate workers. Complaints committees need a degree of independence for objectivity (Haji 2015). Increased autonomy increases productivity of the committees and enhances their capabilities and motivation to accept new challenges. As such, many organizations with good complaints policies have complaints offices or designated complaints desks. Employees who deal with customers represent the organization in the eyes of the customer so the best complaints handling procedure operates with skilled trained staff (Scriabina and Fomichov 2005).

Management attitude towards complaints plays an important role in determining the success of complaints resolution in the organization. Customer complaint handling should culminate into restructuring of services and improved service delivery. Appropriate complaint resolution leads to customer satisfaction hence increased performance, confidence, loyalty and lasting relationships. Complaints infrastructure allows tutors to take part in decision making in the institution. Johnson and Birkeland (2003) found that teachers in schools with an integrated professional

culture where teachers could take part in decision making in a participatory manner were motivated to remain in the school.

Employee conditions are a great source of complaints. It is therefore important for management to create a working environment where every tutor is highly motivated and feels valued. According to Macfie (2002) work environment has a significant impact on the performance and productivity of employees. The processes, systems, structures and conditions in the workplace have a favorable or unfavorable impact on individual performance. Policies, rules, culture, resources, working relationships, work location, internal and external environmental factors all influence the way a person performs their job. Owens (2004) identified work environment as an important factor in teacher motivation. Hence, great attention should be given to improving work related conditions for tutors in order to improve the quality of education. Ouchi's Theory Z advocates participatory management as a technique of improving employee motivation. Providing complaints infrastructure is necessary in enhancing tutor participation. However, not much has been documented on the extent to which it has improved the motivation levels of tutors in PTTCs hence the need for this study.

2.4 Lodging Complaints and Tutor Motivation

It is better for public concerns and complaints to be voiced and addressed than for citizens to feel driven to more negative and subversive tactics to propagate their dissatisfaction through social media (Stone 2011). Lodging a complaint has been defined by KPSCHG (2016) as the making of a formal or official complaint about a public institution or a public officer. Complaints can be lodged by a person, a group or an organization about policies, procedures, employee conduct, quality, access or

promptness of a service etc. Encouraging tutors to complain and making it easy for them to register their dissatisfaction has benefits of letting the institution know quickly that something is not going on well.

The New South Wales Complaints Guidelines (2017) identified the following as steps necessary once complaints are lodged; receiving, recording, assessing, investigating and resolving the complaint. Receiving complaints should include acknowledging the complaint either verbally or in writing. The complainant should be informed that their complaint has been received since this is one step towards satisfying the complainant. Acknowledgement of complaints should indicate the period within which initial response shall be provided. The complaint should further be logged in a complaints register as provided for in the complaints framework of the organization. Most institutions currently are using computerized databases. Complaints should be recorded soon as they are made and resolved in the shortest time. They should also be assessed in order to classify them and determine appropriate action. Where complaints are upheld, description of action taken or to be taken to remedy the situation should be recorded and where the complaint is rejected wholly or partially the reason for rejection should be provided. Teleghani (2011) underscores the importance of complaints being scrutinized in a constructive, positive and professional manner because this is a chance for the organization to tarnish or redeem its reputation if complaints are well handled. The same is also true for PTTCs.

Investigation of complaints helps to obtain sufficient information on the complaint and ensures complaints are factual. Good response to complaints aims at ensuring complaints are documented and reported at the appropriate area for resolution and

that customers receive response on complaints in a specified time. There is need to ensure information about customer concerns flows quickly to the most appropriate person for them to be dealt with reliably (Maguire et al 2007). Complaints committees in the PTTCs need to ensure tutors' complaints are investigated to find out the authenticity and probable cause of the problem. Once the investigation is complete the concerned officers should quickly be notified about the complaint for action.

Lodging complaints helps institutions to identify opportunities for improvement in service delivery. Hertogh (2001) conducted a study in the Netherlands to compare the impact of courts and the National ombudsman .Findings showed that ombudsman investigations were more likely to have a policy impact compared with court decisions. He concluded that a cooperative style of control epitomized by the approach of the ombudsman was more likely to be effective in improving administrative practices than the coercive style of control epitomized by the courts. Despite these findings, a great number of people still preferred not to lodge complaints. In 2015 the NSW complaints experience survey found that 55% of people thought about making a complaint but did not. Majority of those who did not register their complaints said they did not think anything would change while 28% said it was too hard to make a complaint. Typically there are several reasons why customers do not make complaints. They include; skepticism, not knowing the right channels to complain, fear of retribution, fear of being seen as ungrateful, low expectations, relationship between bureaucracies and service users, organizational inflexibility either due to incompetence or intransigence, others feel it is not their job to correct a problem while others do not want confrontation. These circumstances

may also be prevalent in PTTCs therefore complaints resolution committees and the administration in PTTCs should ensure that barriers to raising complaints are eradicated so that the colleges can reap the benefits of complaints management.

Opportunities for complaints lodging empowers tutors by giving them freedom and authority to actively participate in matters of the institution. This encourages them to discover and use their full potential hence helping the institution in solving their problems. It also makes the workforce feel appreciated and that their feedback and performance is valuable to the institution (Johnson & Birkeland 2003). According to Hakiri (2012), employee participation is good for the well being of the institution since individuals put effort in environments where they are responsible for their actions. Empowerment of tutors allows them to contribute to administration and decision making regarding policies and objectives of the college. Studies have shown that employees' perception of goals of the organization is positively related to employee motivation. From their case study in four developing countries in Africa and Asia, Taylor and Mulhall (2001) found out that a collegial atmosphere in schools where teachers voice their opinions freely regardless of their hierarchical positions in school encourages them. On the other hand, when teachers feel their complaints are not taken seriously they get de-motivated and develop apathy. According to (Stauss 2002), employees react differently to unresolved complaints; some become inwardly disgruntled and less committed to duty while others may become outwardly disruptive and disciplined. Involving tutors in decision making has great chances of reducing complaints (Shanka & Thuo 2017). The employee who plays an integral part in the development of their goals is likely to perceive the outcomes as achievable and be committed to achieving them (Robbins et al 1998).

Autocratic leadership and top down decision making creates a rigid work environment, suppresses innovation and decreases motivation hence negative performance (Stauss 2002). Poor practice in complaint handling entails failure to take on the complaint, poor communication with the complainant, and reprisal of complainants, weak investigation or lack of it, delaying action on agreements and lack of follow up (NSW 2017). These factors may to a large extent affect the willingness of tutors to lodge complaints hence this study intended to find out the connection between the practice of complaints lodging in PTTCs and its influence on tutor motivation.

2.5 Complaints Response and Tutor Motivation

In responding to complaints focus should be on how best to address the concern and not who is to blame for the mess. It is critical to recognize the inherent dignity of the persons who made complaints and treat them with courtesy and respect (NSW Guidelines 2017). The expectation of all complainants usually is that their complaint will be addressed to their satisfaction thus speedy response is crucial if complaining tutors are to be satisfied. However, satisfaction with a particular redress depends on what the complainant wants from it. More often than not, complainants only want an admission that a mistake has been made (Mattilla and Wirtz 2004). Those whose complaint is not upheld are more likely to be dissatisfied although the converse is not true because even those whose complaints are upheld may be dissatisfied by the process of complaining, the length of time taken or unexpected outcomes (Teleghani 2011). The process is as important as the outcome for the complainant hence complaints officers need to be tactful to avoid the escalation of complaints. Most researchers acknowledge complaints handling is stressful since dissatisfied

customers are bound to be angry and disappointed (Stone 2011). However, organizations cannot ignore complaints owing to the great opportunities they provide for continuous improvement. Brennan and Douglas (2002) noted that complaints handling takes up a lot of valuable management time and uses a lot of resources. Hakiri (2002) explained that handling complaints is complex since it starts with a customer who is already dissatisfied with a service. Hence, the first obstacle to overcome is the already negative view of the complainant. Therefore, a successful response to a complaint should be one that not only addresses the complaint but also addresses the complainant's emotions.

Response to complaints takes different approaches depending on the nature of the complaint, or an institution's policy on complaints response. Policies of complaint handling may imply apologizing, excusing or material compensation (Dube and Maule 1994). It may also involve re-doing the service right at the second try or correcting what went wrong (Zemke and Bell 1990). Miller et al. (2000) divide complaints resolution into two strategies. That is, the psychological and tangible strategy. Moreover, according to Stauss (2002) there are three types of complaints resolution; financial resolution, tangible resolutions and intangible resolutions which involve apologies, listening to the customer and giving reasons for the unsatisfactory situation. The emotional way is to offer an apology or explanation while the physical way is to give economic compensation to disgruntled customers. Tutors are likely to be satisfied with the institution's complaint management system if they perceive it to be fair. According to Mattila and Wirtz (2004), monetary compensation is not as important as fair treatment and an apology. Therefore, complaint handling policies

or procedures in PTTCs must be perceived by tutors as fair for them to be productive.

Complaints outcomes can be categorized into two; hard outcomes (tangible) such as revising procedure and training staff and soft outcomes (intangible) such as providing service with dignity, respect, empathy and compassion. Having a wide range of methods of communication is good. Jackie Gulland (2008) reported that listening to complaints plays a key role in reducing consumer detriment and making service improvements. Hsieh et.al (2005) argued that, while individual complaints are investigated and there may be redress, this does not always lead to service improvements as overall organizational policies and practices remain unaltered. Simmons (2011) pointed out that, even public organizations with elaborate involvement processes often remained remarkably impervious to the inputs of these processes. Institutional structures preserve particular cultural values and norms and give them authority to provide context for social interactions, thereby informing the organizations systems and practices. Involvement practices should be compatible with the needs of tutors because if they are incompatible there may be culture clashes. Teacher training colleges should endeavor to be flexible in order to appropriately deal with the ever-changing expectations of tutors.

In giving feedback the colleges should put into consideration the complainants behavior because their expectations are usually varied. Complaint management should focus on the four groups of complainants the 'passive' who choose not to complain, the 'voicers' who complain actively when dissatisfied, the 'irates' who engage in private complaining and mostly address their dissatisfaction to other people and the 'activists' who prefer to use third parties such as unions, lawyers and

courts. It is likely that these categories of complainants also exist in the colleges hence the complaints resolution process should try to take care of their unique expectations. Feedback facilitates the individual and the organization to learn from complaints handling .Feedback on public services generates valuable evaluative data for policy makers and also creates incentives for staff to sustain high standards (Jacobs, 2010).Negative feedback (complaints) highlight where service has failed to satisfy the user thus establishment of systematic processes for gathering and handling feedback including public procedures has become the norm (De Walle and Bouckart, 2003).

Complaint resolution fosters team culture where tutors care about the success of the institution. College principals need to determine what motivates tutors and engage them in the problem solving process. They should work hard towards resolving rather than ignoring tutors' problems. Resolving tutors' complaints increases their loyalty to the organization which can lead to superior levels of effectiveness and growth by the colleges. Complaints resolution in many instances leads to the complainant's satisfaction which increases motivation levels. Satisfaction with resolution of a complaint to a large extent depends on how the organization treats the complainant and if the efforts are perceived as effective by the complainant. Customer dissatisfaction leads to loss of confidence in the organization, loss of trust and negative word of mouth (Lewis and McCann, 2004). This can also happen in the case of tutors. While most scholars agree that appropriate redress of complaints can lead to increased motivation to work, the success story for PTTCs is yet to be told.

