

**THE EFFECT OF ORGANIZATIONAL LEARNING STRATEGY ON SERVICE
DELIVERY IN THE MINISTRY OF CO-OPERATIVE DEVELOPMENT AND
MARKETING, NAIROBI COUNTY, KENYA**

DOLPHINE ACHIENG AREMO
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DECLARATION

I, Dolphine Achieng Aremo do hereby declare that this research project is my original work and that it has not been presented for award of any degree in any university that I am aware of.

DOLPHINE ACHIENG AREMO

Signature _____ Date _____

Supervisor's Approval

This research project has been submitted for examination with my approval as the university supervisor.

MRS PHELGONAH GENGA

Signature _____ Date _____

Chairman's Approval

This research project has been submitted for consideration with my approval as the chairman of the School of Business Studies

DR. MUATHE S. M. A.

Signature _____ Date _____

Chairman, Department of Business Administration

Kenyatta University

DEDICATION

This research work is dedicated to my sons Trevor and Phidel who were an inspiration to me to start the course in Masters of Business Administration and who have remained supportive all through. I believe this project will act as inspiration to them to better their own lives and the lives of others around them.

ACKNOWLEDGEMENT

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ABSTRACT

The Kenyan government policy on personnel management (2005), requires every ministry to allocate 0.5% of its annual budget for staff training and development. Most ministries including MOCDM seem to have adhered to this requirement. However, it is not clear whether indeed the in service learning has had any effects on staff performance and service delivery according to the expectation of the training policy. Apart from the academic qualifications required for recruitment, it is not known whether professional skills and other relevant skills learnt within the organization has contributed to service delivery. According to Kibanga (2003), education, training and information is a principle every organization should embrace to grapple with the complexities of the twenty first century. Njunguna (2009), considers organizational learning as one of the fundamental sources of competitive advantage within the context of strategic management. The purpose of the study was to assess the effect of organizational learning strategy on service delivery with specific reference to Ministry of Cooperative Development and Marketing.

The study sought to establish the effect of professional skills, staff motivation, teamwork and employee innovation on service delivery in the MOCDM, Nairobi County. The study adopted descriptive research design. The target population was employees of Ministry of Cooperative Development and Marketing, Nairobi County with 58 members of staff drawn from all cadres comprising technical, secretarial, clerical, and support. The study therefore used a census approach. Primary data was collected using questionnaires which was administered using a drop and pick later method. The quantitative data was analysed using descriptive statistics while the qualitative data was analyzed using conceptual content analysis. The statistical package for

social sciences (SPSS) was used as an aid to data analysis. The study also used Karl Pearson's product moment correlation analysis to establish the strength and direction between the independent variables and the service delivery. Data was presented in tables, charts, graphs and in prose form. The researcher expected that the findings would assist the MOCDM to emphasize on the importance of organizational learning strategy on service delivery and allocate adequate resources to the relevant departments.

The study found that professional skills have adequately assisted in improving service delivery. Job security contributed to efficiency in service delivery to a very great extent. Participation and sharing has contributed to the efficiency in service delivery. Marketing innovation and process innovation has contributed to the efficiency in service delivery to a great extent. The study concludes that there is a positive relationship between effort performance and individual skill level. Teams are remarkably intelligent, and are often smarter than the smartest people in them. Motivators cause positive job attitudes because they satisfy the workers need for self actualization, the individual's ultimate goal. Employees with high growth needs are able to respond to the challenging aspects of their new jobs sooner than employees with low growth needs. The study recommends that jobs and workers should be matched in terms of necessary skills and intelligence required. A job should enhance employee motivation to the extent that it provides opportunities for achievement, recognition, responsibility, advancement and growth in competence. Employees need to learn to cope with their particular job and organizational environments through their interpretation of relevant work experiences as well as their expectations and hopes for the future.

TABLE OF CONTENTS

CONTENT	PAGE
DECLARATION	ii
DEDICATION	iii
ACKNOWLEDGEMENT	iv
ABSTRACT	v
TABLE OF CONTENTS	vii
LIST OF FIGURES	ix
LIST OF TABLES	x
LIST OF ACRONYMS	xi
DEFINITION OF KEY TERMS	xii
CHAPTER ONE	1
INTRODUCTION	1
1.0 Background Information.....	1
1.1 Genesis of the Problem.....	4
1.2 Statement of the Problem.....	6
1.3 Objectives of the Study.....	6
1.3.1 General Objective	6
1.3.2 Specific Objectives	7
1.4 Research Questions.....	7
1.5 Significance of the Study	7
1.6 Scope of the Study	8
1.7 Limitations of the Study.....	8
CHAPTER TWO	9
LITERATURE REVIEW	9
2.0 Introduction.....	9
2.1 Theoretical framework of organizational learning	9
Need for self fulfillment.....	10
Need for love, friendship, affection	10
2.2 Empirical Review of Organizational Learning	12
2.2.1 Professional Skills and Service Delivery.....	14
2.2.2 Motivation and Service Delivery	16
2.2.3 Teamwork and Service Delivery	17
2.2.4 Innovation and Service Delivery	18
2.3 Summary of Literature Review.....	20
2.4 Conceptual Framework.....	21
CHAPTER THREE	23
RESEARCH METHODOLOGY	23
3.0 Introduction.....	23

3.1 Research design	23
3.2 Target Population.....	24
3.3 Data collection Instruments and Procedures.....	25
3.4 Piloting.....	25
3.4.1 Validity	25
3.4.2 Reliability.....	26
3.5 Data Processing and Analysis.....	26
CHAPTER FOUR.....	28
DATA ANALYSIS AND INTERPRETATIONS.....	28
4.1 Introduction.....	28
4.1.1 Response Rate.....	28
4.2 Demographic information.....	29
4.2 Professional Skills.....	33
4.3 Employee Motivation.....	35
4.4 Teamwork	37
4.5 Innovation	41
4.6 Combination of Variables	44
4.8 Service Delivery.....	45
4.8.1 Reliability.....	45
4.8.2 Responsiveness	45
4.8.3 Assurance.....	46
4.8.4 Empathy	47
4.8.5 Tangibles.....	49
CHAPTER FIVE	50
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	50
5.1 Introduction.....	50
5.2 Summary of Findings.....	50
5.3 Conclusion	52
5.4 Recommendations.....	54
5.5 Suggestions for Further Research	55
REFERENCES.....	56
APPENDIX 1: RESEARCH QUESTIONNAIRE	58
Appendix II: Budget	64
Appendix III: Work Plan	65
Appendix IV: Distribution of Cooperative Societies in Nairobi County.....	66

LIST OF FIGURES

	Page
Figure 2.1: Maslows hierarchy of needs theory.....	10
Figure 2.2: Mclelland’s Three Needs theory	11
Figure 2.3: Conceptual Framework	22
Figure 4. 1: Gender of the respondents.....	29
Figure 4. 2: Age Bracket of the Respondents	30
Figure 4. 3: Employment staff cadre.....	31
Figure 4. 4: Education Level of the Respondents.....	32
Figure 4. 5: How adequately professional skills have assisted in improving service delivery.....	33
Figure 4. 6: Rating of the contribution of the motivation to improving service delivery.....	36
Figure 4. 7: Work teams the respondents belong to.....	38
Figure 4. 8: Rating of the contribution of teamwork to improved service delivery	39
Figure 4. 9: Rating of the contribution of innovation to the efficiency in service delivery.....	41

LIST OF TABLES

	Page
Table 3.1: Target Population.....	24
Table 4. 1: Rating of contribution of the professional skills to the efficiency in service delivery	34
Table 4. 2: Extent that professional skills contributed to customer satisfaction in service delivery	35
Table 4. 3: Extent that motivational factors contributed to efficiency in service delivery	37
Table 4. 4: Factors that have assisted you to accomplish most	38
Table 4. 5: Extent that the aspects of teamwork have contributed to the efficiency in service delivery	40
Table 4. 6: Extent that forms of innovation has contributed to the efficiency in service delivery	42
Table 4. 7: Rating of the contribution of the factors to the performance in service delivery	44
Table 4. 8: Extent that the ministry had reliability	45
Table 4. 9: Extent that the ministry had responsiveness	46
Table 4. 10: Extent that the ministry had assurance	47
Table 4. 11: Extent that the ministry has empathy.....	47
Table 4. 12: Extent that the ministry has tangibles	49

LIST OF ACRONYMS

ACCD	Assistant Commissioner for Cooperative Development
ACO	Assistant Cooperative Officer
CACO	Chief Assistant Cooperative Officer
CCO	Chief Cooperative Officer
CO	Cooperative Officer
CSA	Cooperative Societies Act
DCCD	Deputy Commissioner for Cooperative Development
DV	Dependent Variable
ECCOS	Ethics Commission for Cooperative Societies
GOK	Government of Kenya
ILO	International Labour Organization
IV	Independent Variable
KUSCCO	Kenya Union of Savings and Credit Cooperative
MOCDM	Ministry of Cooperative development & Marketing
OL	Organizational Learning
SACCOS	Savings and Credit Cooperative Societies
SASRA	Sacco Societies Regulatory Authority
SCO	Senior Cooperative Officer
SPSS	Statistical Package for Social Science
UK	United Kingdom
UN	United Nations
USA	United States of America

DEFINITION OF KEY TERMS

Cooperative	An association of persons who have voluntarily joined together to achieve a common end through the formation of democratically controlled organization (ILO recommendation No. 127 Of 1965)
Innovation	Finding ways to deliver new or better goods or services, Angelo et al (2008).
Motivation	Psychological process that arouse people's goal directed Behavior, (Angelo, 2008)
Organizational learning	A form of organization that enable individual learning to create valued outcomes such as innovation, efficiency and competitive advantage, (Huczynski, 2007)
Professional skills	Abilities, knowledge and experience of individual employees which mesh with demands of work environment, (Buchanan, 1993)
Service delivery	The ability of a firm to provide its products on timely basis to customers, (Lewis, 2005).
Strategy	A pattern or plan that integrates an organizations goal, (Armstrong, 2002)
Team	A small group of people with complimentary skills who are committed to a common purpose (Katzenbach, 1995)

CHAPTER ONE

INTRODUCTION

1.0 Background Information

The Ministry of Cooperative Development and Marketing (MOCDM) is one of the ministries in the public service of Kenya established with the mandate to formulate, translate and operationalise Cooperative development policies, facilitate cooperative legislation and oversee its enforcement. According to the MOCDM strategic plan (2008-2012), the MOCDM provides cooperative extension and advisory services.

The strategic plan further states that the vision of MOCDM is to be a leading agent for a globally competitive cooperative sector and a mission to provide a commercially oriented cooperative sector through an enabling policy and legal framework for sustainable socio-economic development in Kenya. The MOCDM (2012), service charter defines service delivery as commitment to providing timely and quality services to all clients with courtesy, integrity, professionalism and cooperation.

Since Kenya gained independence, the cooperative movement was identified as one of the channels through which economic development could be achieved faster with the involvement of the citizens. Deliberate steps were taken to ensure that this was done. The first step was the enactment of the Cooperative Societies Act in 1966 and involvement of development partners particularly from Nordic countries. This combined involvement shows the rapid growth of Cooperatives in Kenya to make it number one in Africa and currently seventh in the world (MOCDM Guidelines for cooperative education, 2010)

As a leading agent for a globally competitive cooperative sector, the MOCDM has seen the number of cooperatives grow to peak 13,256 with a membership of 10 million and a capital outlay of 200 billion(Kuscco Ltd ,Sacco star 2012). Kibanga (2003), emphasizes the role of cooperatives in national development which varies from one country to the other. He states that due to the changing roles of governments in cooperatives necessitated by rapid globalization and liberalization, it has become absolutely necessary that countries keep track of these changes lest the pace of cooperative development becomes hopelessly inconsistent with the rest of the sectors. He further concludes that it has become necessary to regularly revisit and review the role of GOK in the cooperative development.

According to the United Nations (UN) report that informed the declaration of the year 2012 as the international year of cooperatives, cooperatives are denoted as an important tool for socio-economic development impacting on poverty reduction, employment creation and social integration (Kuscco Ltd., Sacco star, 2012). According to Nyagah (2008), one of the challenges facing MOCDM is low opinion in cooperatives due to their historical baggage in areas of governance and ethics. In this regard he saw the need to re-energise, rebrand and grow the cooperative sector. To address the challenge on governance, the MOCDM set up ethics commission for cooperative societies (ECCOS) in the year 2011 to assist the movement integrate good governance practices in the management of their cooperative societies.

The other challenge identified by Nyagah was low public confidence in the cooperative movement. To restore this he embarked on various activities to reverse the situation. These activities included among others, Enactment of Sacco Societies Act, 2008; setting up Sacco

Societies Regulatory Authority (Sasra) to secure members savings. This in return led to the registration of two Saccos in the diaspora in Atlanta, USA and the other in London, UK which was intended to create an opportunity for Kenyans living abroad to save, invest and draw from the benefits of belonging to a cooperative. Other Cooperatives which emerged are youth, women and Jua kali (Kuscco Ltd. Sacco Star, Oct, 2012).

According to MOCDM guidelines on education and training (2010), liberalization of cooperative movement has exposed cooperatives to challenges that require careful address. In this regard, the commissioner of cooperatives stresses that for cooperatives to remain relevant the staff charged with the responsibility of guiding the cooperatives needs to undertake courses that enhance their productivity. He points out that in recent years, staff training in the MOCDM has been supply driven based on resources available rather than demand driven with emphasis on academic and professional training.

According to Huczynski (2007), organizations need to embrace organizational learning (OL) as a management strategy to enable individual learning create valued outcomes such as innovation, efficiency, environmental alignment and competitive advantage. Senge (1990), defines OL as an organization where everyone is engaged in identifying and solving problems, enabling the organization to continuously experiment, improve and increase its capacity. Senge continues to state that OL concept has become significant because few problems today come with ready made solutions and they require that people throughout the organization think in new ways and learn new values and attitudes.

From the foregoing, it is imperative that OL if used as a strategy will assist the staff in the MOCDM acquire high degree of professionalism, continuous capacity building for the purpose of improving performance and subsequently improve service delivery. The MOCDM service charter (2012), defines service delivery as commitment to providing timely and quality services to all the clients with courtesy, integrity, professionalism and cooperation. OL can be used with great success by involving everyone in the organization to achieve the MOCDM objectives.

1.1 Genesis of the Problem

Globally, Bontis et al (2002), empirically tested a model of OL that encompassed both stocks and flows of knowledge across three levels of analysis namely, individual, team and organization. Results showed a significant relationship between the stocks and flows of knowledge and organization performance.

Argyris (1993), believed in a socio- technical system theory with a concept of OL that focus on the idea of collective participation by teams of individuals especially workers in developing patterns of work, career paths and arrangements for combining family and work. Argyris further gives examples of companies that employ OL approach such as Motorola, Xerox and ford which have dedicated great energy to fostering stakeholder driven processes, on-going communication with customers, employees and suppliers.

Deming (1986), believes that employees should be encouraged to discover and innovate on the job, finding better ways to meet the needs of stakeholders. From the above it is evident that the OL practice could be replicated in Kenya to improve service delivery.

In Kenya, the Public Service Recruitment and Training Policy (May, 2005), identifies training and capacity building as crucial in any organization and its key role is to improve performance of service delivery. The Kenyan blue print, vision 2030, identifies the social pillar on education and training as a tool aimed at equipping the citizens with skills required for accomplishment of specific tasks hence service delivery to the citizens.

In the MOCDM, the Cooperative Societies Act (CSA, 2004), identifies education and training as one of the principles of cooperatives whose objective is to provide management and employees with knowledge and skills to enable them carry out their respective roles effectively. According to Kibanga (Cooperative Digest, 2006), teamwork is important to service delivery in the cooperative movement and the hope lies in cooperative effort with the help of the state.

The cooperative marketing strategy paper (2009-2013), stresses that for cooperatives to compete in a global marketing environment, capacity building of staff needs to be enhanced through training and provision of technical support, policy guidance, technology transfer and access to marketing information.

The MOCDM Investments guidelines for the cooperative sector (2008), identify one of the urgent areas to be addressed by the government is to streamline cooperative education, extension and training with the aim of ensuring members deposits, shares and hard earned investments are protected.

The above implies that the MOCDM has not fully achieved its vision of leading as a globally competitive cooperative sector. The purpose of this study was to assess the effectiveness of OL strategy in improving service delivery in the MOCDM

1.2 Statement of the Problem

As shown in the background, in the recent years, the government of Kenya has put emphasis on in-service learning and training. The government policy on personnel management (2005), requires every ministry to allocate 0.5% of its annual budget for staff training and development. Most ministries including MOCDM seem to have adhered to this requirement. However, it is not clear whether indeed the in service learning has had any effects on staff performance and service delivery according to the expectation of the training policy. Apart from the academic qualifications required for recruitment, it is not known whether professional skills and other relevant skills learnt within the organization has contributed to service delivery.

In the MOCDM, little research focusing on organizational learning strategy has been done. An evaluation on in service learning and its effect on service delivery has not been undertaken. It is for this reason that this study sought to assess the effect of OL strategy on service delivery in the MOCDM in Nairobi County.

1.3 Objectives of the Study

1.3.1 General Objective

The general objective of the study was to assess the effect of organizational learning strategy on service delivery in the Ministry of Cooperative Development and Marketing in Nairobi County.

1.3.2 Specific Objectives

The specific objectives of the study were as follows:-

1. To determine the extent to which professional skills affect service delivery in the MOCDM in Nairobi County.
2. To establish whether staff motivation has effect on service delivery in the MOCDM in Nairobi County.
3. To examine the extent to which teamwork influence service delivery in the MOCDM in Nairobi County.
4. To evaluate the effect of employee innovation on service delivery in the MOCDM in Nairobi County.

1.4 Research Questions

This study sought to answer the following questions.

1. How does professional skills affect service delivery in MOCDM in Nairobi County?
2. To what extent does employee motivation affect service delivery in MOCDM in Nairobi County?
3. To what extent does teamwork influence service delivery in MOCDM in Nairobi County?
4. To what extent does employee innovation affect service delivery in MOCDM in Nairobi County?

1.5 Significance of the Study

In-service learning has been an issue of national importance to the public service in Kenya. Embracing organization learning strategy would improve competitiveness, profitability and productivity. This research is therefore expected to be of significance to the following.

The government of Kenya especially the MOCDM would use the information for purposes of policy making.

Employees in the MOCDM would acquire relevant skills and knowledge necessary for career development and service delivery.

Other researchers would use the study as a reference text.

The Public and Private sector would benefit by knowing the challenges faced by the MOCDM so that they are tackled beforehand.

The customer's mainly cooperative societies would know the challenges faced by MOCDM in service delivery.

1.6 Scope of the Study

The research covered employees of the Ministry of Cooperative Development and Marketing with a focus on Nairobi County. According to Njeru (2011), the County has 9 districts and a total of 1,247 cooperatives societies as shown in table 1.1 in appendix iv. The total number of cooperatives in the MOCDM were 13,256.

1.7 Limitations of the Study

The factors which were likely to hinder the success of the research were:

The researcher is a part time student therefore duration of the research was limited.

Some employees were not be willing to respond to certain issues as required.

A delay in release of funds by the sponsor delayed the progress of research activities according to the work plan.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

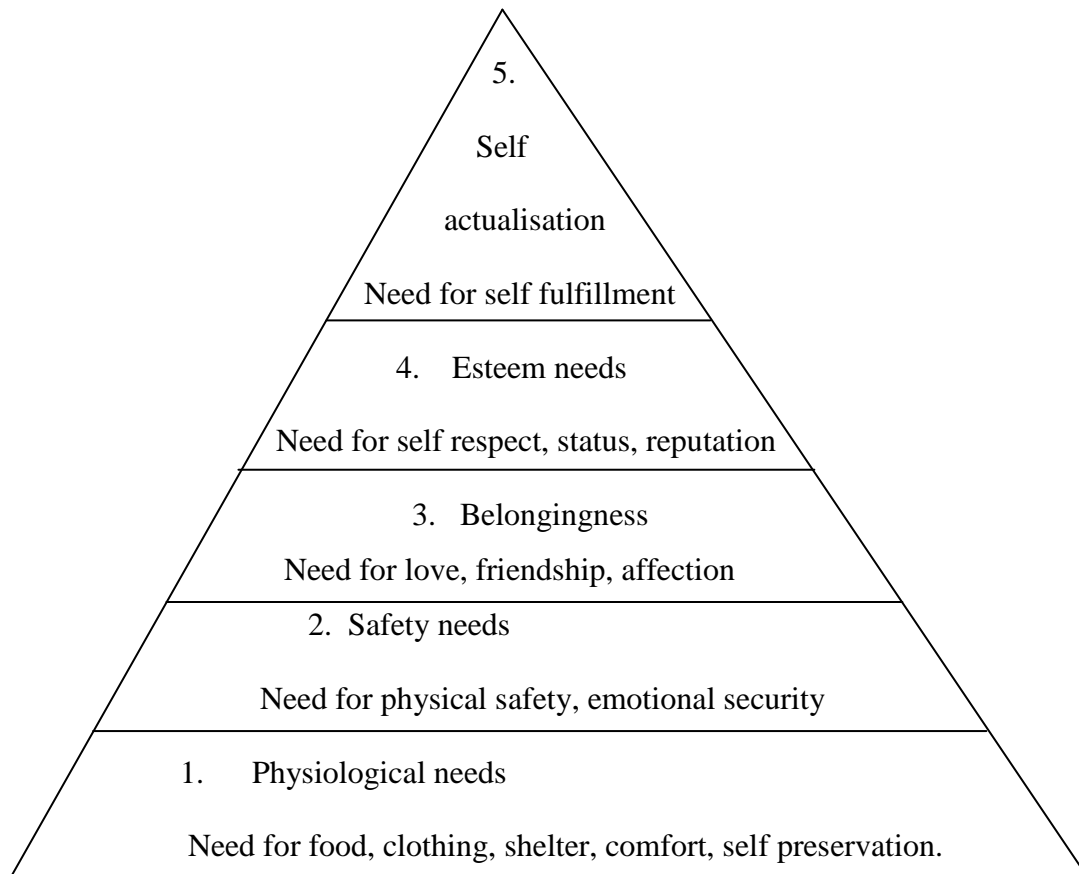
This chapter commences by reviewing recent studies conducted on organizational learning strategy in terms of introduction followed by theoretical and empirical review on related literature on OL and its effects on service delivery. It explores issues affecting service delivery such as professional skills, motivation, teamwork and innovation. Lastly the chapter culminates with a detailed conceptual framework.

2.1 Theoretical framework of organizational learning

Senge (1990), provides a broad theory of OL. Senge separates OL into five disciplines of personal mastery, creation of shared vision, examination of mindsets, team learning and systems thinking. Argyris (1999), sociotechnical theory has a concept on OL that focuses on the idea of collective participation by teams of individuals especially workers in developing new patterns of work.