2.6 Complaints Audit and Tutor Motivation

All systems require audits to keep them in check. Audits play a critical function in monitoring and appraising the activities of the system thereby helping the institution to achieve its goals (Angelica, 2020). Audit of complaints systems in PTTCs is important in ensuring they remain relevant. The measurement of procedural effectiveness of complaints systems should not only assess whether the number of complaints has reduced but also whether the causes of complaints have reduced (Stauss, 2010). Robust collection and analysis of data on complaints allows public service organizations to identify and resolve any complaint patterns that may be developing (Gulland, 2011). Regular review of the effectiveness of the complaints management system ensures its suitability for responding and resolving complaints and also identifies and corrects deficiencies in the operating system (NSW guidelines 2017). All data gathered should be used to engineer out the problems and their causes. A survey by Johnston and Sandy (2002), on successful service organizations in the UK found that review of complaints processes was done as well as formal audits so that changes that were likely to cause problems were neutralized. They also found that customer surveys were used to establish the satisfaction levels of the complainants. Complaints audit helps identify the root cause of complaints (Cowan & Anthony, 2008). The intention of root cause analysis is to find, correct and or eliminate the causes of complaints in order to prevent them from recurring. Root cause of complaints can be established using tools of quality management such as brainstorming, Pareto analysis and fishbone diagrams (Faed, 2010). It is therefore imperative for complaints handling officers to be taught these important skills. Complaints resolution processes in PTTCs should be assessed as often as possible to ensure they evolve to the best that suit the colleges.

The classic assertion by Barlow and Mollers (1996) that ‘a complaint is a gift’, serves as a spark to ignite important actions and reactions in PTTCs since creating openness and learning from complaint experiences leads to continuous professional development. Knowledge gained from complaints should be transferred in the institution in order to improve services. Audits provide opportunities for reflection even at senior level management as such management should evaluate employee complaints and use feedback from the workforce to improve the work environment (Haji 2015). Analyzing each department of the institution provides accurate information regarding the needs of the tutors and opportunities to fulfill them hence increased motivation. There is not much literature available on how audits have increased employee morale even in the world of business where complaints management has been practiced for long. This study therefore intends to find out how audit of complaints mechanisms in PTTCs influences motivation of tutors.

2.7 Literature Summary

The literature reviewed in this study shows that a number of studies have been carried out regarding complaints resolution which is the independent variable in this study. For instance Senevirante and Crackwell (1998) studied complaints procedures in Local authorities in England, Garding and Bruns (2015) Channel of choice in complaints management, NSW (2015) survey on Complaints experience in Wales, Haji (2015) The effectiveness of public service complaint management process in Brunei, Onyango (2012) Complaints handling in Barclays Bank Kenya, Among the studies that have been reviewed none has been carried out in Kenya with reference to complaints resolution in the education sector and particularly PTTCs which is the focus of this study. Most of the studies on complaints handling have used

questionnaires to collect data from top management, customers and clerical staff in organizations. The focus of this study will be tutors who do not hold administrative positions in PTTCs. This study will also use observation checklists as data collection instruments which have not been found to have been used in the reviewed studies. None of the studies was found to have sampled complaints handling committees who are part of the sample population in this study.

The aspects of Teacher motivation have been studied by Bishay, (1996) Teacher motivation and job satisfaction, Chisato (2010), an exploration of teacher's motivation in basic schools in Ghana. Nyakundi(2012), factors affecting teacher motivation in public secondary schools in Thika West, among others. Most of the studies reviewed have dwelt on motivation of teachers mainly in primary and secondary schools. None of the studies reviewed has been conducted on tutor motivation in PTTCs which is the dependent variable in this study. Moreover, none of the studies has addressed the role of complaints handling mechanisms in tutor motivation.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research design that was adopted for the study. The variables and research methodology have been explained, location of study, target population, sampling techniques and sample size have been described. Research instruments have been outlined as well as their piloting and test for validity and reliability. Data collection techniques and methods of data analysis are presented as well as an overview of logistical and ethical considerations that were observed during the study.

3.2 Research Design

The study used correlation research design. According to Brook (2013), correlation research design involves measurement of two or more factors to determine the extent to which the values for the factors change in an identifiable pattern. Further, correlation design was found suitable when a researcher wants to explore the extent to which two or more variables are related (Creswell, 2008). The design was found to be appropriate for this study since it would help in showing the relationship between the variables of the study and consequently enable the researcher establish the link between complaints resolution and the motivation of tutors in PTTCs in Eastern region of Kenya.

3.3 Variables

The independent variable for the study was complaints resolution. The variable was studied based on four indicators which are: complaints infrastructure, complaints lodging, complaints response and audit of complaints systems. They were measured

on a five point Likert scale where the tutors were expected to indicate the extent to which they agreed or disagreed with the statements provided. 5 represented strongly agree, 4 agree, 3 neutral, 2 disagree and 1 strongly disagree. The dependent variable was tutor motivation. Characteristics of tutor motivation studied were syllabus coverage, punctuality, teamwork and performance in exams which were also measured on a five point Likert scale where the tutors were expected to indicate the extent to which they agree or disagree with the statements provided. The intervening variables in the study were government policies on management of PTTCs and institutional culture which were presumed to have an influence on how different PTTCs resolve complaints. They were however not measured since they were not a concern for this study.

3.4 Location of the Study

The study was carried out in PTTCs in Eastern region of Kenya. PTTCs were considered an ideal location for the study because they had been implementing the complaints resolution indicator of performance contracting since the year 2009. As such, they were expected to have established and used complaints handling systems over time. According to the researcher the colleges would help obtain the desired data for the study. Moreover, according to data obtained from the TSC, Eastern region, compared to other regions, had a larger population of tutors at 342. The researcher felt this would help get a good sample size to be able to generalize the findings of the study.

3.5 Target Population

The target population for this study was the five PTTCs in the Eastern region of Kenya. The study targeted 342 tutors and 25 complaints resolution committee

members in all study PTTCs totaling to 367 respondents. Tutors were targeted because the study sought to establish their views on the complaints resolution mechanisms in PTTCs and how they influence their motivation while the committee members were targeted because they are involved in the day to day resolution of complaints in PTTCs. According to Asiamah, *et.al.*, (2017) defines target population as the entire population, or group, that a researcher is interested in researching and analyzing.

Table 3.1: Target Population

Institution/TTC	Kigari	Egoji	Meru	Kitui	Machakos	Total
Tutors	73	67	66	63	73	342
Committee members	5	5	5	5	5	25
Total	78	72	71	68	78	367

Source: TSC Eastern regional office

: College Principals

3.6 Sampling Technique

Eastern region was purposively sampled because it had a larger tutor population compared to other regions in the country. The PTTCs were purposively sampled because there were only five in the region according to the MOE data. The researcher used data obtained from TSC Director Eastern Region to sample the tutors. Stratified random sampling was used to sample the tutors. The researcher used academic departments and gender as the strata for the sample population to ensure fairly equal representation. After stratification by department and gender, tutors were randomly sampled. Affirmative action was used where some departments had a dominant gender. The researcher used simple random sampling to

sample the tutors in the departments. All complaints committee members purposively formed part of the sample because they were considered to have information that was crucial for the study.

3.7 Sample Size

The sample size for tutors was proportionately determined using the Krejcie and Morgan (1990) sampling table. According to data obtained at the TSC Eastern Region Director's office, the total number of tutors in the colleges was 342. Therefore, the number of tutors per college was divided by the total number of tutors in the colleges and multiplied by the sample size from Krejcie and Morgan table to get the sample size for the study. The researcher engaged all the complaints committee members to get the required information.

Table 3.2: Sample Size

Institution/ TTC	Kigari	Egoji	Meru	Kitui	Machakos	Total
Sample size	n	n	n	n	n	n
Tutors	39	35	35	33	39	181
Committee members	5	5	5	5	5	25
Total	44	40	40	38	44	206

Source: researcher 2019

3.8 Research Instruments

The study used questionnaires to collect data because the researcher believed they were sufficient to collect the required information given the target population was literate. Observation checklist were used to record information from committee

members based on the objectives rather than relying on the respondents' explanations

3.8.1 Questionnaires

Questionnaires provide quick and precise information particularly in a population that is literate. According to Mugenda and Mugenda (2003) a questionnaire covers a large population within a short time. The study used structured questionnaires for the tutors and Complaints committees. Questionnaires were preferred because they provide a sense of confidentiality to the respondents given that complaints resolution requires confidentiality.

3.8.1.1 Tutors Questionnaires

The questionnaires for tutors were divided into four sections. Section A solicited data on background information about the respondents, section B contained items on complaints infrastructure, lodging of complaints, response to complaints and auditing of complaints. Likert scale was used for the respondents to indicate the extent to which they agreed or disagreed using a five point scale. Section C contained items on tutor motivation. Likert scale was used for the respondents to indicate the extent to which they agreed or disagreed using a five point scale. Section D contained open ended questions.

3.8.1.2 Complaints Committee Questionnaire

Questionnaires for complaints committees were divided into three sections. Section A solicited data on background information about the respondents, section B contained items on complaints infrastructure, lodging of complaints, response to complaints and auditing of complaints. Likert scale was used for the respondents to

indicate the extent to which they agreed or disagreed using a five point scale. Section C contained open ended questions.

3.8.2 Observation Checklist

Observation techniques in research provide rich, objective and accurate data (Orodho 2009). Observation checklists were used to record information based on the four objectives of the study. In particular they were used by the researcher at the complaints points to record data on the availability of requisite resources for complaints handling. The researcher believed checklists would gather more accurate data since they would be filled by the researcher after making observations.

3.9 Piloting of Research Instruments

A pilot study is a mini experiment designed to test logistics and gather information prior to the main study in order to improve the quality of the instruments (Orodho 2009). Piloting of the instruments was done in Meru TTC because unlike the other counties in the region Meru county had two PTTCs. Piloting was done to: pretest how the respondents would react to the questions, to establish whether the items were clear and easily understood, to correct any weaknesses on the final instruments for data collection and to determine the workability of the proposed method of data analysis. The findings of the pilot revealed that the instruments were suitable for collecting the required data. The researcher however made a few adjustments to align some of the items to the research objectives. The participating tutors were not included in the final study to avoid bias.

3.10 Validity and Reliability

3.10.1 Validity of Research Instruments

Validity is the degree to which results obtained from the analysis of data actually represent the phenomenon under study. According to Mugenda and Mugenda (2003), a valid instrument accurately measures what it is intended to measure. Construct validity of the instruments was determined using the expert opinion of the university supervisors. The researcher used members of complaints committees for content validity to establish the accuracy and consistency of content in the items. Complaints committees were familiar with the complaints procedures. They were thus considered suitable in validation of the questionnaires content. The researcher ensured that the items in the instruments were accurate before the actual data collection for the study.