Maslow (1954), put forth his hierarchy of needs theory which proposes that people are motivated by five levels of needs ranging from basic to highest level as set out in figure 2.1 below and further recommends what organizations can do at different levels to achieve success.

Figure 2.1: Maslows hierarchy of needs theory

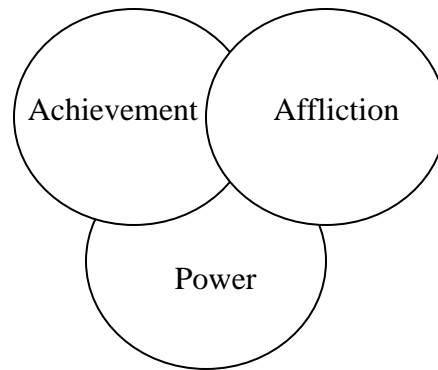


Source: Angelo and Williams (2008)

Maslow concludes that workers have needs beyond that of just earning a pay check.

Mcclelland (1953), proposed the acquired needs theory which states that three needs of achievement, affiliation and power are the major motives determining people's behaviour in the work place. Mcclelland believes that we are not born with our needs, rather we learn them from the culture and our life experiences. The three needs are expressed in the figure 2.2 below.

Figure 2.2: McClelland's Three Needs theory



Source: Angelo and Williams (2008)

McClelland encourages managers to recognize three needs in themselves and others and to attempt to create work environments that are responsible to them.

Herzberg (1957), developed two factor theory on motivation which proposed that work satisfaction and dissatisfaction arise from two different factors namely work satisfaction from motivating factors and work dissatisfaction from hygiene factors. In his theory, the hygiene factors are the lower level needs and the motivating factors are the higher level needs. Herzberg concludes that managers should first eliminate dissatisfaction, making sure that working conditions, pay levels and company policies are reasonable. They should then concentrate on spurring motivation by providing opportunities for achievement, recognition, responsibility and personal growth.

Adams' (1965), Equity theory on motivation focus on employee perceptions as to how fairly they think they are being treated compared to others. His theory is based on the idea that employees are motivated to see fairness in the rewards they expect for task performance. He

concludes that when employees are treated fairly, they are more likely to support organizational change, more apt to co-operate in group settings and less apt to turn to arbitration and the courts to remedy real or imagined wrongs.

Locke et al (1966), developed goal-setting theory on motivation which suggests that employees can be motivated by goals that are specific and challenging but achievable. According to him, the benefits of setting goals is that a manager can tailor rewards to the needs of individual employees, clarify what is expected of them, provide regular reinforcement and maintain equity.

2.2 Empirical Review of Organizational Learning

Weick (1995), states that individuals bring to the group their own thinking and learning. Huff (1990), stresses that during interpretation process existing views are revised and new ways of learning develop. According to Crossan et al (1999), this may result in new rules, routines, information systems or strategy for the organization.

Argyris (1999), believes that OL is a competence that all organizations should develop. He defines significant learning in organizations as the ability to detect and correct errors of human, technical and administrative. Pedler et al (1997), describes the process of OL as an evolutionary journey. He believes that commitment to OL is evident through formal and informal learning opportunities where people are encouraged to take responsibility for their own learning and development.

Organizational learning strategy has also received its share of criticisms. Watson (2002), argues that organizational learning has proven to be an elusive concept to grasp and therefore its practical implementation has also been difficult. He argues that the concept of OL has received insufficient attention and that this has contributed to lack of clarity in the concept of OL. He proposed a reconceptualisation of OL and a new framework to guide management practice.

Schuller et al (2000), points out that in OL, older employees have been found to have more negative perceptions of learning than their younger counterparts. He argues that this may be because older employees do not believe that training will bring them any benefit. He concludes that if older workers are seen as not as flexible as younger employees, they may not be given same opportunities for learning.

As seen from the literature, not many studies have assessed the challenges of implementation of organizational learning strategy. Crossan et al (1999), points out that there is need for further review on the existing literature on OL to understand the concept and essentially upgrade it to conform to the requirements of current industrial developments. He states that even though OL has been proposed as a principal means to accomplish strategic renewal, so far there has been no systematic examination of the correspondences between elements of change and those of OL.

According to Njunguna (2009), OL is increasingly being considered as one of the fundamental sources of competitive advantage within the context of strategic management. He however argues that most literature has not clearly linked OL with sustainable competitive advantage hence need for further research.

From the foregoing, it is likely that organizational learning have had subsequent effects on work performance and output. Tett et al (1993), states that effective OL strategy will develop the strengths and potential of subordinates and help them overcome their weaknesses thus benefit the superior, subordinates and enterprise. His findings reveal that satisfied employees are more likely to have low absentism and turnover.

Organisational learning is a management strategy for achieving and sustaining competitiveness and competitive advantage in organizations. According to Senge (1990), OL is an organization where everyone is engaged in identifying and solving problems, enabling the organization to continuously experiment, improve and increase its capacity. Senge further argues that OL produces a very flexible organization where people accept and adapt to new ideas and changes through a shared vision.

A lot of studies done in this area has focused on developed countries. There is very little research that has been done in the developing countries. This study therefore sought to focus on the situation in Kenya by analyzing its effect on service delivery in the ministry of cooperative development and marketing in Nairobi County.

2.2.1 Professional Skills and Service Delivery

Buchanan (1993), defines professional skills as abilities, knowledge and experience of individual employees which combine and mesh with demands and requirements of work environments. He further states that as employees pass from one phase in their work to the next, different concerns and issues are emphasized.

According to Lawler (1970), an employee must not only possess the skills but be able to apply them to solve new tasks. He introduced a variable that affect the effort performance and individual skill level. Results showed a positive relationship. Howe (1997), believes that there is no inherent quality of intelligence which can indicate high potential other than acquisition of skills through education which are better predictors of future success. Cyril (1991), claimed that the results of the measurement of intelligence correspond with existing forms of classification of school population. His findings was that there is a fit between individual skills and jobs creating a world of industrial harmony and productivity.

Hollyway (1991), believes that misfits are those who by virtue of being in the wrong job, do not match up to the new methods and speeds introduced into production. Smith et al (1994), states that non-work related skills tests used as selection tools are poor predictors of job success and should be treated with caution. Taylor (1990), argue that jobs and individuals should be matched. According to him, employees are not similar in the interest of efficiency. He stresses that jobs and workers should be matched in terms of necessary skills and intelligence required

Koontz et al (2008), argue that getting the right people for managerial success, in hiring, organizations needs to get people whose qualifications match the requirements of the job. He further states that quite often, there are gaps in what new employees need to know and these gaps are filled by training on the job. Katz (2008), found that through education and experience, managers acquire three principal skills namely technical, conceptual and human. He further defines technical skills as the ability to perform a specific job, conceptual skills as ability to think analytically and human skills as ability to interact well with people. Porter (1983), states that

actual performance on the job is determined by individual's ability (knowledge & skills) to do the job and his perception of what the required task is.

2.2.2 Motivation and Service Delivery

Angelo et al (2008), defines motivation as psychological processes that arouse and direct people's goal directed behaviour. He further explains that the model of how motivation works is that people have certain needs that motivate them to perform specific behaviours for which they receive rewards. He identifies the three major perspectives on motivation as need , process and reinforcement based.

Herzberg (1968), states that there is a manager in every audience who thinks the simplest way of motivating someone is to kick them in the ass (KITA). Positive KITA rewards the desired behaviour. He believes that motivators cause positive job attitudes because they satisfy the workers need for self actualization, the individual's ultimate goal. He suggests that a job should enhance employee motivation to the extent that it provides opportunities for achievement, recognition, responsibility, advancement and growth in competence. Centres et al (1966), states that the job motivations of workers at higher level stem from the work itself, the skill required and the interest value of the work. He further states that at lower level job motivations are centred in facts external to the work itself.

Cunningham et al (2000), states that the issue of trust in a supervisor, fundamental to good relationships with the supervisor, could be an important variable in predicting job satisfaction and therefore reported absence and desire to quit. He further notes that fostering or maintaining

trusting relationships between individuals who have to work together could help enhance the benefits from improving the design of a job.

Lord et al (1979), stress some of the negative ways in which workers can redress inequality. According to him, underpayment leads to lowered job performance and another form of reaction is disruptive, deviant behaviour such as vandalism and theft. He concludes that acts of employee theft may be an effective means of increasing outcomes in order to reduce feelings of underpayment inequity.

2.2.3 Teamwork and Service Delivery

Katzenbach et al (1995), defines a team as a small group of people with complimentary skills who are committed to a common purpose, performance goals and approach for which they hold themselves mutually accountable. He further states that the essence of a team is common commitment without which groups perform as individuals, with it they become a powerful unit of collective performance.

Surowiecki (2004), argues that under the right circumstances, teams are remarkably intelligent, and are often smarter than the smartest people in them. As evidence, he cites how teams have been used to predict the election of the president of the U.S., find lost submarines, and correct the spread on a sporting event. According to Fisher et al (1998), teams could be seen to fall into two general categories of task and relationship. He states that workers work well with a cross-section of people. In a research carried out by Cully et al (1998), in the U.K., team based working was found to be used for most of their employees in 65 per cent of work places.

Harley (1999), demonstrated that teamwork has been seen to empower workers by providing them with the opportunities for increased control over their work. He further points out that empowered employees through teamwork are more positive at work place management, more committed to their organization and able to make greater use of their skills and problem solving capabilities all of which contribute to superior organizational performance. Belbin (2000), describes team roles as a pattern of behaviour in relationship to another in facilitating progress. He states that functional roles in the team relates to a persons job role and functions in the organization.

2.2.4 Innovation and Service Delivery

Angelo et al (2008), defines innovation as finding ways to deliver new or better goods or services. According to him no organization, for-profit or non-profit, can allow itself to become complacent especially when rivals are coming up with creative ideas. He believes that every manager should embrace the adage of innovate or die.

Hackman (1975), points out that in time even the most challenging job assignments and responsibilities can appear less exciting and more habitual to job holders who have successfully mastered and become increasingly accustomed to their everyday task requirements. He argues that with prolonged job longevity, it is likely that employees perception of their present conditions and of future possibilities will become increasingly impoverished. They may begin to question the value of what they are doing and where it may lead if employees cannot maintain, redefine or expand their jobs for continual challenge and growth, the substance and meaning of their work begins to deteriorate.

Katz's (1978), findings suggest that employees with high growth needs are able to respond to the challenging aspects of their new jobs sooner than employees with low growth needs. He argues that many contextual factors can affect a person's situational perspective strongly enough to influence the level of job interest as one continues to work in a given job position over a long period of time.

According to Graen (1976), employees learn to cope with their particular job and organizational environments through their interpretation of relevant work experiences as well as their expectations and hopes for the future. He asserts that one of the more important aspects is that information and knowledge previously gathered by employees from their former settings are no longer sufficient or necessarily appropriate for understanding their new organizational domains.

Alison (1971), drawing from his work on decision making, warns that increasing reliance on regularized practices and procedures can become highly resistant to change since such functions become increasingly grounded in the norms and basic attitudes of organizational units and in the operating styles of its members.

Hudson (2002), argues that what constitutes meaningful work is complex task. According to him, experience of creativity can contribute significantly to meaning and dignity of work. According to a research by Angelo et al (2008), on succeeding at innovation, the findings revealed that unless companies improve their approach to innovation, increased investment may in fact lead to increased disappointment. He summarized innovation as turning ideas into profits.

2.3 Summary of Literature Review

From the literature review, OL play a key role in influencing service delivery . Individuals bring to the group their own thinking and learning and share that, engaging in individual and collective interpreting or sense making. Older employees have been found to have more negative perceptions of learning than their younger counterparts because older employees do not believe that training will bring them any benefit. Organizational learning have had subsequent effects on service delivery and output. Effective OL strategy will develop the strengths and potential of subordinates and help them overcome their weaknesses thus benefit the superior, subordinates and enterprise. An employee must not only possess the skills but be able to apply them to solve new tasks.

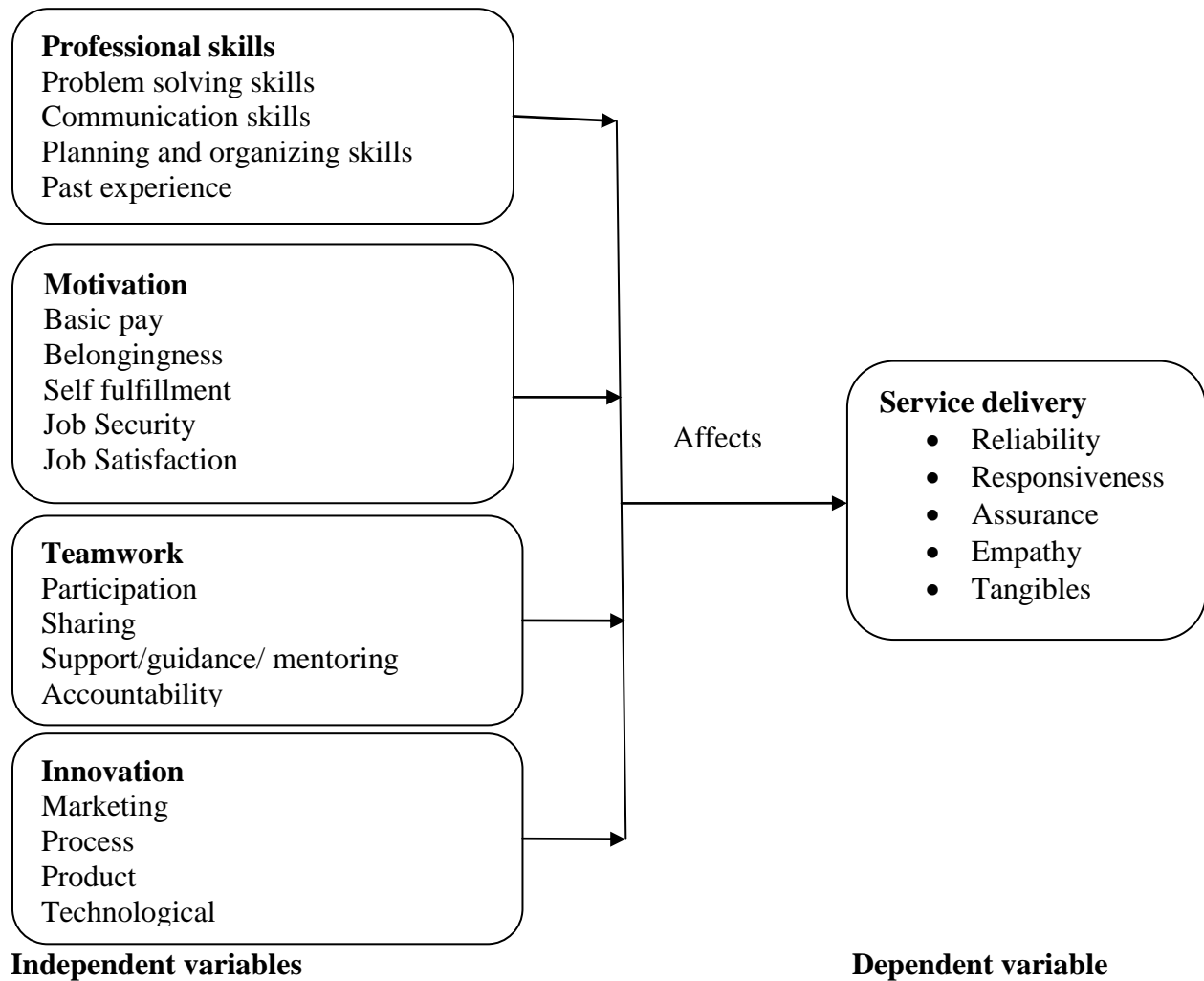
Non-work related skills tests used as selection tools are poor predictors of job success and should be treated with caution. Quite often, there are gaps in what new employees need to know and these gaps are filled by training on the job. Motivators cause positive job attitudes because they satisfy the workers need for self actualization, the individual's ultimate goal. The essence of a team is common commitment without which groups perform as individuals, with it they become a powerful unit of collective performance.

Many contextual factors can affect a person's situational perspective strongly enough to influence the level of job interest as one continues to work in a given job position over a long period of time. Employees learn to cope with their particular job and organizational environments through their interpretation of relevant work experiences as well as their expectations and hopes for the future. Unless companies improve their approach to innovation, increased investment may in fact lead to increased disappointment.

2.4 Conceptual Framework

The conceptualization of study is based on Argyris (1999), sociotechnical theory on OL that focus on the idea of collective participation by teams of individuals especially workers in developing new patterns of work, career paths and arrangements for combing family and work. He argues that work must be redesigned by workers and supervisors must learn to create the context in which this can be done. The relationship between the various variables in OL strategy analysis was depicted as shown in figure 2.3 below.

Figure 2.3: Conceptual Framework



Source: Researcher (2013)

In the figure 2.3 above, the dependent variable (DV) of the study is service delivery with indicators such as reliability, responsiveness, assurance, empathy and tangibles. The dependent variable is influenced by four independent variables namely: professional skills, motivation, teamwork and innovation.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter presents the study design and methodology that was used in gathering information for the purpose of completing the study. This was done in terms of introduction, research design, target population, data collection instruments and procedure, pilot test, data processing and analysis.

3.1 Research design

The research design gave a blue print specifying the methods and procedures for collecting and analyzing the needed information (Zikmond, 2003). Descriptive research design was undertaken using census to obtain information concerning the current status to describe what exists with respect to the variable. It attempts to capture attitudes or patterns of behaviour (Cooper et al 2003). A descriptive study is concerned with determining the frequency with which something occurs or the relationship between variables (Bryman & Bell, 2003). Descriptive research design was chosen because it enabled the researcher to establish the relationship between the dependent and the independent variables. According to Mugenda and Mugenda (1999), the purpose of descriptive research is to determine and report the way things are and it helps in establishing the current status of the population under study.

3.2 Target Population

According to Ngechu (2004), a population is a well defined or set of people, services, elements, events, group of things or households that are being investigated. The population of study comprised all cadres of staff in MOCDM, Nairobi County from the highest to the lowest. A census is where data is collected from all members of the population (Hair et al, 2011). Glenn (1992), asserts that census method eliminates sampling error and provides data on all individuals in the population. This included technical, secretarial, clerical and support staff totaling to 58 as shown in table 3.1 below.

Table 3.1: Target Population

CADRE	TITLE	JOB GROUP	TOTAL STAFF
Technical	a. DCCD	R	1
	b. ACCD	P	3
	c. CCO/CACO	M	10
	d. SCO/SACO	L	21
	e. COI/ACOI	K	13
	Total		48
Secretarial	a. Snr. Executive Secretary	N	1
	b. Snr. Secretarial Assistant	J	1
	Total		2
Clerical	a. Records Management Officer II	J	1
	b. Snr. Clerical Officer I	H	1
	c. Clerical Officer	G	2
	Total		4
Support Staff	a. Driver Grade II	E	1
	b. Senior support staff	E	3
	Total		4
Total Staff			58

Source: Nairobi County annual report, (2011)

3.3 Data collection Instruments and Procedures

Data was collected from both primary and secondary sources. From primary source, a questionnaire marked Appendix I was administered to the respondents. The questionnaires included closed and open ended questions. Closed ended questions was used in an effort to conserve time and money as well as to facilitate an easier analysis as they are in immediate usable form; while the open ended questions was used as they encouraged the respondents to give an in-depth and felt response without feeling held back in revealing of any information. With open ended questions, a respondent's response gives an insight to his or her feelings, background, hidden motivation, interests and decisions. The questionnaire was administered using a drop and pick later method to the respondents. From secondary source, data was collected from MOCDM documents such as strategic plan, policy papers, annual reports among others.

3.4 Piloting

The researcher carried out a pre-test of a selected sample from MOCDM headquarters to test the validity and reliability of the questionnaire. The purpose of the pilot study was to remove any irrelevant question items and focus the questionnaire so that the right information is collected. After the pilot study the researcher proceeded to administer the questionnaire.

3.4.1 Validity

According to Somekh and Cathy (2005), validity is the degree by which the sample of test items represents the content the test is designed to measure. Content validity which is employed by this study is a measure of the degree to which data collected using a particular instrument represents a specific domain or content of a particular concept. Expert opinion was requested to comment

on the representativeness and suitability of questions and give suggestions of corrections to be made to the structure of the research tools. To establish the validity of the research instrument the researcher sought opinions of experts in the field of study especially the lecturers in the department of business administration. This helped to improve the content validity of the data that was collected. It facilitated the necessary revision and modification of the research instrument thereby enhancing validity.

3.4.2 Reliability

Reliability is increased by including many similar items on a measure, by testing a diverse sample of individuals and by using uniform testing procedures. The researcher selected a pilot group of 5 individuals from the target population from MOCDM headquarters to test the reliability of the research instruments. In order to test the reliability of the instruments, internal consistency techniques was applied using Cronbach's Alpha. The alpha value ranges between 0 and 1 with reliability increasing with the increase in value. Coefficient of 0.6-0.7 is a commonly accepted rule of thumb that indicates acceptable reliability and 0.8 or higher indicate good reliability (Mugenda, 2008). The pilot data was not included in the actual study.

3.5 Data Processing and Analysis

The researcher used quantitative and qualitative methods to analyze data. Malhotra (1993), states that with research using these two methods, they become complementary more than competitive. The quantitative data collected was summarized and analyzed by using descriptive statistics. Collected data was arranged, organized, coded, classified, summarized and analyzed using measures of central tendencies, percentages and frequency distributions. The statistical package for social sciences (SPSS Version 21.0) software was used to process data. To facilitate this,

Likert Scale was used which enables easier presentation and interpretation of data. On the other hand the qualitative data was grouped into similar themes and analyzed as to display the opinion of the respondents using conceptual content analysis. The study also used Karl Pearson's product moment correlation analysis to establish the strength and direction between the independent variables and the service delivery. Data was presented in tables, charts, graphs and in prose form.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATIONS

4.1 Introduction

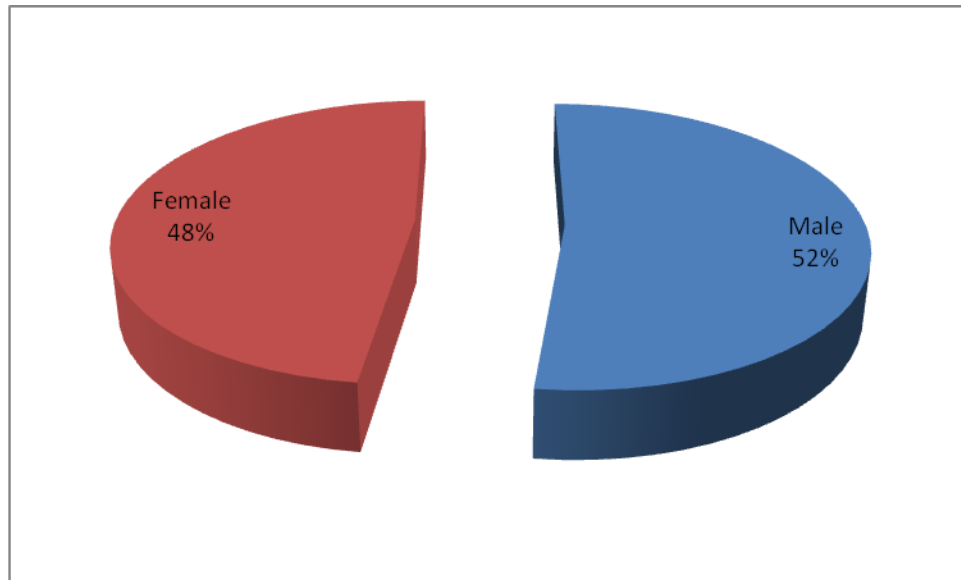
This chapter discusses the interpretation and presentation of the findings. This chapter presents analysis of the data on the effect of organizational learning strategy on service delivery in the Ministry of Cooperative Development and Marketing in Nairobi County. The chapter also provides the major findings and results of the case study and discusses those findings and results against the literature review chapter.