3.10.2 Reliability of Research Instruments

Reliability is the level of internal consistency or stability over time of a research instrument. Best and Khan (1989) defined the reliability of an instrument as its extent to measure consistently. The reliability of instruments in this study was established using Cronbach's alpha coefficient. The researcher used Cronbach's alpha coefficient because it does not require repeating the same test for any construct nor splitting of the respondents. Hence, a single administration is adequate to provide a quantitative estimate of internal consistency. Data from the pilot study was analyzed using SPSS to establish the correlation coefficient. The value of alpha coefficient ranges from 0-1. However, Kombo (2009) states that a coefficient of 0.70 or more is acceptable. The questionnaires were found to be reliable for the study

since the co-efficient realized was above 0.70. Cronbach's alpha statistics is presented in Table 3.3 below.

Table 3.3: Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	No of Items
0.968	0.969	38

3.11 Data Collection Techniques

The researcher obtained the required authorization documents from Kenyatta University and NACOSTI and also sought permission from the CDEs in the respective counties where the study was carried out. The researcher notified the Principals of the various PTTCs about the research and sought permission to collect data from their institutions. The researcher contacted the chairpersons of the complaints resolution committees and booked appointments. The researcher explained the purpose of the study to the respondents and thereafter issued the questionnaires. Respondents were given adequate time to fill the questionnaires. The researcher visited the designated complaints points and engaged the complaints committees during which the observation checklists were filled. All the completed documents were collected for analysis.

3.12 Data Analysis

Data collected using questionnaires was processed and analyzed using SPSS based on the objectives of the study. Frequencies, percentages, mean values and standard deviation were used as descriptive statistics to measure the magnitudes of the variables based on their indicators. Pearson's correlation coefficient was used to

establish the link between the variables for each of the four objectives. The findings are represented using tables and statistical indices.

3.13 Logistical and Ethical Considerations

3.13.1 Logistical Considerations

The researcher obtained a research permit from NACOSTI and got the necessary clearance from the university. Respective County Directors of Education were contacted to get authorization to conduct the study. The researcher also contacted Principals of the various PTTCs where the study was being carried out to inform them of the intended study and seek their permission. Adequate copies of the instruments were prepared beforehand. The researcher informed the respondents the purpose of the study issuing the questionnaires. Respondents were given adequate time to fill the questionnaires. Completed questionnaires were collected for data cleaning and analysis.

3.14.2 Ethical Considerations

The researcher observed the ethics that goes with research to conduct a credible study and protect the respondents. Kombo and Tromp (2009) underscore the importance of ethical consideration for the purpose of respondents' protection. In this regard the researcher ensured the respondents participated in the study voluntarily. A consent form was availed to the respondents. The confidentiality and privacy of all respondents as well as their right to remain anonymous was maintained. The researcher ensured the findings of the study were presented honestly and objectively so that they are generalizable to the larger population. The respondents were also informed that the findings of the study would be published and shared publicly.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter presents data analysis, interpretation, presentation and discussion of the findings of the study. The purpose of the study was to find out the link between complaints resolution and tutor motivation in Public Teacher Training Colleges in the Eastern Region of Kenya.

The chapter is divided into the following sub- headings: questionnaire return rate, demographic information of the respondents, influence of complaints infrastructure on tutor motivation, influence of the process of lodging complaints on tutor motivation, how response to complaints affects tutor motivation, influence of auditing of complaints resolution mechanisms on tutor motivation The findings are presented as per the objectives of the study.

1. To determine the influence of complaints resolution infrastructure on tutor motivation in PTTCs in Eastern region of Kenya.
2. To establish how the process of lodging of complaints influences tutor motivation in PTTCs in Eastern region of Kenya.
3. To determine the influence of response to complaints on tutor motivation in PTTCs in Eastern region of Kenya.
4. To establish the influence of audit of complaints mechanisms on tutor motivation in PTTCs in Eastern region of Kenya.

4.2 Questionnaire Return Rate

The study used two sets of questionnaires, one for tutors and another for complaints committee members. The researcher administered 181 questionnaires to tutors out of which 160 (88.4%) were duly filled and returned. 25 complaints committee questionnaires were administered to members of complaints committees and were all (100%) filled and returned. According to Mugenda and Mugenda (2003), a response rate above 70% is considered adequate for analysis, hence the return rate was considered suitable for reporting in this study. The researcher visited each of the colleges three times to follow up the respondents which contributed to the return rate. Table 4.1 shows the questionnaire return rate

Table 4.1: Questionnaires Return Rate

Respondent	Distributed	Returned	Response (%)
Tutors	181	160	88.4
Complaints committee	25	25	100
Total	206	185	89.8

4.3 Demographic Information

The respondents were requested to provide their background information as follows: age, gender, academic qualification, years of service as a tutor, duration in current station and department. The researcher considered this information necessary in ensuring different characteristics of the respondents were taken into consideration which helped in ensuring the objectivity of the study.

4.3.1 Background Information for College Tutors

The findings regarding tutors demographics are presented in Table 4.2.

Table 4.2: Tutors demographics

Characteristics	Category	Frequency (n=160)	Proportion (100%)
Age	Below 30 years	5	3.1
	31-40 years	20	12.5
	41-50 years	54	33.8
	Above 50 years	81	50.6
Gender	Male	86	53.8
	Female	74	46.3
Academic Qualification	Diploma	14	8.8
	Degree	76	47.5
	Master's degree	70	43.8
	PhD	0	0.0
Duration as tutor	Below 10	26	16.3
	11-15 years	50	31.3
	16-20 years	52	32.5
	21-25 years	17	10.6
	26-30 years	7	4.4
	Above 30 years	8	5.0
Duration in current station	Below 5 years	46	28.8
	6-10 years	19	11.9
	11-15 years	29	18.1
	16-20 years	52	32.5
	21-25 years	7	4.4
	Above 25 years	7	4.4
Department	Languages	49	30.6
	Mathematics	16	10.0
	Integrated sciences	24	15.0
	Social sciences	13	8.1
	Education	21	13.1
	Creative arts	37	23.1

The results indicate that the majority 81(50.6%) of the respondents were aged 50 years and above while the minority 5(3.1%) were aged 30 years and below. By virtue of their age older tutors are likely to have encountered complaints in institutions and were therefore well placed to respond to the items of the study objectively. The large population of older tutors can be attributed to the fact that most tutors are reluctant to initiate their transfers as required by the TSC transfers policy. In terms of gender, most of the respondents were males 86 (53.8%) while females were 74(46.3%). This indicated a near gender parity meaning the colleges were in compliance with the 2010 Kenya Constitution two third gender rule requirement. The gender representation was considered ideal for this study to minimize gender bias.

Regarding academic qualification, a majority of the respondents 76(47.5%) had a Bachelor's degree while the minority at 14 (8.8%) had a diploma certificate. As per the TSC deployment policy, holders of diploma qualifications and above can be deployed as tutors in TTCs hence all respondents were qualified to participate in the study.

On how long they had served as a tutor, a significant majority 84 (52.5%) had served more than 15 years, meaning they had adequate experience working in TTCs and were conversant with the complaints mechanisms. Gakuru (1982) found out that teachers who had taught for a long time were better placed to give information on motivation and in this case, complaints. A good number 26(16.3%) had served less than 10 years and most of them were teaching ICT and fine art. ICT being a relatively new learning area attracts young graduates while some fine art graduates are posted to colleges because only few secondary schools offer the subject.

Regarding duration in the current station, the majority 66 (41.3%) of the respondents had been in the same station more than 15 years indicating they had adequately interacted with the complaints procedures. The low turnover of tutors could probably be due to the tutor's reluctance to change their work stations. The 28.8% who had served 5 years and below were mostly those who had been posted to replace tutors who had retired or left on promotions.

Majority of the respondents 49 (30.6%) were in the Languages department. By virtue of the curriculum based establishment (CBE) languages have more tutors. The least 13 (8.1%) were in the department of Social Sciences thus all departments were considered to be well represented in the study.

4.3.2 Background information for complaints committee members

Complaint committees are tutors who have been appointed by the college principals to handle complaints at college level. The demographics of the members of complaints committees were sought to find out how they impacted complaints resolution. Table 4.3: presents findings.

Table 4.3: Complaint Committee Members' demographics

Characteristics	Category	Frequency (n=25)	Proportion (100%)
Age	Below 30 years	2	8.0
	31-40 years	6	24.0
	41-50 years	11	44.0
	Above 50 years	6	24.0
Gender	Male	10	40.0
	Female	15	60.0
Academic Qualification	Diploma	2	8.0
	Degree	16	64.0
	Master's degree	7	28.0
	PhD	0	0.0
Duration in the current station	Below 5	7	28.0
	6-10 years	6	24.0
	11-15 years	3	12.0
	16-20 years	9	36.0
Duration in complaints committee	Below 3 years	2	8.0
	4-6 years	11	44.0
	7-9 years	9	36.0
	Over 10 years	3	12.0

The findings indicate that in terms of age 11(44%) of the members were aged 41-50 years. By virtue of their experience in the teaching profession they probably have encountered complaints hence better placed to handle complaints. In terms of gender it was found that despite there being more male than female tutors the committees had more females 15(60%) compared to males at 10(40%). The disparity was found to be influenced by the ratios of male to female students since the committees serve both students and staff. The gender representation was however considered adequate in the committees.

Regarding academic qualifications the study found that the committees were inclusive with deliberate attempts having been made to ensure the various education

levels were represented. 16 (64%) had a Bachelors' degree, while 2(8%) were diploma holders which was good proportional representation. Haji (2015) found that most frontline and middle level managers felt disempowered and were unwilling to raise complaints due to the mere lack of inclusion in complaints handling. It is thus necessary to ensure all levels of personnel in institutions are included in the complaints resolution process.

Pertaining duration in the current work station majority 12(48%) had been in the current station more than 10 years and only 7(28%) had been in the working stations less than 5 years. Those who had been in the institutions for a short period were found to have had complaints resolution experiences from their previous stations. Therefore the committees were found to have adequate understanding that helps resolve the unique concerns of their institutions.

Regarding how long they had served in complaints committees, the majority 18 (80%) of the respondents were found to have had served 4-9 years which meant they had requisite experience in complaints resolution. The complaints handling guidelines provided by CAJ are not specific on tenure of office hence some colleges were found to have committee members serving for extended periods which could compromise the procedures.

4.4 Influence of complaints resolution infrastructure on tutor motivation

The first objective of the study was to determine the influence of complaints resolution infrastructure on tutor motivation. Tutors were asked to indicate the extent to which they agreed with the provided statements on complaints resolution infrastructure. The results are indicated in Table 4.4

Table 4.4: Tutors views on Complaints Infrastructure

	5		4		3		2		1		Mean	SD
	n	%	n	%	n	%	n	%	n	%		
College has a complaints procedure	55	34.4	74	46.3	13	8.1	12	7.5	6	3.8	4	1.034
Familiar with procedure	31	19.4	65	40.6	34	21.3	20	12.5	10	6.3	3.54	1.126
Complaints channels well publicized	33	20.6	41	25.6	34	21.3	46	28.8	6	3.8	3.31	1.197
Use channels always	16	10	37	23.1	46	28.8	42	26.3	19	11.9	2.93	1.172
Ease of use of complaints channels	24	15	60	37.5	33	20.6	32	20	11	6.9	3.34	1.160
Complaints committee available	39	24.4	45	28.1	28	17.5	31	19.4	17	10.6	3.36	1.325
Committee members trained	22	13.8	31	19.4	45	28.1	38	23.8	24	15	2.93	1.260
Complaints points available	39	24.4	33	20.6	34	21.3	22	13.8	32	20	3.16	1.452
Complaints system is effective	21	13.1	45	28.1	40	25	28	17.5	26	16.3	3.04	1.280
Grand mean											3.29	

(Strongly disagree-1, Disagree-2, Neutral-3, Agree-4 and Strongly Agree-5)

Stauss (2002) points out that complaints resolution in organizations is highly influenced by the establishment of adequate infrastructure. The study found out that the colleges had complaints procedures since the majority of the respondents 74 (46.3%) agreed with the statement that their college had a complaints procedure. On the contrary, 18(11.3%) disagreed. This means that though the colleges were in compliance with the guidelines provided by the Commission on Administrative Justice (CAJ) to public institutions, some colleges might not have established

complaints infrastructure. The study also found out that complaints resolution guidelines were not clear on the kind of infrastructure the colleges needed to establish hence colleges used their own discretion. For purposes of objectivity and effectiveness sufficient guidelines should be provided to the colleges and other institutions as well. Majority of the respondents 65 (40.6%) agreed that they were familiar with the complaints procedures in their colleges. An indication that the colleges had sensitized tutors on the complaints procedures. However, more still needed to be done to ensure all tutors are familiar with the procedure since 10 (6.3%) strongly disagreed that they understood the procedures.