4.1.1 Response Rate

The study targeted a total of 58 respondents. However, only 48 respondents responded and returned their questionnaires contributing to 82.76% response rate. According to Mugenda and Mugenda (1999), a response rate of 50% is adequate for analysis and reporting; a rate of 60% is good and a response rate of 70% and over is excellent; therefore, this response rate is adequate for analysis and reporting. The researcher made use of frequency tables, graphs and charts to present data.

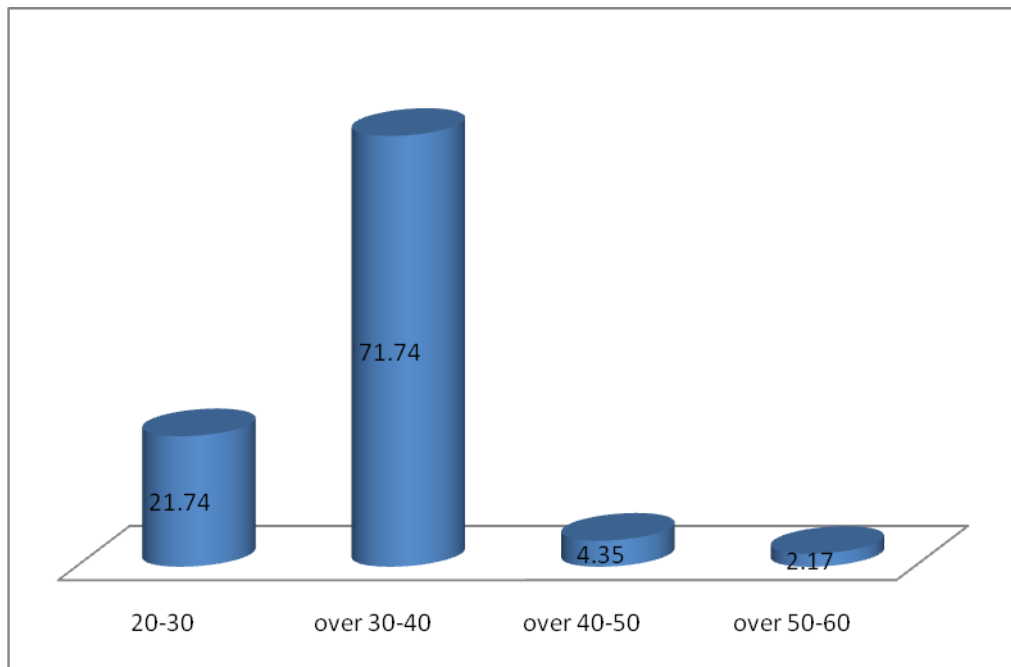
4.2 Demographic information

Figure 4. 1: Gender of the respondents



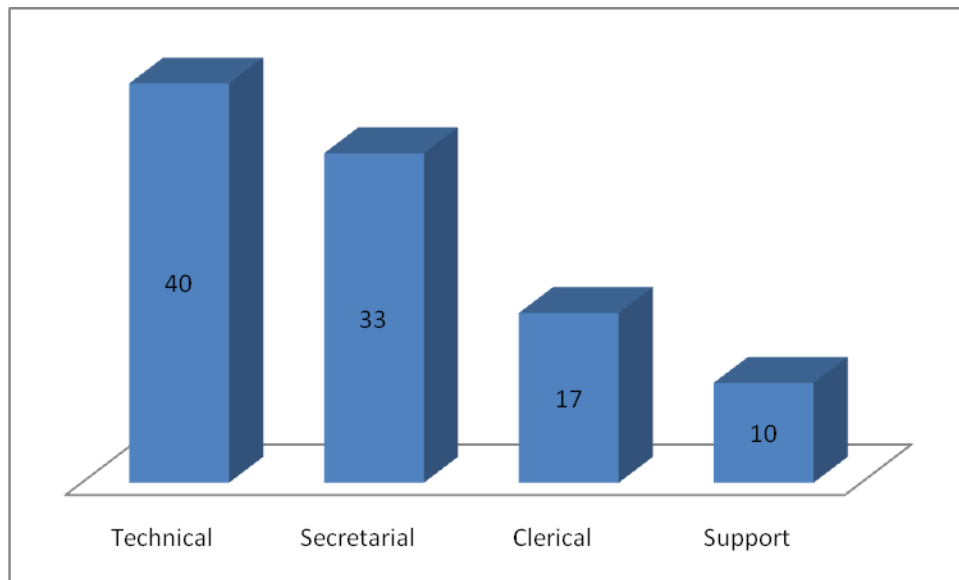
The study sought to find out the gender of the respondents. According to the findings, 52% of the respondents were male while 48% were female. This implies that gender equality was observed while choosing respondents.

Figure 4. 2: Age Bracket of the Respondents



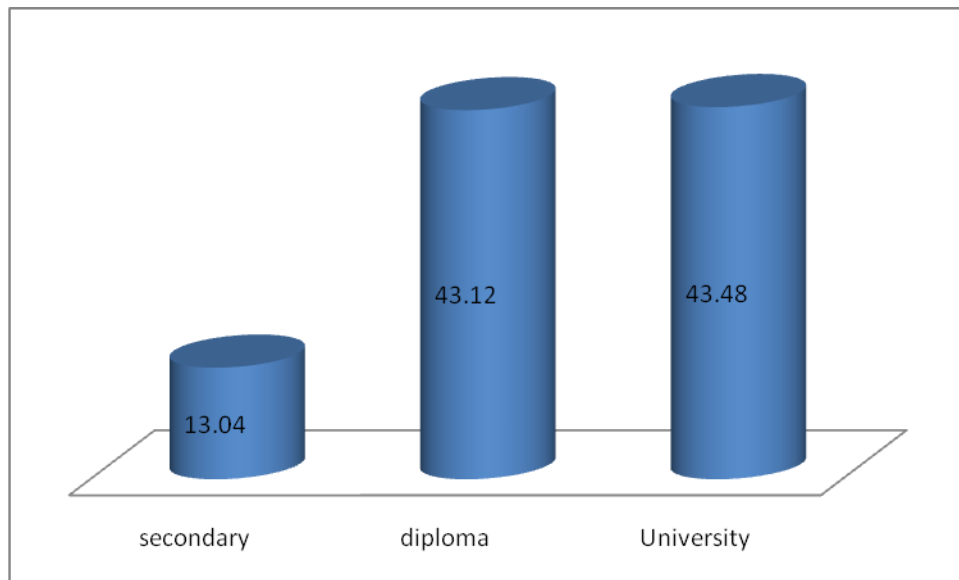
The study sought to find out the age of the respondents. The study found that the majority of the respondents were over 30 - 40 years (71.74%), 21.74% were aged 20-30 years, 4.35% were aged over 40 - 50 years and 2.17% were aged over 50-60 years. This shows that majority of the employees are middle aged.

Figure 4. 3: Employment staff cadre



The study sought to find out the employment staff cadre. According to the findings, 40% of the respondents, were in technical cadre, 33% of the respondents were in secretarial cadre, 17% of the respondents were in clerical cadre and 10% of the respondents were in support cadre.

Figure 4. 4: Education Level of the Respondents

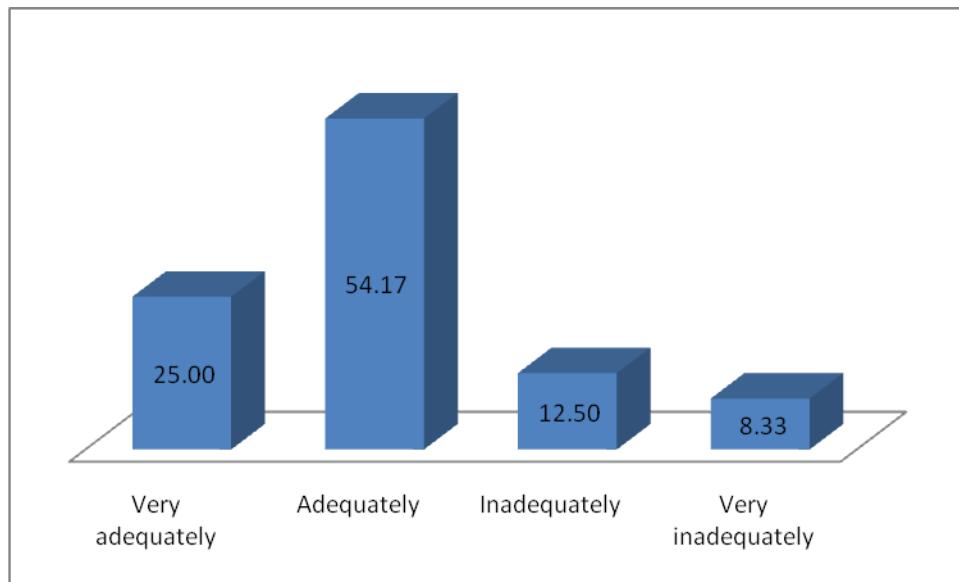


The study also sought to establish the highest level of education of the respondents. According to the findings, the majority of respondents (43.48%) had reached university, 43.12% had a diploma and 13.04% had reached secondary.

4.2 Professional Skills

Buchanan (1993), defines professional skills as abilities, knowledge and experience of individual employees which combine and mesh with demands and requirements of work environments. He further states that as employees pass from one phase in their work to the next, different concerns and issues are emphasized.

Figure 4. 5: How adequately professional skills have assisted in improving service delivery



The study also sought to establish how adequately professional skills have assisted in improving service delivery. According to the findings, 54.17% of the respondents indicated that professional skills have adequately assisted in improving service delivery, 25% of the respondents indicated that professional skills have very adequately assisted in improving service delivery, 12.5% of the respondents indicated that professional skills have inadequately assisted in improving service delivery and 8.33% of the respondents indicated that professional skills have

very inadequately assisted in improving service delivery. According to Lawler (1970), an employee must not only possess the skills but be able to apply them to solve new tasks.

Table 4. 1: Rating of contribution of the professional skills to the efficiency in service delivery

	Frequency	Percentage
Excellent	6	12.50
Very good	12	25.00
Good	25	52.08
Fair	3	6.25
Poor	2	4.17
Total	48	100.00

Source: Researcher (2013)

The study also sought to establish the rating of contribution of the professional skills to the efficiency in service delivery. From the findings, 52.08% of the respondents rated contribution of the professional skills to the efficiency in service delivery as good, 25.00% of the respondents rated contribution of the professional skills to the efficiency in service delivery as very good, 12.50% of the respondents rated contribution of the professional skills to the efficiency in service delivery as excellent, 6.25% of the respondents rated contribution of the professional skills to the efficiency in service delivery as fair and 4.17% of the respondents rated contribution of the professional skills to the efficiency in service delivery as poor. Cyril (1991), claimed that the results of the measurement of intelligence correspond with existing forms of classification of school population.

Table 4. 2: Extent that professional skills contributed to customer satisfaction in service delivery

	Mean	Std. Deviation
Problem solving skills	4.714	0.123
Communication skills	3.862	0.402
Planning and organizing skills	3.731	0.237
Past experience	4.408	0.982

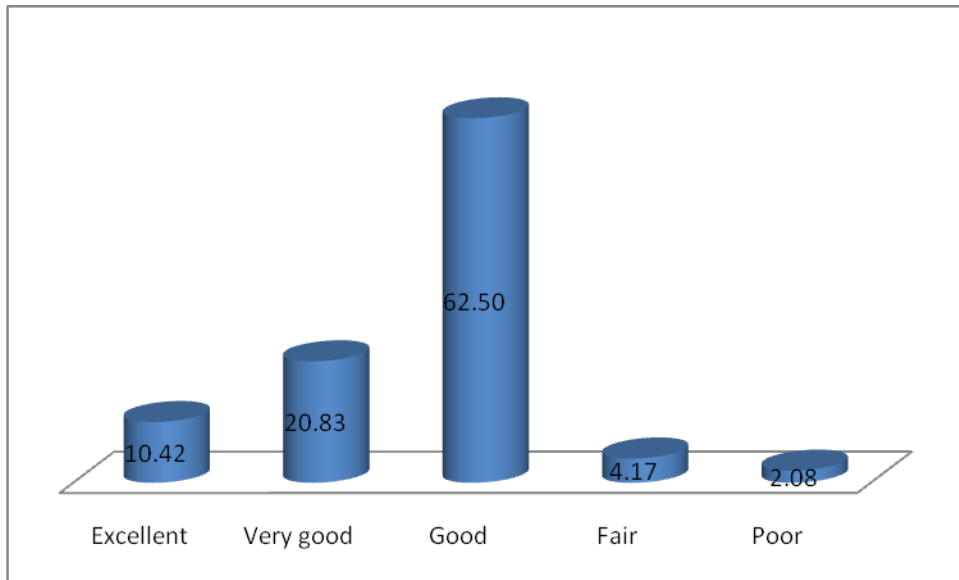
Source: Researcher (2013)

The study sought to establish the extent that professional skills contributed to customer satisfaction in service delivery. From the findings, problem solving skills contributed to customer satisfaction in service delivery to a very great extent as shown by a mean of 4.714, past experience, communication skills and planning and organizing skills contributed to customer satisfaction in service delivery to a great extent as shown by a mean of 4.408, 3.862 and 3.731 respectively. Taylor (1990), argue that jobs and individuals should be matched. According to him, employees are not similar in the interest of efficiency. He stresses that jobs and workers should be matched in terms of necessary skills and intelligence required

4.3 Employee Motivation

Angelo et al (2008), defines motivation as psychological processes that arouse and direct people's goal directed behaviour.

Figure 4. 6: Rating of the contribution of the motivation to improving service delivery



The respondents were requested to rate the contribution of the motivation to improving service delivery. According to the findings, 62.50% of the respondents rated contribution of the motivation to improving service delivery as good, 20.83% of the respondents rated contribution of the motivation to improving service delivery as very good, 10.42% of the respondents rated contribution of the motivation to improving service delivery as excellent, 4.17% of the respondents rated contribution of the motivation to improving service delivery as fair and 2.08% of the respondents rated contribution of the motivation to improving service delivery as poor. Centres et al (1966), states that the job motivations of workers at higher level stem from the work itself, the skill required and the interest value of the work. He further states that at lower level job motivations are centred in facts external to the work itself.

Table 4. 3: Extent that motivational factors contributed to efficiency in service delivery

	Mean	Std. Deviation
Basic pay	4.236	0.312
Belongingness	4.174	0.612
Self fulfillment	4.414	0.923
Job Security	4.667	0.802
Job Satisfaction	4.467	0.172
Safety	3.671	0.567
Training Opportunities	4.367	0.592

Source: Researcher (2013)

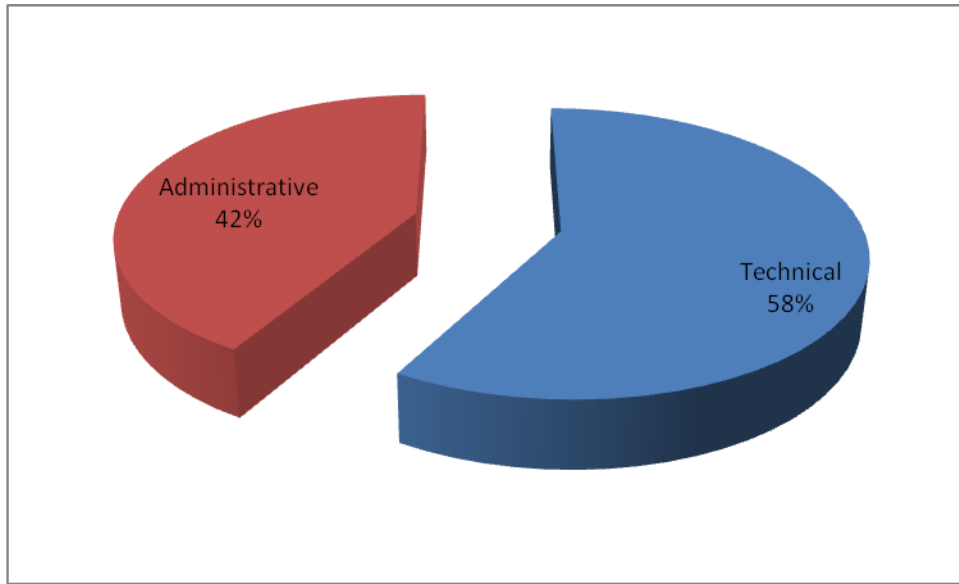
The study sought to find out the extent that motivational factors contributed to efficiency in service delivery. From the findings, job security contributed to efficiency in service delivery to a very great extent as shown by a mean of 4.667. In addition, job satisfaction, self fulfillment and training opportunities contributed to efficiency in service delivery to a great extent as shown by a mean of 4.467, 4.414 and 4.367 respectively. More over, basic pay, belongingness and safety contributed to efficiency in service delivery to a great extent as shown by a mean of 4.236, 4.174 and 3.671 respectively. Herzberg (1968), states that there is a manager in every audience who thinks the simplest way of motivating someone is to kick them in the ass (KITA). Positive KITA rewards the desired behaviour. He believes that motivators cause positive job attitudes because they satisfy the workers need for self actualization, the individual's ultimate goal.

4.4 Teamwork

Katzenbach et al (1995), defines a team as a small group of people with complimentary skills who are committed to a common purpose, performance goals and approach for which they hold themselves mutually accountable. He further states that the essence of a team is common

commitment without which groups perform as individuals, with it they become a powerful unit of collective performance.

Figure 4. 7: Work teams the respondents belong to



The respondents were requested to indicate the work teams they belong to. From the findings, 58% of the respondents belong to technical team while 42% belong to administrative team.

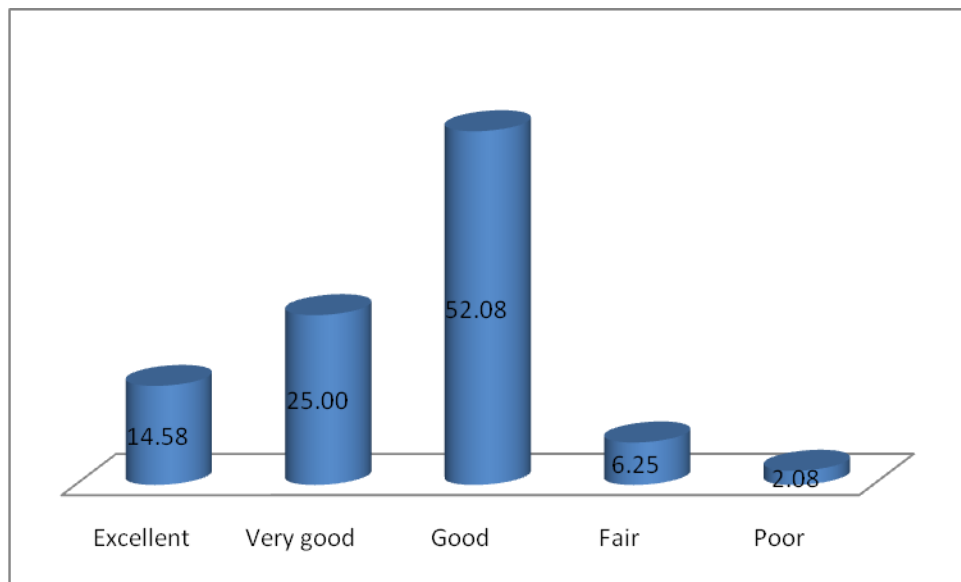
Table 4. 4: Factors that teams have assisted you to accomplish most

	Frequency	Percentage
Task	4	8.33
Relationship	14	29.17
Commitment	5	10.42
Skills	15	31.25
Positive attitude	10	20.83
Total	48	100.00

Source: Researcher (2013)

The study sought to establish the factors that teams have assisted the staff to accomplish most. According to the findings, 31.25% of the respondents indicated that teams had assisted them to accomplish skills most, 29.17% of the respondents indicated that teams had assisted them to accomplish relationship most, 20.83% of the respondents indicated that teams had assisted them to accomplish positive attitude most, 10.42% of the respondents indicated that teams had assisted them to accomplish commitment most and 8.33% of the respondents indicated that teams had assisted them to accomplish task most. According to Fisher et al (1998), teams could be seen to fall into two general categories of task and relationship. He states that workers work well with a cross-section of people. In a research carried out by Cully et al (1998), in the U.K., team based working was found to be used for most of their employees in 65 per cent of work places.

Figure 4. 8: Rating of the contribution of teamwork to improved service delivery



The study also sought to establish how the respondents rated the contribution of teamwork to improved service delivery. According to the findings, 52.08% of the respondents rated

contribution of the teamwork to improving service delivery as good, 25% of the respondents rated contribution of the teamwork to improving service delivery as very good, 14.58% of the respondents rated contribution of the teamwork to improving service delivery as excellent, 6.25% of the respondents rated contribution of the teamwork to improving service delivery as fair and 2.08% of the respondents rated contribution of the teamwork to improving service delivery as poor. Harley (1999), demonstrated that teamwork has been seen to empower workers by providing them with the opportunities for increased control over their work. He further points out that empowered employees through teamwork are more positive at work place management, more committed to their organization and able to make greater use of their skills and problem solving capabilities all of which contribute to superior organizational performance.