Regarding publicizing of complaints channels, most of the respondents 46 (28.8%) disagreed while 41(25.6%) agreed. This means that, although the study reveals colleges have established complaints channels, a good number of tutors did not appear to know whether they existed or not . Failure to publicize the complaints infrastructure can lead to its underutilization and hinder its effectiveness hence compromising the complaints resolution process. As to whether the respondents always made use of the complaints channels, most of the respondents 46(28.2%) remained neutral to the statement which can be attributed to the little publicization of the complaints channels. At the same time 42(26.3%) disagreed that they always made use of the complaints channels. This means that the use of the complaints channels in the colleges was moderate. This is further confirmed by the moderate mean value of 2.93. Majority of the respondents 60 (37.5%) agreed it was easy to use the established complaints channels while minority 11 (6.9%) strongly disagreed meaning that the established channels were user friendly. Ease of use is a key quality of good complaints channels (Stone 2011). Regarding availability complaints

committees, majority 45 (28.1%) agreed with the statement while 17 (10.6%) strongly disagreed. This is an indication that some colleges might not have functional complaints committees. Lack of complaints committees in the colleges could mean that tutors' complaints were not prioritized. Failure to prioritize complaints can lead to a buildup of complaints thus impacting tutors' motivation levels. Majority of the respondents 45 (28.1%) were neutral to the statement that the complaints committee members are well trained to handle complaints. Only a minority 22 (13.8%) strongly agreed that committee members were well trained. This means that the complaints committees might be lacking capacity to resolve complaints.

According to Onyango (2012) good complaints handling focuses on effective training of the complaints handling staff. If the complaints procedures are to be productive, colleges should ensure members of the complaints committees are well trained. Lack of skills by the committees can cause tutors lack of confidence in the whole process. As to whether the complaints systems were effective in resolving complaints, majority of the respondents 45 (28.1%) agreed, indicating that tutors' complaints were resolved. However, more than half of the tutors either remained neutral or disagreed which could mean that tutors' complaints were not effectively resolved.

The means of the various items were computed ranging from 0-5 where 0-2 was considered low 2-3.5 was considered medium while 3.5 and above was considered high. The highest mean of 4.0 for availability of a complaints procedure indicated the colleges had complaints procedures. The respondents were also familiar with the procedure with a mean of 3.54. Publicization of complaints channels had a medium

mean of 3.31 meaning tutors were not adequately familiarized with the complaints channels. Use of the established complaints channels had the lowest mean of 2.93 indicating tutors did not always use the established channels. Some tutors stated that they used alternative methods to resolve complaints such as guidance and counseling department, college chaplain, heads of departments and peers since they felt these methods were easily accessible and provided almost instant solutions. The findings resonate with Adhiambo (2011) who found that public secondary schools used arbitration, reconciliation, negotiation, collaboration and effective communication as strategies to resolve conflicts. Makeye and Amasa (2012) also found out that most teachers in Zimbabwe preferred to have their problems handled by the District Education Officers because they were not satisfied with the way the head teachers handled their complaints. Ease of use of the complaints channels had a mean of 3.34 meaning the complaints channels are fairly easy to use. Despite the complaints committees being available at a mean of 3.36, the members lacked adequate skills for the job mean=2.93.

4.4.1 Complaints Committee Members views on complaints infrastructure

The views of members of complaints committees on complaints infrastructure in the colleges were sought since they are the ones who dealt with complaints in the colleges on a daily basis. Table 4.5 represents the findings

Table 4.5: Complaints Infrastructure for complaints Committee

	5		4		3		2		1		Mean	SD
	n	%	n	%	n	%	n	%	n	%		
Availability of a college complaints procedure	19	76	3	12	3	12	0	0	0	0	4.16	1.184
Committee has familiarized tutors with the procedure	13	52	6	24	3	12	3	12	0	0	4.56	0.846
Tutors are provided with adequate complaints channels	19	76	3	12	1	4	2	8	0	0	3.64	1.163
Tutors always make use of established complaints channels	7	28	10	40	2	8	4	16	2	8	3.28	1.270
Complaints committee is provided with adequate resources	3	12	13	52	0	0	6	24	3	12	3.12	1.418
Committee has skills to handle complaints	2	8	10	40	5	20	5	20	3	12	4.40	0.666
Availability of a complaints point in the college	16	64	3	12	6	24	0	0	0	0	4.64	0.832
Complaints office/ desk is always open to tutors	4	16	15	60	3	12	0	0	3	12	4.16	1.184
Grand mean											4.0	

(Strongly disagree-1, Disagree-2, Neutral-3, Agree-4 and Strongly Agree-5)

Majority of the complaints committee members 19(76%) strongly agreed that colleges had complaints procedures. More than half of the committee members 13(52%) also strongly agreed tutors were familiar with the complaints procedure meaning tutors had been sensitized on the complaints procedures. They also indicated that tutors were provided with adequate complaints channels with the majority 19(76%) strongly agreeing. However, 8% of the respondents disagreed with the statement meaning there were existing gaps in the provision of complaints channels. Halstead (1991) emphasized the availability of communication channels as a compulsory component of corporate management. Less than half of the

respondents 10(40%) agreed with the statement that tutors always use complaints channels regularly while 3(12%) strongly disagreed with the statement. This further reveals that in many instances tutors did not make use of the provided complaints channels. This can probably be associated with little publicity that was cited by tutors. To increase use of complaints procedures Atkins (1992) noted that complainants must know how they will be treated in the process. When asked whether the committees were has adequate resources, majority 13(52%) agreed while more than a third 9(36%) disagreed indicating that the committees were not provided with adequate resources.

Lack of resources was cited among the challenges faced by the committees. Adequate resource allocation is critical to the success of complaints management (NSW Ombudsman 2017). Regarding whether the complaints committees had the requisite skills to resolve complaints, only 10(40%) of the respondents agreed with the statement. This shows that only about a half of the committee members had adequate complaints handling skills. Lack of requisite skills by the committee can lead to mismanagement of complaints which can be detrimental to the management of the colleges. Makeye & Amasa (2012) found out that unresolved conflicts result in communication breakdown thereby affecting the smooth running of schools. Failure to resolve tutors complaints can easily lead to low motivation levels and consequently poor performance of duties. On the existence of complaints points, the majority of the respondents 16(64%) strongly agreed indicating that there were complaints points in the colleges. An observation by the researcher found that the complaints points were domiciled in departmental offices. Haji (2015) found that most complainants preferred registering their complaints in privacy. Hence

departmental offices should not double up as complaints offices. Regarding whether complaints offices or desks were always open, the majority 15(60%) of the respondents agreed while 3(12%) either strongly disagreed or remained neutral. This indicated tutors had access to complaints points most of the time. Some of the complaints committee members however, indicated that it was not possible to man the complaints points fully since they also had their teaching duties to attend to.

Additionally, the means of the various items revealed that provision of adequate resources and tutors use of the complaints channels had moderate means of 3.12 and 3.28 respectively indicating deficits in these areas.

4.4.2 Tutors Views on Motivation

Tutor motivation was the dependent variable of this study. The researcher sought to find out how complaints resolution in the colleges affected the motivation of tutors.

Table 4.6 presents the findings

Table 4.6: Tutors Views on Motivation

TUTOR MOTIVATION	5		4		3		2		1		Mean	SD
	N	%	n	%	n	%	n	%	n	%		
Complaints procedure increases motivation	28	17.5	86	53.8	20	12.5	15	9.4	11	6.9	3.66	0.467
Complaints infrastructure enhances motivation	35	21.9	78	48.0	20	12.5	18	11.3	9	5.6	3.70	1.037
Complaints channels improve motivation	49	30.6	55	34.4	25	15.6	21	13.1	10	6.3	3.70	1.126
Response to complaints improves motivation	80	50	59	36.9	10	6.3	8	5	3	1.9	4.28	1.051
Auditing complaints system improves motivation	22	13.8	54	33.8	45	28.1	21	13.1	18	11.3	3.26	1.072
Complaints resolution enhances syllabus coverage	38	23.8	60	37.5	27	16.9	14	8.8	21	13.1	3.50	1.189
Complaints resolution improves punctuality	20	12.5	47	29.4	50	31.3	29	18.1	14	8.8	3.19	1.015
Complaints resolution improves teamwork	33	20.6	71	44.4	23	14.4	20	12.5	13	8.1	3.57	1.095
Complaints resolution improves students performance in examinations	10	6.3	55	34.4	45	28.1	31	19.4	19	11.9	3.04	1.055
Grand mean											3.54	

(Strongly disagree-1, Disagree-2, Neutral-3, Agree-4 and Strongly Agree-5)

The findings of the study revealed that 114(71.3%) of the respondents agreed that availability of a complaints procedure in their college increased their motivation. This means that tutors appreciated having complaints procedures in the colleges. The tutors indicated that a complaints procedure is a sign that the management was willing to listen to them. Even those who had never used the complaints procedure admitted that having it was good enough. Chisato (2010) found that teachers in Ghana were motivated and had a better perception of their job when they were given the opportunity to express their misgivings. A large number of the respondents 113(69.9%) either agreed or strongly agreed that availability of a complaints infrastructure enhanced their motivation.

Establishment of complaints infrastructure removes the rigidity in administration by giving tutors an opportunity to participate in the management of the colleges. Moussa (2020) noted that a school needs to create a culture and practices that prevent misunderstandings and conflicts within its community. Moreover, 104(65%) of the respondents agreed that establishment of complaints channels improved their motivation since they were able to reach out to the management to have their issues addressed. This was found to increase the tutors' willingness to deliver services. As to whether response to complaints influenced their motivation, half of the respondents 80(50%) strongly agreed. The tutors indicated that positive responses motivated them while negative responses and failure to get responses were cited as causes of dissatisfaction.

Nearly half of the tutors 76(47.6) felt that auditing of the complaints system in the colleges improves motivation. However they indicated that they were not adequately involved in initiating changes after audits. Changes made in the complaints process

can help to eliminate possible bias in the system and also establish areas of weakness in the system. Thuo (2017) found out that lack of openness and involvement in decision making was a cause of conflict between school heads and teachers in primary schools. College Principals must therefore, endeavor to involve tutors in the complaints management process to promote a favorable work environment and minimize complaints.

As to whether complaints resolution improved their motivation to cover the syllabus 98(61.3%) either strongly agreed or agreed with the statement. Some of the respondents however, indicated that their motivation to cover the syllabus lied in their interest to help learners become better people. This relates to Mumo (2000) findings that showed that tutors in Technical Training Institutes in Nairobi derived satisfaction in molding students to become better citizens. The findings also agree with Khalid (2014) who found that 76% of teachers in Saudi Arabian secondary schools were motivated by making contributions to a better society.

Majority of the respondents 67(41.9%) agreed that complaints resolution influenced their punctuality to work. However, 50(31.3%) disagreed with the statement indicating there could be other factors that determined tutors' punctuality. Some tutors felt that punctuality had nothing to do with complaints resolution as it was part of their responsibility, others indicated they were punctual because they feared the repercussions of lateness. As to whether complaints influenced teamwork 104(65%) agreed with the statement. This means that teams are able to work harmoniously when sources of conflicts are eliminated. Further. Khalid (2014) found that good interpersonal relationships were a major motivator for teachers.

Regarding the influence of complaints resolution on performance of students in exams 65(40.7%) of the respondents agreed while 50(31.3%) disagreed citing other factors that influence students performance such as their own desire to excel, conducive learning environments and provision of adequate resources. The findings were in agreement with Gbollie (2017) who observed that motivational beliefs in Liberian students were essential to their academic performance as they determined the extent to which they put effort in academic tasks.

A look at the means for the various items revealed that response to complaints had the highest mean of 4.28 meaning that tutors' motivation is highly influenced by the response to their complaints. The lowest mean of 3.04 for complaints resolution improves students' performance can be explained by the fact that tutors cited other factors that influence students' performance. The means also show that the respondents were in agreement that motivation was enhanced by availability complaints procedures with a 3.66 mean. Auditing of the complaints system and the influence of complaints resolution on punctuality had moderate means of 3.26 and 3.19 respectively meaning complaints mechanisms were not always audited and that punctuality of tutors was not solely determined by resolution of complaints

4.4.3 Correlation Analysis between Complaints Resolution Infrastructure and Tutor Motivation

To answer the research question: what is the influence of complaints resolution infrastructure on tutor motivation, a correlation analysis between complaints resolution infrastructure and tutor motivation was performed. The level of significance was set at 0.01 to increase the accuracy of the findings. The results are as shown on Table 4.7

Table 4.7: Correlation Analysis between Complaints Resolution Infrastructure and Tutor Motivation for Tutors

		CRI	TM
CRI	Pearson Correlation	1	.982**
	Sig. (2-tailed)		.000
	N	160	160
TM	Pearson Correlation	.982**	1
	Sig. (2-tailed)	.000	
	N	160	160

** . Correlation is significant at the 0.01 level (2-tailed).

Table 4.7 shows that there is a strong positive correlation between Complaints Resolution Infrastructure (CRI) and Tutor Motivation (TM) ($r = .982$). The P value of 0.000 at 1 % (0.01) indicates that the correlation between the two variables is significant. This means complaints resolution infrastructure is a strong determinant of tutor motivation in PTTCs in Eastern region of Kenya.

4.5 The process of lodging complaints influences tutor motivation

The second objective of the study was to establish how the process of lodging complaints influences tutor motivation. Table 4.8 presents the findings

Table 4.8: Tutors views on lodging of complaints

	5		4		3		2		1		Mean	SD
	n	%	n	%	n	%	n	%	n	%		
Informed on where to lodge complaints	22	13.8	54	33.8	37	23.1	31	19.4	16	10	3.22	1.078
Know how to lodge a complaint	28	17.5	68	42.5	41	25.6	13	8.1	11	6.9	3.55	1.001
Complaints are acknowledged	12	7.5	49	30.6	47	29.4	44	27.5	8	5.0	3.08	0.950
Complaints are recorded	13	8.1	50	31.3	59	36.9	28	17.5	10	6.3	3.18	0.932
Fairly treated when you raise complaints.	17	10.6	58	36.3	61	38.1	14	8.8	10	6.3	3.36	0.915
Complaints are investigated	19	11.9	49	30.6	48	30.0	23	14.4	21	13.1	3.14	1.080
Updated on the status of complaints	7	4.4	44	27.5	70	43.8	27	16.9	12	7.5	3.04	0.907
Grand mean											3.22	

(Strongly disagree-1, Disagree-2, Neutral-3, Agree-4 and Strongly Agree-5)

The findings of the study indicated that most of the respondents 54 (33.8%) agreed and 22 (13.8%) strongly agreed that they knew where to lodge complaints. This means that the majority of tutors in the colleges knew where to lodge their complaints. However, 47(29.4%) of tutors indicated that they did not know where to forward their complaints. This is a worrying scenario that could trigger an increase in unresolved complaints. Margareth & Nasibu (2018) found out that 30% of students in the College of Business Studies in Tanzania who did not know where to lodge their complaints ended up reporting their complaints to class reps instead of the relevant authorities which made it difficult to resolve them effectively. Lack of

clarity on where to lodge complaints can hamper resolution of complaints in the colleges hence efforts should be made to bring all tutors aboard the complaints resolution procedures. Information about how and where to complain should be well publicized through a variety of service delivery points including publications, websites, at offices and at front counters,(Ombudsman Western Australia 2020).Additionally, most of the respondents 68(42.8%) agreed they knew how to lodge a complaint meaning that the process of lodging complaints had been explained to the tutors. However 24(15%) disagreed they knew how to lodge a complaint which means there are tutors who did not register complaints because they did not understand the procedure. This can cause disquiet among the tutors which can lead to low motivation levels. Queensland Government Procedures (2020) note that the easier it is for a customer to give you direct feedback about their experiences, the more likely they are to complain to you rather than a friend, giving you an opportunity to improve. This study finds that if colleges miss out on tutors complaints they miss out on opportunities for improvement and quality teacher training.

On whether complaints were acknowledged once received, only 49 (30.6%) of the respondents agreed. Majority of the respondents 47(29.4%) and 44(27.5%) respectively either remained neutral or disagreed with the statement. It can therefore be deduced that acknowledgement of tutors' complaints was minimal. The findings differ with Haji (2015) who found that 84.8% of public servants in Brunei indicated that their complaints were always acknowledged which was found to have a positive impact on service delivery. Acknowledgment of complaints is a great step towards pacifying the emotions of the complainants hence the colleges should put in place mechanisms that ensure tutors who complain are contacted. Regarding whether

complaints were recorded when received, 50(31.3%) agreed whereas most of the respondents 59 (36.9%) remained neutral and 38(23.8%) disagreed with the statement. This means that recording of tutors' complaints was wanting. The findings of Margareth & Nasibu (2018) revealed that almost all heads of departments did not have a register or software for recording complaints. As such there was no formal system for ensuring effective complaints handling. Colleges need to come up with effective ways of recording complaints to help in early identification of areas of improvement.

Most of the respondents at 61 (38.1%) remained neutral with that they were fairly treated when they raised complaints while 58(36.3%) agreed with the statement. Gruber (2009) found that customers were more willing to raise complaints in environments that were perceived to treat them fairly. The findings could most likely mean that the tutors who remained neutral on how they are treated after raising complaints might be unwilling to register complaints due the uncertainty. Tutors who do not file their complaints are likely to end up unmotivated and consequently underperform. On whether tutors are informed on the progress of their complaints, the majority at 70 (43.8%) remained neutral to the statement while 51(31.9%) agreed they were updated on their complaints. This means that tutors are not adequately informed about the status of their complaints. Similar findings by Haji (2015) indicated that most of the respondents were informed about the status of their complaint only after contacting the complaints desk. Such a scenario is likely to be a source of further complaints. (Chan and Ngai, 2010) indicated that communication as well as the determination of the intervals of communication to keep customers apprised of the progress of their complaints are key elements of customer satisfaction. Hence college management through the complaints committees should

endeavor to ensure tutors who raise complaints are given timely updates to assure them that their complaints are not forgotten. A look at the means reveals a range between 3.04 and 3.55 for all items which means the process of complaints lodging can be deemed as moderate. Colleges managements should therefore, put in place strategies to optimize complaints lodging to create a robust complaints resolution process.

4.5.1 Complaints Committee views on lodging of complaints

The views of complaints committee members regarding lodging of complaints are presented in Table 4.9

Table 4.9: Complaints Committees views on lodging of complaints

	5		4		3		2		1		Mean	SD
	n	%	n	%	n	%	N	%	n	%	%	
Tutors use complaints channels	3	12	9	36	6	24	4	16	3	12	3.20	0.622
Tutors are willing to register their complaints	11	44	9	36	2	8	3	12	0	0	4.12	1.330
Tutors who register complaints treated fairly	19	76	3	12	0	0	3	12	0	0	4.52	1.165
Tutors complaints investigated	7	28	12	48	0	0	3	12	3	12	3.68	0.921
Lodging of complaints improves tutor motivation	7	28	12	48	0	0	0	0	6	24	3.56	1.298
Grand mean											3.81	

(Strongly disagree-1, Disagree-2, Neutral-3, Agree-4 and Strongly Agree-5)

The findings revealed nearly half of the respondents 12(48%) either agreed or strongly agreed that tutors used established channels to lodge complaints while 7(28%) disagreed. This means that the complaints channels were moderately used by tutors. This can probably be associated with the fact that tutors indicated that at times they preferred to use alternative dispute resolution mechanisms. Adhiambo (2011) found that alternative conflict resolution methods were equally effective in creating conducive working atmospheres in schools. Moreover, Alternative Dispute Resolution Act 2021 considers alternative dispute resolution mechanisms. As such colleges should consider embracing alternative conflict resolution methods to complement the complaints procedures. On whether tutors are willing to register complaints, the majority of the respondents 20 (80%) agreed while the least at 3 (12%) disagreed meaning tutors had embraced the complaints resolution process. The colleges need to build on this strength to improve their performance.

Regarding whether tutors who lodge complaints are treated fairly, most of the respondents at 19 (76%) agreed while the least at 3 (12%) disagreed. The views of the complaints committees differ with those of the tutors since only 46.9% agreed they were fairly treated when they raised complaints. This could mean there is a likelihood sanctions were meted on tutors who raised complaints. Thuo (2017) found that at the center of creating safer and supportive learning environments was conflict resolution. Thus the college management needs to appreciate complaints and view them as opportunities for fixing problems before they escalate. Further, most of the respondents 12 (48%) agreed with the statement that tutors complaints were investigated meaning the complaints committees endeavored to investigate tutors complaints. However it can also be concluded that not all complaints were

investigated since 6(24%) disagreed that complaints were investigated. Rangrezz.J et.al (2015) found that timely investigation of complaints at the initial stages of registration not only increased chances of resolving the problem but also reduced the inherent cost of the complaint. Complaints committees therefore need to prioritize complaints investigations to help the colleges deal with tutor's issues objectively. On whether lodging of complaints has improved motivation 19 (76%) agreed with that statement while 6 (24.0%) disagreed. The complaints committees indicated that tutors appeared motivated when their complaints were resolved. However, the findings also revealed that teachers' motivation was also influenced by other factors such as personal goals to excel and promotions. By and large there appeared to be other factors that influenced the motivation of tutors.