Table 4. 5: Extent that the aspects of teamwork have contributed to the efficiency in service delivery

	Mean	Std. Deviation
Participation	4.414	0.513
Sharing	3.879	0.903
Support/guidance/ mentoring	3.872	0.211
Accountability	3.691	0.603

Source: Researcher (2013)

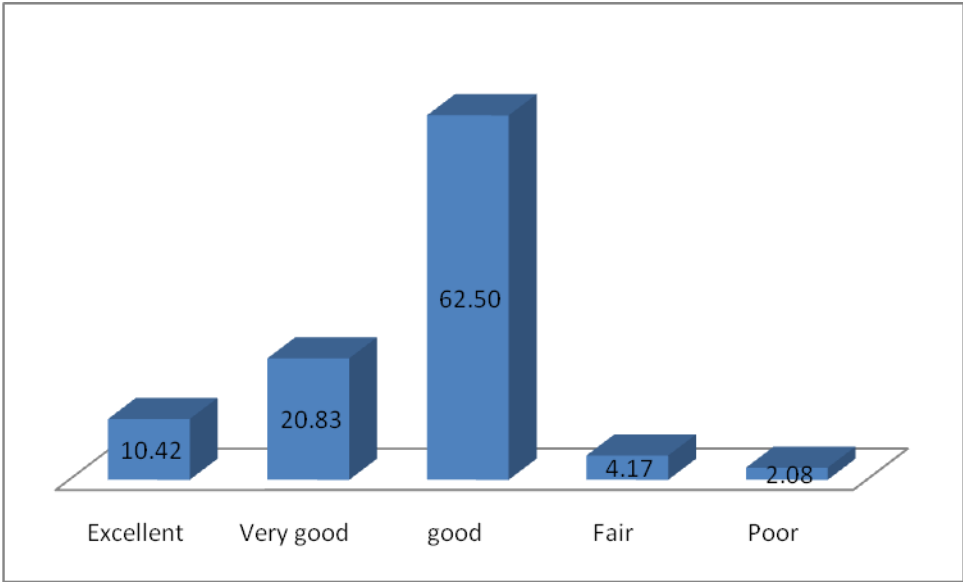
The study sought to find out the extent that the aspects of teamwork have contributed to the efficiency in service delivery. From to the findings, participation and sharing has contributed to the efficiency in service delivery as shown by a mean of 4.414 and 3.879 respectively. In addition, support/guidance/ mentoring and accountability have contributed to the efficiency in service delivery as shown by a mean of 3.872 and 3.691 respectively. Belbin (2000), describes

team roles as a pattern of behaviour in relationship to another in facilitating progress. He states that functional roles in the team relates to a persons job role and functions in the organization

4.5 Innovation

Angelo et al (2008), defines innovation as finding ways to deliver new or better goods or services. According to him no organization, for-profit or non-profit, can allow itself to become complacent especially when rivals are coming up with creative ideas. He believes that every manager should embrace the adage of innovate or die.

Figure 4. 9: Rating of the contribution of innovation to the efficiency in service delivery



The study also sought to establish how the respondents rated the contribution of innovation to the efficiency in service delivery. According to the findings, 62.50% of the respondents rated contribution of innovation to the efficiency in service delivery as good, 25% of the respondents rated contribution of innovation to the efficiency in service delivery as very good, 14.58% of the respondents rated contribution innovation to the efficiency in service delivery as excellent,

6.25% of the respondents rated contribution innovation to the efficiency in service delivery as fair and 2.08% of the respondents rated contribution of innovation to the efficiency in service delivery as poor. Hackman (1975), points out that in time even the most challenging job assignments and responsibilities can appear less exciting and more habitual to job holders who have successfully mastered and become increasingly accustomed to their everyday task requirements. He argues that with prolonged job longevity, it is likely that employees perception of their present conditions and of future possibilities was come increasingly impoverished. They may begin to question the value of what they are doing and where it may lead if employees cannot maintain, redefine or expand their jobs for continual challenge and growth, the substance and meaning of their work begins to deteriorate.

Table 4.6: Extent that forms of innovation has contributed to the efficiency in service delivery

	Mean	Std. Deviation
Marketing innovation	3.901	0.272
Process innovation	3.829	0.867
Product innovation	3.208	0.183
Technological innovation	3.125	1.241

Source: Researcher (2013)

The study sought to establish the extent that forms of innovation has contributed to the efficiency in service delivery. From the findings, marketing innovation and process innovation has contributed to the efficiency in service delivery to a great extent as shown by a mean of 3.901 and 3.829 respectively. In addition, product innovation and technological innovation has contributed to the efficiency in service delivery to a moderate extent as shown by a mean of

3.208 and 3.125 respectively. Katz's (1978), findings suggest that employees with high growth needs are able to respond to the challenging aspects of their new jobs sooner than employees with low growth needs. He argues that many contextual factors can affect a person's situational perspective strongly enough to influence the level of job interest as one continues to work in a given job position over a long period of time.

4.6 Combination of Variables

Table 4. 6: Rating of the contribution of all the factors to the performance in service delivery

	Frequency	Percentage
Professional skills	18	37.50
Motivation	5	10.42
Teamwork	10	20.83
Innovation	15	31.25
Total	48	100.00

Source: Researcher (2013)

The study also sought to establish how the respondents rated the contribution of all the factors to the performance in service delivery. According to the findings, 37.50 % of the respondents rated contribution of professional skills to the performance in service delivery as first best, 31.25% of the respondents rated contribution of innovation to the performance in service delivery as the second best, 20.83% of the respondents rated contribution teamwork to the performance in service delivery as third best and 10.42% of the respondents rated contribution of motivation to the performance in service delivery as fourth best. From the foregoing, it is likely that organizational learning have had subsequent effects on work performance and output. Tett et al (1993), states that effective OL strategy will develop the strengths and potential of subordinates and help them overcome their weaknesses thus benefit the superior, subordinates and enterprise. His findings reveal that satisfied employees are more likely to have low absentism and turnover.

4.8 Service Delivery

Organizational learning have had subsequent effects on service delivery and output. Effective OL strategy will develop the strengths and potential of subordinates and help them overcome their weaknesses thus benefit the superior, subordinates and enterprise. An employee must not only possess the skills but be able to apply them to solve new tasks.

4.8.1 Reliability

Table 4. 7: Extent that the ministry had reliability

RELIABILITY	Mean	Std. Deviation
Ability to provide services as promised	3.6563	1.072
Dependability in handling customer's problems	2.375	1.327
Performing services right the first time	2.875	1.374
Providing services at the promised time	3.2344	1.137
Maintaining error free records	3.2969	1.243
Ability to perform the promised service accurately and dependably	3.0469	1.350

Source: Researcher (2013)

The study sought to find out the extent that the ministry has reliability. From to the findings, the ministry had ability to provide services as promised to a great extent as shown by a mean of 3.6563. In addition, the ministry maintained error free records and provided services at the promised time to a moderate extent as shown by a mean of 3.2969 and 3.2344 respectively. More over, the ministry had ability to perform the promised service accurately and dependably and performed services right the first time to a moderate extent as shown by a mean of 3.0469 and 2.875 respectively. Further the ministry had dependability in handling customer's problems to a great extent as shown by a mean of 2.375.

4.8.2 Responsiveness

Table 4. 8: Extent that the ministry had responsiveness

RESPONSIVENESS	Mean	Std. Deviation
Informs client when services was performed	3.0313	1.357
Prompt service to customers	3.1875	1.283
Willingness by staff to help customers	3.1406	1.435
Readiness of staff to respond to customers requests	3.4531	1.296
Understand exactly what each customer needs	3.8125	1.233
Communicating regularly with the customer	3.5469	1.194

Source: Researcher (2013)

The study sought to find out the extent that the ministry has responsiveness. According to the findings, the ministry understood exactly what each customer needs were and communicated regularly with the customer to a great extent as shown by a mean of 3.8125 and 3.5469 respectively. In addition, the ministry had readiness of staff to respond to customers requests and prompt service to customers to a moderate extent as shown by a mean of 3.4531 and 3.1875 respectively. More over, the ministry had willingness by staff to help customers and informed client when services were performed to a moderate extent as shown by a mean of 3.1406 and 3.0313 respectively.

4.8.3 Assurance: Table 4. 9: Extent that the ministry had assurance

ASSURANCE	Mean	Std. Deviation
Confidence instilled in customers by staff	3.8594	0.924
Making customers feel safe in transactions	3.7813	1.076
Courtesy of staff to customers	3.4531	1.321
Staff technical knowledge to answer customer questions	3.7187	1.091
Ability to perform the promised service dependably and accurately (credibility)	3.625	1.202

Source: Researcher (2013)

The study sought to find out the extent that the ministry has assurance. From the findings, the ministry had confidence instilled in customers by staff and making customers feel safe in transactions to a great extent as shown by a mean of 3.8594 and 3.7813 respectively. In addition, the ministry had staff technical knowledge to answer customer questions and ability to perform the promised service dependably and accurately (credibility) to a great extent as shown by a mean of 3.7187 and 3.625 respectively. More over, the ministry had courtesy of staff to customers to a moderate extent as shown by a mean of 3.453.

4.8.4 Empathy: Table 4. 10: Extent that the ministry has empathy

EMPATHY	Mean	Std. Deviation
Individualized attention to customers by staff	3.8594	1.052
Employees who deal with customers in a caring fashion	3.7344	1.116
Customers' best interest at heart by staff	3.375	1.175
Staff understanding of customer needs	3.5781	1.378
Convenience of office business hours	3.3281	1.404
A composite of understanding and access	3.4219	1.245

Source: Researcher (2013)

The study sought to find out the extent that the ministry has empathy. According to the findings, the ministry had individualized attention to customers by staff, employees who deal with customers in a caring fashion and staff understanding of customer needs to a great extent as shown by a mean of 3.8594, 3.7344 and 3.5781 respectively. In addition, the ministry had a composite of understanding and access, customers' best interest at heart by staff and convenience of office business hours to a moderate extent as shown by a mean of 3.4219, 3.375 and 3.3281 respectively.

4.8.5 Tangibles

Table 4. 11: Extent that the ministry has tangibles

	Mean	Std. Deviation
TANGIBLES		
Modernity of the office equipment	3.6406	1.089
Visual appeal of the office facilities	2.6563	1.324
Neatness and professionalism of staff in appearance	3.5625	1.167
Appeal of serviced equipment	3.7969	1.184
Appearance of physical facilities, equipment, personnel, and communication material, location, access. appearance of equipment, physical facilities, and personnel	3.6094	1.177

Source: Researcher (2013)

The study sought to find out the extent that the ministry has tangibles. From the findings, the ministry had appeal of serviced equipment and modernity of the office equipment to a great extent as shown by a mean of 3.7969 and 3.6406 respectively. In addition, the ministry had appearance of physical facilities, equipment, personnel, and communication material, location, access, and appearance of equipment, physical facilities, and personnel and neatness and professionalism of staff in appearance to a great extent as shown by a mean of 3.6094 and 3.5625 respectively. Moreover, the ministry had visual appeal of the office facilities to a moderate extent as shown by a mean of 2.6563.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presented the discussion of key data findings, conclusion drawn from the findings highlighted and recommendation made there-to. The conclusions and recommendations drawn were focused on addressing the objective of the study.

5.2 Summary of Findings

The study found that professional skills have adequately assisted in improving service delivery. The respondents rated contribution of the professional skills to the efficiency in service delivery as good. Problem solving skills contributed to customer satisfaction in service delivery to a very great extent. Past experience, communication skills and planning and organizing skills contributed to customer satisfaction in service delivery to a great extent.

The study found that contribution of the motivation to improving service delivery was good. Job security contributed to efficiency in service delivery to a very great extent. In addition, job satisfaction, self fulfillment and training opportunities contributed to efficiency in service delivery to a great extent. More over, basic pay, belongingness and safety contributed to efficiency in service delivery to a great extent.

The study found that 58% of staff belonged to technical and 42% administrative teams. Skills, relationship, positive attitude and task had assisted them to accomplish service delivery most. Contribution of the teamwork to improving service delivery was good. Participation and sharing

has contributed to the efficiency in service delivery. In addition, support/guidance/ mentoring and accountability have contributed to the efficiency in service delivery.