4.5.2 Correlation Analysis between Process of Lodging of Complaints and Tutor Motivation for Tutors

To answer the research question: What is the influence of the process of lodging of complaints on tutor motivation, a correlation analysis was conducted. The results were as shown in table 4.10

Table 4.10: Correlation Analysis between Process of lodging of complaints and Tutor Motivation for Tutors

		LC	TM
LC	Pearson Correlation	1	.971**
	Sig. (2-tailed)		.000
	N	160	160
TM	Pearson Correlation	.971**	1
	Sig. (2-tailed)	.000	
	N	160	160

** . Correlation is significant at the 0.01 level (2-tailed).

Table 4.10 reveals a strong positive correlation between the process of lodging of Complaints (LC) and Tutor Motivation (TM). $R=0.971$. The P value of 0.000 at 1 % (0.01) indicates that the correlation between the two variables was significant. This means the process of lodging of complaints is a strong determinant of tutor motivation in PTTCs in Eastern region of Kenya.

4.6 Response to Complaints and Tutors Motivation

The third objective of the study was to determine how response to complaints affects tutor motivation. The findings are presented in table 4.11.

Table 4.11: Tutors views on response to complaints

	5		4		3		2		1		Mean	SD
	n	%	n	%	n	%	n	%	n	%		
Complaints always responded to	17	10.6	34	21.2	65	40.6	36	22.5	8	5.0	3.10	0.896
Outcomes of complaints communicated	20	12.5	48	30	55	34.4	23	14.4	14	8.8	3.23	1.000
Channels of response are friendly	38	28.8	51	31.9	32	20	27	16.9	12	7.5	3.48	1.104
Satisfied with outcomes of complaints	18	11.3	31	19.4	58	36.3	39	24.4	14	8.8	3.00	0.965
Satisfied with the duration taken to resolve complaints.	24	15	70	43.8	48	30	8	5.0	10	6.3	3.56	0.938
Grand mean											3.26	

(Strongly disagree-1, Disagree-2, Neutral-3, Agree-4 and Strongly Agree-5)

Most of the respondents 65 (40.6%) remained neutral to the statement complaints are always responded to while 34(21.2%) agreed. This means the response to tutors' complaints was not adequate. The large number of neutral respondents can be construed to mean that no feedback was given in many instances. Kim (2013) found

that troublesome organizational procedures and improper redress escalated complaint situations and had a negative impact on post-complaint satisfaction. The findings differ from Ngetich (2019) who found that response mechanisms employed were effective in addressing customer complaints. Failure to respond to tutors' complaints can easily trigger further complaints, negative emotions, mistrust and behavioral intentions such as absenteeism and lateness. The college managements should endeavor to ensure complaints are adequately resolved and feedback is given to the complainants to prevent such occurrences. On whether outcomes of complaints are communicated 55 (34.4%) of the respondents were neutral. Despite 68(42.5%) of the respondents agreeing that complaints outcomes were communicated, it was clear that communication channels needed to be improved. The researcher found there were no records of communication between the complainants and the complaints resolution committees. Filip (2013) found that companies that inform their customers of proposed actions to solve their problems and measures to be taken to avoid similar problems experienced more customer loyalty. Additionally Kim (2013) identifies explanation as an influential variable affecting successful complaints handling. Outcomes of complaints need to be communicated to promote post complaint satisfaction among tutors. 51 (31.9%) of the respondents agreed that channels of response were friendly. This means that the approaches the colleges used to respond to complaints were tutor friendly. The interpersonal aspects in resolving complaints such as courtesy, empathy, politeness play a significant role. Lack of these makes the complainant feel unfairly treated even when the outcome is fair (Kim 2013).

On whether tutors were satisfied with the outcomes of their complaints, majority of the respondents 58 (36.3%) were neutral with that statement while 39(24.4%) disagreed. This means that the majority of the tutors were not content with the outcomes of their complaints. The findings agree with (Ngetich) 2019 who found that 37% of the customers had to file another complaint after previous assurance by the company failed. New Zealand ombudsman (2021) suggests the importance of checking on the complainant to see if they are satisfied with your response. He also proposes telling the complainant what other options they have, if they are not satisfied with your response. While the college managements have an obligation to resolve tutors complaints, they should expose the tutors to other channels of redress where they feel the complainants are not satisfied with the outcomes. The researcher found that this was catered for in the service charters where contacts of the CAJ were given. On whether they were satisfied with the duration taken in resolving complaints, the majority of the respondents at 70 (43.8%) agreed while only 8 (5.0%) disagreed. This means that tutors' complaints were resolved in good time. The findings are supported by Refaat.M. et. al (2021) who recommend that complaints procedures should be maintained to ensure that all complaints are responded to in a respectful, timely, confidential, and impartial fashion.

Further, interrogation of the means of the items reveal that the majority of the respondents were satisfied with the duration taken to resolve complaints with a high mean of 3.56 and a standard deviation of 0.938. However, the means for the rest of the items were moderate. Tutors' satisfaction with the outcomes of their complaints had the lowest mean of 3.00 meaning that the outcomes of tutors' complaints did not

meet their expectations. Generally it can therefore be concluded that the process of responding to tutor complaints is moderate in PTTCs in the Eastern region of Kenya.

4.6.1 Complaints Committee Views on Response to Complaints

To get a clearer understanding on the process of responding to tutors complaints the views of the complaints resolution personnel were sought. The findings are represented in table 4.12

Table 4.12: Complaints Committee views on response to complaints

	5		4		3		2		1		Mean	SD
	n	%	n	%	n	%	n	%	N	%		
Committee responds to all complaints	16	64	3	12	0	0	6	24	0	0	4.36	0.968
Tutors complaints resolved within a short time	15	60	6	24	2	8.0	2	8.0	0	0	4.00	1.023
Outcomes of complaints are communicated	12	48	7	28	0	0	6	24	0	0	3.64	1.067
Tutors are satisfied complaints outcomes	3	12	16	64	0	0	6	24	0	0	3.68	1.298
Complaints information has improved tutor motivation.	7	28	12	48	0	0	6	24	0	0	3.92	0.949
Nature of complaints outcome influences tutor motivation	10	40	9	36	0	0	6	24	0	0	4.16	1.266
Grand mean											3.96	

(Strongly disagree-1, Disagree-2, Neutral-3, Agree-4 and Strongly Agree-5)

The findings revealed that most of the respondents 16 (64%) strongly agreed that the committee responds to all complaints. Their views however, differ with those of the tutors whose majority was neutral. This could mean that there was a disconnect between how the committee responded to complaints and what the tutors expected. Those who disagreed with the statement 6(24%) cited lack of adequate time for complaints resolution. A quality complaints handling system must meet the

expectations of the clients and help the organization meet the general principles of administration (Commonwealth Ombudsman 2018). Majority of the respondents 15 (60%) agreed that it takes a short time to resolve complaints. The findings agree with the tutors' views. This means tutors' complaints were handled efficiently. On whether outcomes of complaints were communicated, the majority of the respondents 12 (48%) strongly agreed. This differs with the tutors' views whose majority 55(34.4%) remained neutral to complaints outcomes being communicated to them. It therefore be concluded that communication of complaints outcomes was not adequately done. The findings of Onyango (2012) indicated that the customer preferred communication channels were only in use 50% of the time. Hence complaints committees need to evaluate the communication channels in use to ensure they suit the needs of the tutors and to promptly communicate complaints outcomes in order to provide a closure for the complaints.

Regarding whether tutors are satisfied with outcomes, most of the respondents 16 (64.0%) agreed. Again their views were contrary to those of tutors. This means that the solutions provided by the committees did not ultimately solve the problems. This can cause low motivation levels among tutors. Gruber (2009) finds that employee complaints were amicably resolved by involving the complainants in designing a solution. Probably the complaints committees need to closely engage the complainants in the complaints resolution process as this is likely to increase the acceptability of the outcomes. As to whether the nature of complaints outcome influenced tutor motivation, 19(76%) agreed. This means complaints outcomes were instrumental in determining motivation levels of tutors. Haji (2015) found that

government departments that had functional complaints systems performed better since the staff were motivated.

4.6.2 Correlation Analysis between Response to Complaints and Tutor Motivation

To answer the research question, how does complaints response affect tutor motivation, a correlation analysis was conducted. The results were as shown in table 4.13

Table 4.13: Correlation Analysis between Response to Complaints and Tutor Motivation

		RC	TM
RC	Pearson Correlation	1	.977**
	Sig. (2-tailed)		.000
	N	160	160
TM	Pearson Correlation	.977**	1
	Sig. (2-tailed)	.000	
	N	160	160

** . Correlation is significant at the 0.01 level (2-tailed).

Table 4.13 reveals a strong positive correlation between Response to Complaints (RC) and Tutor Motivation (TM). $R=0.977$. The P value of 0.000 at 1 % (0.01) indicates that the correlation between the two variables is significant. This means complaints response significantly affects tutor motivation in PTTCs in Eastern region of Kenya.

4.7 Auditing of Complaints Mechanisms and Tutors Motivation

The fourth objective of the study was to find out how Auditing of the complaints mechanisms influenced tutor motivation. The findings are presented in table 4.14

Table 4.14: Tutors views on auditing of complaints mechanisms

AUDITING	5		4		3		2		1		Mean	SD
	n	%	n	%	n	%	n	%	N	%		
Committee always prepares reports	26	16.3	34	21.3	45	28.1	34	21.3	21	13.1	3.06	1.086
Root cause of complaints always established	17	10.6	34	21.3	48	30	44	27.5	17	10.6	2.94	1.010
College takes measures to prevent complaints recurrence	25	15.6	48	30	47	29.4	22	13.8	18	11.3	3.25	1.074
Senior management reviews complaints system regularly	16	10	32	20	45	28.1	35	21.9	32	20	2.78	1.103
Actions of review are communicated	15	9.4	40	25	50	31.3	38	23.8	17	10.6	2.99	1.016
Grand mean											3.0	

(Strongly disagree-1, Disagree-2, Neutral-3, Agree-4 and Strongly Agree-5)

Majority of the respondents at 45 (28.1%) remained neutral to the statement that the complaints committee prepares reports on complaints while 34(21.3%) agreed and disagreed respectively. This means even if complaints reports were prepared the majority of the tutors did not appear to be aware. Failure to prepare reports can make it impossible to provide robust and accurate information on complaints thus encouraging recurrence of complaints (Faed 2010). The findings are supported by the Orkney Islands Council Audit Report (2018) which indicated that while feedback forms were issued to the complainants, there were no proper reports showing the outcomes from the forms. With the aid of the observation checklist the researcher found that complaints record books were available but were hardly

updated. However, quarterly and annual reports were sent to the CAJ for certification purposes. This could be construed to mean that the reports were not verifiable.

Most of the respondents 48 (30.0%) remained neutral to the statement that the root cause of complaints was always established. Although some of the respondents 34(21.3%) agreed root cause analysis was done it can be concluded that establishment of the root cause of complaints was not adequately done. This means that most probably tutors' complaints were not adequately investigated to establish their basis which can cause recurrence of the same kinds of complaints. The findings agree with Yahui & Hsieh (2021) who indicated that failing to use the information about systemic problems provided by complaints, institutions missed an opportunity to make sustainable quality improvement. Finding the root cause of complaints makes it easy to prevent future complaints of a similar nature since the complaints are acted on in a collective group hence identifying systemic problems and deficiencies. Regarding whether measures are taken to prevent complaints from recurring, majority of the respondents 48 (30.0%) agreed. Although most of the respondents agreed with the statement 47(29.4%) were neutral. This means that there is a possibility that tutors' complaints keep recurring. This can further be explained by the findings in this study that there were little efforts to establish the root cause of complaints.

Majority of the respondents 45(28.1%) remained neutral with the statement that senior management reviews complaints system regularly. This means that either the complaints systems were not reviewed or if they were reviewed tutors were not involved in the review. The importance of reviewing complaints mechanisms has

been underscored by Ramani & Zhimin (2010). The findings revealed that the causes of conflicts in public secondary schools are varied. Hence, resolution of various forms of conflicts requires specific strategies since the root causes may be unique. Therefore, colleges must constantly keep abreast with the nature of complaints to ensure they tailor complaints resolution mechanisms to suit the dynamics of complaints. On whether actions of review are communicated to them, the majority at 50 (31.3%) remained neutral to the statement while the least at 38 (23.8%) disagreed. This means that changes made on complaints mechanisms were not communicated to the tutors. In essence, auditing of complaints mechanisms did not seem to be prioritized. This is further revealed by the moderate mean values of the various items. Ngetich (2019) found that prioritization of complaints increased customers' level of satisfaction with the complaints system. Colleges should therefore endeavor to give preference to complaints resolution as this is a sure way to cultivate a good complaints culture.

4.7.1 Complaints Committees views on auditing of complaints

The views of complaints committees on auditing of complaints were important for the study since they are involved in the day to day activities of the complaints system. The findings regarding are presented in table 4.15

Table 4.15: Complaints Committees views on complaints auditing

	5		4		3		2		1		Mean	SD
	n	%	n	%	n	%	n	%	n	%		
Committee analyses tutors complaints and prepares reports	0	0	15	60	0	0	7	28	3	12	3.04	1.282
Committee avails reports to tutors	0	0	10	40	9	36	3	12	3	12	3.88	1.459
College senior management prevents complaints recurrence	12	48	7	28	0	0	3	12	3	12	4.04	1.304
Committee gives suggestions on improvement of complaints system	16	64	3	12	0	0	3	12	3	12	3.20	1.417
Effectiveness of complaints system enhances tutor motivation.	19	76	3	12	0	0	3	12	0	0	3.08	1.229
Grand mean											3.44	

(Strongly disagree-1, Disagree-2, Neutral-3, Agree-4 and Strongly Agree-5)

The findings indicate that the majority of the respondents at 15 (60%) agreed with the statement that the committee analyses tutors' complaints and prepares reports. At the same time 7(28%) of the committee members indicated they did not always prepare reports. The committees indicated that they were constrained by time since complaints management was not their core duty. Preparation of reports helps to create a database of complaints and also categorizes them into long term, medium term and short term (Margareth & Mramba 2018). This helps in preparation of a roadmap for resolving the complaints. Most of the respondents 10 (40%) agreed with the statement that the committee ensures complaints reports are available to tutors. The views of the committees differ with the tutors since the majority of the tutors did not appear to know whether the committee prepares reports. This means

that tutors were not furnished with complaints reports. Generating data that gives insights for continuous improvement is one of the core functions of complaints personnel (Commonwealth ombudsman, 2018). The committees should thus ensure that complaints reports are available to tutors since this would be a good way of giving feedback on complaints. On whether senior management takes measures to prevent complaints from recurring, the majority of the respondents at 12 (48%) strongly agreed. The high mean of 4.04 meant that efforts were being made to conclusively address tutors' complaints. This is good for the colleges since resolution of complaints is a good tool of management as it ensures creation of favorable environments for performance.

Regarding whether the committee gives suggestions on improvement of the complaint system, the majority of the participants at 16 (64%) strongly agreed with the statement. This means the committees' views on the improvement of the complaints system were sought. While this can have a positive impact it can also become counterproductive in the event that the management wants to retain the status quo. When asked whether effectiveness of complaints systems is important in enhancing motivation, majority 19(76%) strongly agreed. However the mean was moderate at 3.08. This means that, although complaints resolution is an important factor in tutor motivation, there could be other factors that influence the motivation of tutors.

4.7.2 Correlation Analysis between Audit of Complaints Resolution Mechanisms and Tutor Motivation

To answer the research question, how does audit of complaints resolution mechanisms influence tutor motivation in PTTCs in Eastern region of Kenya, a correlation analysis was conducted. The results were as shown in table 4.16

Table 4.16: Correlation Analysis between Audit of Complaints Resolution Mechanisms and Tutor Motivation for Tutors

		ACRM	TM
ACRM	Pearson Correlation	1	.964**
	Sig. (2-tailed)		.000
	N	160	160
TM	Pearson Correlation	.964**	1
	Sig. (2-tailed)	.000	
	N	160	160

** . Correlation is significant at the 0.01 level (2-tailed).

Table 4.16 reveals a strong positive correlation between audit of complaints resolution mechanisms (ACRM) and Tutor Motivation (TM). $R=0.964$. The P value of 0.000 at 1 % (0.01) indicates that the correlation between the two variables is significant. This means that audit of complaints resolution mechanisms has a significant influence on tutor motivation in PTTCs in Eastern region of Kenya.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter gives a summary of the findings of the study and also presents conclusions and recommendations. Suggestions for further research arising from this study have also been provided.

5.2 Summary

The purpose of this study was to find out the link between complaints resolution and tutor motivation in PTTCs in the Eastern region of Kenya. The study sought to determine the influence of complaints resolution infrastructure on tutor motivation, establish how the process of lodging of complaints influences tutor motivation, determine how response to complaints affects tutor motivation, and find out the influence of audit of complaints mechanisms on tutor motivation. Respondents of the study were college tutors and members of complaints committees in the various colleges. Data was collected from 160 tutors and 25 complaints committee members from all colleges through questionnaires. The researcher also used an observation checklist to record information on indicators of complaints resolution from the colleges. Descriptive statistics was used to analyze data to adequately answer the research questions. Inferential statistics was also used to test the relationship between the independent and dependent variables. The following are the findings of the study;

5.2.1 The influence of complaints resolution infrastructure on tutor motivation.

The first objective of the study sought to determine the influence of complaints resolution infrastructure on tutor motivation. The study revealed that availability of complaints resolution infrastructure in PTTCs in Eastern region of Kenya was moderate with a mean (M= 3.29). Further, the study found that there was a significant positive correlation between Complaints Resolution Infrastructure (CRI) and Tutor Motivation (TM) ($r = .982$) P value of 0.000 at 1 % (0.01). This means availability of complaints resolution infrastructure significantly influences tutor motivation.

5.2.2 How the process of lodging of complaints influences tutor motivation

The second objective sought to establish how the process of lodging complaints influences tutor motivation. The findings of the study demonstrated that the process of lodging complaints was moderate in PTTCs in Eastern region of Kenya as indicated by the mean. (M=3.22). The study also established that there was a significant positive correlation between the process of lodging of Complaints (LC) and Tutor Motivation (TM) ($r = 0.971$) P value of 0.000 at 1 % (0.01). This means process of lodging of complaints significantly influences tutor motivation

5.2.3 How response to complaints affects tutor motivation

The third objective sought to determine how response to complaints affects tutor motivation. The findings of the study indicated that response to complaints moderately affects tutor motivation (M=3.26). At the same time the study found a significant positive correlation between Response to Complaints (RC) and Tutor

Motivation (TM) ($r= 0.977$) P value of 0.000 at 1 % (0.01). This means that complaints response significantly affects tutor motivation.

5.2.4 The influence of complaints audit mechanisms on tutor motivation in PTTCs in Eastern region of Kenya

The fourth objective sought to find out the influence of auditing complaints mechanisms on tutor motivation. The study found that auditing of the complaints mechanisms moderately influenced tutor motivation ($M = 3.0$). Further analysis revealed a significant positive correlation between auditing of complaints mechanisms and tutor motivation (ACRM) and Tutor Motivation (TM) ($r =0.964$) P value of 0.000 at 1 % (0.01). This means audit of complaints resolution mechanisms significantly influences tutor motivation.

5.3 Conclusions

Based on the findings of the study, the following conclusions were arrived at;

- a) Availability of complaints resolution infrastructure in the colleges was moderate.

The study revealed that availability of complaints infrastructure significantly influenced tutor motivation. It can therefore be deduced that motivation of tutors in teacher training colleges was moderate.

- b) Lodging of complaints in the colleges was moderate. The study also revealed a significant positive correlation between lodging of complaints and tutor motivation. It can therefore be concluded that motivation of tutors in teacher training was moderate

- c) Response to tutors' complaints was moderate. Going by the findings that response to complaints significantly influences tutor motivation it can be concluded that the motivation of tutors in teacher training colleges is moderate.

- d) Auditing of complaints mechanisms in the colleges was moderate. Since the study found a significant positive correlation between auditing of complaints mechanisms and tutor motivation the researcher concluded that motivation of tutors in teacher training colleges was moderate.

5.4 Recommendations

Based on the findings of this study, the researcher recommends the following:

1. College Principals to consider establishing adequate complaints infrastructure in the colleges to ensure tutors register their complaints. These may include designating complaints offices or desks and providing other necessary materials to facilitate the complaints handling committees

The TSC, in conjunction with the Commission on Administrative Justice, should consider mounting capacity building activities to improve the effectiveness of the complaints resolution committees in the colleges.

The Ministry of Education to consider establishing structures that will ensure complaints resolution is well entrenched in the colleges. This can be achieved through establishment of a complaints management department within the ministry to coordinate complaints resolution activities in colleges and other learning institutions.

2. The college principals to ensure that tutors are sensitized on the complaints lodging procedures in order to maximize utilization of the established complaints resolution mechanisms. This can be done during common activities such as staff meetings and college assemblies.

3. The principals provide timely response to tutors complaints and ensure that complaints committees record, investigate and forward complaints to specific people to whom the complaints concern for action.
4. The college Boards of Management (BOMs) to ensure that complaints systems are audited by regularly reviewing reports of complaints committees and taking appropriate actions to improve and sustain their effectiveness.

5.5 Suggestions for Further Research

This study only confined itself to establishing the link between complaints resolution and tutor motivation in PTTCs. The researcher suggests further research:

1. To find out the impact of complaints resolution on students performance in PTTCs.
2. To establish the influence of complaints resolution on motivation of teachers in primary and secondary schools.
3. To find out the influence of use of technology in the complaints resolution processes in learning institutions.

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APPENDICES

Appendix I: Tutors Questionnaire

The purpose of this study is to establish the link between complaints resolution and tutor motivation in PTTCs in Eastern region of Kenya. This questionnaire's aim is to collect data relating to complaints resolution mechanisms and how they are linked to motivation of tutors. The researcher requests that you kindly respond to the questions related to the study. The confidentiality of the respondents is guaranteed and the information collected will only be used for the purpose of this research. Kindly do not write your name on the questionnaire.

Tick (✓) the suitable responses in the spaces provided.