The study found that contribution of innovation to the efficiency in service delivery was good. Marketing innovation and process innovation has contributed to the efficiency in service delivery to a great extent. In addition, product innovation and technological innovation has contributed to the efficiency in service delivery to a moderate extent.

The study found that the ministry had ability to provide services as promised to a great extent. In addition, the ministry maintained error free records and provided services at the promised time to a moderate extent. More over, the ministry had ability to perform the promised service accurately and dependably and performed services right the first time to a moderate extent. Further the ministry had dependability in handling customer's problems to a great extent.

The study found that the ministry understood exactly what each customer needs were and communicated regularly with the customer to a great extent. In addition, the ministry had readiness of staff to respond to customers requests and prompt service to customers to a moderate extent. More over, the ministry had willingness by staff to help customers and informed clients when services were performed to a moderate extent.

The study found that the ministry had confidence instilled in customers by staff and making customers feel safe in transactions to a great extent. In addition, the ministry had staff technical knowledge to answer customer questions and ability to perform the promised service dependably and accurately (credibility) to a great extent. More over, the ministry had courtesy of staff to customers to a moderate extent.

The study found that the ministry had individualized attention to customers by staff, employees who deal with customers in a caring fashion and staff understanding of customer needs to a great extent. In addition, the ministry had a composite of understanding and access, customers' best interest at heart by staff and convenience of office business hours to a moderate extent.

The study found that the ministry had appeal of serviced equipment and modernity of the office equipment to a great extent. In addition, the ministry had appearance of physical facilities, equipment, personnel, and communication material, location, access, and appearance of equipment, physical facilities, and personnel and neatness and professionalism of staff in appearance to a great extent. More over, the ministry had visual appeal of the office facilities to a moderate extent.

5.3 Conclusion

The study concludes that there is a positive relationship between effort performance and individual skill level. There is no inherent quality of intelligence which can indicate high potential other than acquisition of skills through education which are better predictors of future success. There is a fit between individual skills and jobs creating a world of industrial harmony and productivity. Non-work related skills tests used as selection tools are poor predictors of job success and should be treated with caution. Employees are not similar in the interest of efficiency. Through education and experience, managers acquire three principal skills namely technical, conceptual and human. Actual performance on the job is determined by individual's ability (knowledge & skills) to do the job and his perception of what the required task is.

Motivators cause positive job attitudes because they satisfy the workers need for self actualization, the individual's ultimate goal. Job motivations of workers at higher level stem

from the work itself, the skill required and the interest value of the work. Lower level job motivations are centred in facts external to the work itself. Underpayment leads to lowered job performance. Acts of employee theft may be an effective means of increasing outcomes in order to reduce feelings of underpayment inequity.

The essence of a team is common commitment without which groups perform as individuals, with it they become a powerful unit of collective performance. Teams are remarkably intelligent, and are often smarter than the smartest people in them. Teams could be seen to fall into two general categories of task and relationship. Workers work well with a cross-section of people. Team based working was used for most of their employees in work places. Teamwork empowers workers by providing them with the opportunities for increased control over their work. Empowered employees through teamwork are more positive at work place management, more committed to their organization and able to make greater use of their skills and problem solving capabilities all of which contribute to superior organizational performance. Functional roles in the team relates to a persons job role and functions in the organization. With prolonged job longevity, it is likely that employees perception of their present conditions and of future possibilities was come increasingly impoverished.

Employees with high growth needs are able to respond to the challenging aspects of their new jobs sooner than employees with low growth needs. Many contextual factors can affect a person's situational perspective strongly enough to influence the level of job interest as one continues to work in a given job position over a long period of time. Employees learn to cope with their particular job and organizational environments through their interpretation of relevant work experiences as well as their expectations and hopes for the future. One of the more important aspects is that information and knowledge previously gathered by employees from

their former settings are no longer sufficient or necessarily appropriate for understanding their new organizational domains. Increasing reliance on regularized practices and procedures can become highly resistant to change since such functions become increasingly grounded in the norms and basic attitudes of organizational units and in the operating styles of its members. What constitutes meaningful work is a complex task.

5.4 Recommendations

The study recommends jobs and workers should be matched in terms of necessary skills and intelligence required. In hiring, organizations need to get people whose qualifications match the requirements of the job. Gaps in what new employees need to know should be filled by training on the job. The issue of trust in a supervisor, fundamental to good relationships with the supervisor, could be an important variable in predicting job satisfaction and therefore reported absence and desire to quit. Fostering or maintaining trusting relationships between individuals who have to work together could help enhance the benefits from improving the design of a job.

Jobs should enhance employee motivation to the extent that it provides opportunities for achievement, recognition, responsibility, advancement and growth in competence. The organizations need to pay good basic pay to their employees. Employees should be provided with safety.

Every manager should embrace the adage of innovate or die. Employees' high growth needs should be put in place. Employees need to learn to cope with their particular job and organizational environments through their interpretation of relevant work experiences as well as their expectations and hopes for the future. Experience of creativity should be encouraged to contribute significantly to meaning and dignity of work. Companies need to improve their

approach to innovation without which increased investment may in fact lead to increased disappointment.

5.5 Suggestions for Further Research

A similar study could be carried out in other organizations to find out whether the same results will be obtained. The study focused on public service organization thus the same study should be carried out in private companies.

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APPENDIX 1: RESEARCH QUESTIONNAIRE

The researcher is a Master of Business Administration student at Kenyatta University carrying out research on “**The effect of organizational learning strategy on service delivery**” in the ministry of cooperative development and marketing, Nairobi County.

This is to request you kindly to fill in this questionnaire by ticking the most suitable answer in the boxes provided or answer in the spaces provided. The information gathered was treated in confidence and shall be used for this research only.

Date Serial No:

SECTION A: PERSONAL DETAILS

1. Personal No. (optional)
2. Gender of respondent: Male Female
3. Age bracket of respondent in years
20-30 over 30-40 over 40-50 over 50-60
4. Employment staff cadre
Technical Secretarial Clerical Support
5. Highest level of education
Primary Secondary Diploma University

SECTION B: PROFESSIONAL SKILLS

6. How adequately have professional skills assisted you in improving service delivery?

- a. Very adequately
- b. Adequately
- c. Inadequately
- d. Very inadequately

7. How would you rate the contribution of your professional skills to your efficiency in service delivery?

- a. Excellent
- b. Very good
- c. Good
- d. Fair
- e. Poor

8. To what extent have the following professional skills contributed to customer satisfaction in service delivery?

	Very great extent	Great extent	Moderate extent	Little extent	Not at all
Problem solving skills					
Communication skills					
Planning and organizing skills					
Past experience					

SECTION C: EMPLOYEE MOTIVATION

9. How would you rate the contribution of your motivation to improving service delivery?

- a. Excellent
- b. Very good
- c. Good
- d. Fair
- e. Poor

10. To what extent have the following motivational factors contributed to your efficiency in service delivery?

	Very great extent	Great extent	Moderate extent	Little extent	Not at all
Basic pay					
Belongingness					
Self fulfillment					
Job Security					
Job Satisfaction					
Safety					
Training Opportunities					

SECTION D: TEAMWORK

11. Which of the following work teams do you belong to?

- a. Technical
- b. Administrative

12. Which of the following factors have the teams assisted you to accomplish most?

- a. Task
- b. Relationship
- c. Commitment
- d. Skills
- e. Positive attitude

13. How would you rate the contribution of teamwork to improved service delivery?

- a. Excellent
- b. Very good
- c. Good
- d. Fair
- e. Poor

14. To what extent have the following aspects of teamwork contributed to your efficiency in service delivery?

	Very great extent	Great extent	Moderate extent	Little extent	Not at all
Participation					
Sharing					
Support/guidance/mentoring					
Accountability					

SECTION E: INNOVATION

15. How would you rate the contribution of innovation to your efficiency in service delivery?

- a. Excellent
- b. Very good
- c. Fair
- d. Poor

16. To what extent have the following forms of innovation contributed to your efficiency in service delivery?

	Very great extent	Great extent	Moderate extent	Little extent	Not at all
Marketing innovation					
Process innovation					
Product innovation					
Technological innovation					

SECTION F: COMBINATION OF VARIABLES

17. How would you rate the contribution of the following factors to your performance in service delivery using the highest score as 4 and lowest as 1.

- a. Professional skills
- b. Motivation
- c. Teamwork
- d. Innovation

SECTION G: SERVICE DELIVERY

18. For each of the following statements, indicate the extent to which you believe the ministry has the characteristic described by the statement. Do this by selecting one of the five numbers next to each statement.

ITEM	Very Poor	Poor	Fair	Good	Excel Lent
PART 1: RELIABILITY					
Ability to provide services as promised	1	2	3	4	5
Dependability in handling customer’s problems	1	2	3	4	5
Performing services right the first time	1	2	3	4	5
Providing services at the promised time	1	2	3	4	5
Maintaining error free records	1	2	3	4	5
Ability to perform the promised service accurately and dependably	1	2	3	4	5
PART 2: RESPONSIVENESS					
Informs client when services was performed	1	2	3	4	5
Prompt service to customers	1	2	3	4	5
Willingness by staff to help customers	1	2	3	4	5
Readiness of staff to respond to customers requests	1	2	3	4	5
Understand exactly what each customer needs	1	2	3	4	5
Communicating regularly with the customer	1	2	3	4	5
PART 3: ASSURANCE					
Confidence instilled in customers by staff	1	2	3	4	5
Making customers feel safe in transactions	1	2	3	4	5
Courtesy of staff to customers	1	2	3	4	5
Staff technical knowledge to answer customer questions	1	2	3	4	5
Ability to perform the promised service dependably and accurately (credibility)	1	2	3	4	5

ITEM	Very Poor	Poor	Fair	Good	Excellent
PART 4: EMPATHY					
Individualized attention to customers by staff	1	2	3	4	5
Employees who deal with customers in a caring fashion	1	2	3	4	5
Customers' best interest at heart by staff	1	2	3	4	5
Staff understanding of customer needs	1	2	3	4	5
Convenience of office business hours	1	2	3	4	5
A composite of understanding and access	1	2	3	4	5
PART 5: TANGIBLES					
Modernity of the office equipment	1	2	3	4	5
Visual appeal of the office facilities	1	2	3	4	5
Neatness and professionalism of staff in appearance	1	2	3	4	5
Appeal of serviced equipment Appearance of physical facilities, equipment, personnel, and communication material, location, access. appearance of equipment, physical facilities, and personnel	1	2	3	4	5

Thank you for your time and contribution.

Appendix II: Budget

No.	Description	Amount (Kshs.)
1.	Proposal writing 40 pgs @ 40	1,600
2.	Stationery e.g. paper, pens, staples	4,000
3.	Preparation of questionnaire and testing	4,000
4.	Data collection (traveling)	10,000
5.	Data Analysis (software procurement)	6,000
6.	Typing and binding	10,000
7.	Lunches 10 days @ 500	5,000
8.	Airtime	2,000
9.	Contingencies	5,000
TOTAL		47,600

Appendix III: Work Plan

Activity	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
1. Identification of topic								
2. Approval of topic and allocation of Supervisor								
3. Proposal presentation								
4. Pretesting of questionnaire								
5. Data collection								
6. Data processing								
7. Submission of project to graduate school								

Appendix IV: Distribution of Cooperative Societies in Nairobi County

Table 1.1

District	No. of Cooperatives
Starehe	235
Dagoretti	136
Langata	103
Njiru	24
Kasarani	100
Kamukunji	24
Embakasi	95
Westlands	283
Makadara	247
Total in Nairobi County	1,247
Total in MOCDM	13,256

Source: Nairobi County annual report 2011/ 2012