Section A: Background Information

1. Kindly indicate your age:

Below 30 yrs	[]	31-40 yrs	[]
41-50 yrs	[]	above 50 yrs	[]

2. Indicate your Gender Male [] Female []

3. Indicate your highest academic qualification

Diploma	[]	Degree	[]
Masters degree	[]	PhD	[]

4. How long have you been serving as a tutor

Below 10 yrs	[]	11-15 yrs	[]	16-20 yrs	[]
21 -25 yrs	[]	26-30 yrs	[]	Above 30 yrs	[]

5. How long have you been in the current station.

Below 5 yrs	[]	6-10 yrs	[]	11-15yrs	[]
16-20yrs	[]	21-25yrs	[]	Above 25 yrs	[]

6. Which is your department

Languages	[]	Mathematics	[]	Integrated	[]
Sciences	[]	Social Sciences Education	[]	Creative Arts	[]

SECTION B:

This section uses five point Likert Scale to measure the level of agreement on complaints resolution mechanisms variables that determine tutor motivation.

Use the key below to indicate your opinion by use of a tick (√).

Key

5. Strongly agree
4. Agree
3. Neutral
2. Disagree
1. Strongly disagree

COMPLAINTS INFRASTRUCTURE	5	4	3	2	1
Your college has a complaints procedure					
You are familiar with the procedure					
Complaints channels are well publicized in the college					
you make use of the established complaints channels always					
It is easy for you to use the available complaints channels					
The college has a complaints committee					
The committee members are well trained to handle complaints					
There is an established complaints point in the college (office/desk)					
The complaints system is effective in resolving your complaints					
LODGING COMPLAINTS	5	4	3	2	1
You are informed on where to lodge your complaints					
You know how to lodge a complaint					
your complaints are acknowledged once received					
your complaints are recorded when received					
You are fairly treated when you raise complaints.					
Your complaints are investigated					
You are updated on the progress/status of your complaints					

RESPONSE TO COMPLAINTS	5	4	3	2	1
Your complaints are always responded to					
Outcomes of your complaints are communicated to you					
Channels of response are friendly to you					
You are satisfied with the outcomes of your complaints					
Feedback from complaints is used to improve your work environment					
You are satisfied with the duration taken to resolve your complaints.					
AUDITING	5	4	3	2	1
The complaints committee always prepares reports on complaints					
Root cause/ basis of your complaints is always established					
The college takes measures to prevent complaints from recurring					
Senior management reviews the complaints system regularly					
Actions of review of complaints system are communicated to you					
You are involved in auditing of complaints system					

Section C

This section uses five point Likert scale to measure your level of agreement with the following statements on tutor motivation. Using the key below to indicate your opinion by use of a tick (√)

Key

5 strongly agree

4 agree

3 neutral

2 disagree

1 strongly disagree

Tutor motivation	5	4	3	2	1
Availability of a complaints procedure increases your motivation to work					
Establishment of complaints infrastructure has enhanced your motivation					
Availability of channels to lodge complaints improves your motivation					
Response to your complaints improves your motivation to work					
Auditing of the complaints system has improved your motivation					
Complaints resolution enhances your motivation to cover the syllabus					
Complaints resolution has improved your punctuality to work					
Complaints resolution has improved teamwork in your college					
Complaints resolution improves students performance in examinations					
You are motivated when your complaints are resolved					

Section D: Open ended Questions

How has the availability of complaints infrastructure influenced your motivation to work?.....

.....
.....

How effective are complaints lodging channels in your college?.....

.....
.....

Briefly explain how response to your complaints has affected your motivation to work.....

.....
.....

Briefly explain how auditing of the complaints system in your college has helped improve your motivation

.....
.....

Other than the college procedure what other methods are used to resolve complaints in your college

.....
.....

What is the influence of the alternative complaints resolution mechanisms (if any) on your motivation?.....

.....
.....

Thank you for your time

Appendix II: Complaints Committee Questionnaire

The purpose of this study is to establish the link between complaints resolution and tutor motivation in PTTCs in Eastern region of Kenya. This questionnaire's aim is to collect data relating to complaints resolution mechanisms and how they are linked to motivation of tutors. The researcher requests that you kindly respond to the questions related to the study. The confidentiality of the respondents is guaranteed and the information collected will only be used for the purpose of this research. Kindly do not write your name on the questionnaire.

Tick (✓) the suitable responses in the spaces provided.

SECTION A: BACKGROUND INFORMATION

1. Kindly indicate your age:

Below 30 yrs	[]	31-40 yrs	[]
41-50 yrs	[]	above 50 yrs	[]

2. Indicate your Gender

Male	[]	Female	[]
------	-----	--------	-----

3. Indicate your highest academic qualification

Diploma	[]	Degree	[]
masters degree	[]	PhD	[]

4. How long have you been in the current station?

Below 5 yrs	[]	6-10 yrs	[]
11-15 yrs	[]	16-20 yrs	[]
21-25yrs	[]	Above 26 yrs	[]

5. How long have you served in the committee

Below 3years	[]	4-6 years	[]
7-9 years	[]	over 10 years	[]

SECTION B:

This section uses five point Likert Scale to measure the level of agreement on complaints resolution mechanisms variables that determine tutor motivation.

Use the key below to indicate your opinion by use of a tick (√).

Key

5. Strongly agree
4. Agree
3. Neutral
2. Disagree
1. Strongly disagree

COMPLAINTS INFRASTRUCTURE	5	4	3	2	1
The college has a complaints procedure					
The committee has familiarized tutors with the procedure					
Tutors are provided with adequate complaints channels e.g. complaints boxes, telephone numbers etc to register their complaints					
Tutors always make use of the established complaints channels					
The complaints committee is provided with adequate resources to handle complaints					
The committee is equipped with skills to handle complaints					
There is an established complaints point in the college office/desk					
Complaints office/ desk is always open to tutors					
Lodging of complaints	5	4	3	2	1
Tutors use the established channels to lodge their complaints					
Tutors are willing to register their complaints					
Tutors who register complaints are treated fairly by the college management					
Tutors complaints are investigated before action is taken					

Lodging of complaints has improved motivation of tutors in your college					
RESPONSE TO COMPLAINTS	5	4	3	2	1
The committee responds to all complaints raised by tutors					
Tutors are happy when their complaints are resolved within a short time					
Outcomes of a tutors complaints are communicated to them					
Tutors are satisfied with the outcomes of their complaints					
Senior management makes improvements as a result of complaints information					
Complaints information has helped the college improve the work environment for tutors					
Complaints information has helped the college improve tutor motivation.					
The nature of complaints outcome influences tutor motivation					
AUDITING	5	4	3	2	1
The committee analyses tutors complaints and prepares reports					
The committee ensures complaints reports are available to tutors					
The college senior management takes measures to prevent complaints from recurring					
The committee gives suggestions on improvement of the complaints system in the college					
Involving tutors in the review of complaints system boosts their motivation.					
Effectiveness of the college complaints system is important in enhancing tutor motivation.					

Section C Open Ended Questions

How has complaints resolution in your college impacted the motivation of tutor

.....
.....

What challenges has your committee faced in resolving tutor complaints?.....

.....
.....

How has the committee dealt with the challenges?.....

.....
.....
.....

What support do you get from the college administration to help you manage tutor complaints?.....

.....
.....

How have the complaints committee reports helped the college administration in improving tutor motivation?.....

.....
.....

Thank you for your time

Appendix III: Observation Checklist

	Indicators of complaints resolution in PTTCs	available	Not available	remarks
a)	Complaints infrastructure			
	Availability of complaints procedure			
	Availability of complaints channels			
	Availability of a Complaints committee			
	Availability of a Complaints office or desk			
	Availability of a complaints register			
b)	Lodging of complaints			
	Evidence of sensitization of tutors on lodging of complaints			
	Records of lodged complaints			
	Acknowledgement of complaints			
c)	Response to complaints			
	Availability of resolution records			
	complaints outcomes records			
	Availability of follow-up activities			
	Reporting mechanisms			
d)	Complaints system audit			
	Root cause analysis of complaints reports			
	Monitoring and evaluation tools			
	Improvements as a result of complaints resolution			

Appendix IV: Research Approval from Graduate School



**KENYATTA UNIVERSITY
GRADUATE SCHOOL**

E-mail: dean-graduate@ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 810901 Ext. 4150

Website: www.ku.ac.ke

Internal Memo

FROM: Dean, Graduate School

DATE: 5th March, 2020

TO: Musembi Lillian Mbula
C/o Educational Management, Policy
& Curriculum Studies Department.

REF: E55/37862/2017

SUBJECT: APPROVAL OF RESEARCH MASTERS PROPOSAL

We acknowledge receipt of your revised Proposal as per our recommendations raised by the Graduate School Board at its meeting of 29th January, 2020, Entitled, **“The Link between Complaints Resolution and Tutor Motivation in Public Teacher Training Colleges in Eastern Region of Kenya”**.

You may now proceed with your Data Collection, Subject to Clearance with Director General, National Commission for Science, Technology and Innovation.

As you embark on your data collection, please note that you will be required to submit to Graduate School completed Supervision Tracking Forms per semester. The form has been developed to replace the Progress Report Forms. The Supervision Tracking Forms are available at the University's Website under Graduate School webpage downloads.

Thank you.

JULIA GITU
FOR: DEAN, GRADUATE SCHOOL

C.c. Chairman, Department of Educational Management Policy & Curriculum Studies.

Supervisors:

1. Dr. Peter Nyaga
C/o Department of Ed. Mgt. Pol & Curr. Studies
Kenyatta University
2. Dr. Samson Kariuki
C/o Department of Ed. Mgt. Pol & Curr Studies
Kenyatta University

Appendix V: Research Authorization from Graduate School



**KENYATTA UNIVERSITY
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E-mail: dean-graduate@ku.ac.ke

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P.O. Box 43844, 00100
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Our Ref: E55/37862/2017

DATE: 5th March, 2020

Director General,
National Commission for Science, Technology
and Innovation
P.O. Box 30623-00100
NAIROBI

Dear Sir/Madam,

RE: RESEARCH AUTHORIZATION FOR MUSEMBI LILLIAN MBULA – REG. NO. E55/37862/2017

I write to introduce Ms. Musembi Lilian Mbula who is a Postgraduate Student of this University. She is registered for M.Ed degree programme in the **Department of Educational, Management Policy & Curriculum Studies**.

Ms. Musembi intends to conduct research for an M.Ed Research Proposal entitled, **“The Link between Complaints Resolution and Tutor Motivation in Public Teacher Training Colleges in Eastern Region of Kenya”**.

Any assistance given will be highly appreciated.

Yours faithfully,


PROF. ELISHIBA KIMANI
DEAN, GRADUATE SCHOOL

EK/nn

Appendix VI: Research Permit

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Ref No: 945729	Date of Issue: 28/March/2020
RESEARCH LICENSE	
	
<p>This is to Certify that Miss.. lilian mbula musembi of Kenyatta University, has been licensed to conduct research in Embu, Kitui, Machakos, Meru on the topic: THE LINK BETWEEN COMPLAINTS RESOLUTION AND TUTOR MOTIVATION IN PUBLIC TEACHER TRAINING COLLEGES IN EASTERN REGION OF KENYA for the period ending : 28/March/2021.</p>	
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