

**INFLUENCE OF SHARED LEADERSHIP ON SERVICE
DELIVERY BY COUNTY GOVERNMENT WORKERS IN
KENYA**

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DECLARATION

This thesis is my original work and has not been presented for a degree in any other university.

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DEDICATION

To my husband Protasio Mutuma, our sons Mawira Mugambi and Mutethia Murori. To my late father Jacob M'Thaa and late mother Magdalene M'Thaa.

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ABBREVIATIONS AND ACRONYMS

AG	Attorney General
ANOVA	Analysis of Variance
CAP	County Action Plans
CFA	Confirmatory Factor Analysis
CGs	County Governors
COG	Council of Governors
CORD	Coalitions for Reforms and Democracy
CRA	Commission for Revenue Allocation
DGS	Devolved Government Structures
DSS	Decision support system
GEP	Global Expansion Project
IPP	International Organization Project Plan
JKUAT	Jomo Kenyatta University of Agriculture and Technology
KIPPRA	Kenya Institute for Public Research and Analysis
MCA	Member of Council Assembly
NACADA	Campaign against Alcohol and Drug Abuse

NACOSTI	National Commission for Science, Technology and Innovation
NATO	North Atlantic Treaty Organization
ODM	Orange Democratic Movement
PBX	Private Branch Exchange
PFM	Public Finance Management
PSC	Public Service Commission
SDT	Self Determination Theory
SPSS	Statistical Package for Social Sciences
TI	Transparency International
TSC	Teachers Service Commission

DEFINITION OF TERMS

- Workforce Autonomy:** This is a degree or level of freedom and discretion allowed to an employee over his/her job. It is the capacity of a rational individual to make an informed, un- coerced decision (Marshall, 2010).
- Service Delivery:** It can be referred to as the provision of social services, such as potable water supply, good roads and health care delivery intended to alleviate human suffering and by extension, to enhance the quality of life of the citizens (Abe & Monisola, 2014).
- Shared Decision-making:** It is about sharing of decisions. It has to do with a process of cooperative decision-making and problem solving, ownership as well as accountability (Oshima & Emanue, 2013).
- Shared Leadership:** This refers to the leadership that involve two or more members who engage in the leadership of the team in an effort to influence and direct fellow members to maximize team effectiveness (Bergman, Rentsch, Small, Davenport & Bergman, 2012).
- Shared Responsibility:** This means that everyone gives a little, and everyone benefits. It is a win- win situation for the members and for the community as a whole (Rahul, 2009).
- Widespread Communication:** This is sharing of information, attitudes and feelings by words, tones and behaviour at the same level (Charity, 2012).

ABSTRACT

Shared leadership entails sharing power and influence broadly among the workforce members rather than centralizing it in the hands of a single individual who acts in the clear role of a leader for effective and efficient service delivery. The general objective of the study was to establish the influence of shared leadership on service delivery by county government workers in Kenya. The specific objectives of the study were to determine the influence of shared responsibility, widespread communication, shared decision-making and workforce Autonomy on service delivery by county government workers. The study was moderated by national government policies on resource distribution, monitoring and Evaluation. This study was anchored on four theories namely; Shared Leadership Theory, Actor-Network Theory, Participative Decision Making Theory and Self-Determination Theory. The study population was 561 County Government workers who were drawn from 6 counties in the Lower Eastern region of Kenya. These county Government workers were Chief Officers, Departmental Directors, Sub-County Administrators and Members of County Assembly. The study employed purposive sampling design to select 228 respondents. Primary data was collected by use of questionnaires. A pilot study was conducted to detect weaknesses in the design and instrumentation. Data analysis was done using descriptive statistics, correlation and regression analysis. The study used multiple regression analysis to establish the influence of shared leadership on service delivery by county government workers. Out of the 228 questionnaires distributed to the respondents, 208 were completed giving a response rate of 91.22%. Cronbach's Alpha was used to test for internal reliability of each variable used in the study. The null hypotheses were rejected based on the significance of the parameter in the regression mode (t-test). The findings were that independent variables had positive and significant influence on the dependent variable. The findings also indicated that all the independent variables were positively and significantly correlated and that they all significantly influenced the dependent variable. These findings show they could be used to predict the level of service delivery by county government workers. By carrying out F-test the study further revealed that there was a significant influence of all independent variables combined on the dependent variable. However, the moderating variable did not have significant influence on the independent variables that influenced dependent variable. It is recommended that mechanisms are put in place to ensure that sharing of responsibilities and communication strategies are developed, enforced and matched with the right resources so as to ensure streamlined execution of government business. That decision making processes need to be consultative and workers should be empowered to be autonomous so that they can put in their best without pressure of over-supervision so as to deliver more effectively and efficiently. Further, government policies on resource distribution and evaluation need to be followed closely. The mechanism for enforcing the extant law on resource use and allocation should be invigorated. Lastly, there is a need to have the indicators for service delivery, among them being completion of projects according to plan. The need to carry out detailed studies on other emergent variables that influence service delivery by county government workers such as political influence, nepotism, tribalism, employee motivation among others. This study focused on the Lower Eastern region of Kenya, therefore a need to carry out comparative studies using the same study design focusing on other regions of Kenya.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Shared leadership is a broad concept including different ways of distributing power between leaders and followers. The concept includes everything from two people sharing power, a few people at the top and even entire teams sharing the power. Shared leadership is a general concept with two cases; ‘shared position and shared power’ and ‘cooperation between different positions’ (Anthony, 2014). According to Bergman, Small, Davenport, and Bergman (2012), shared leadership is an emergent team property that results from the distribution of leadership influence across multiple team members. Researchers have presumed shared leadership to be highly effective in self-managed teams. Recently, studies have confirmed a relationship between shared leadership and service delivery and they have all supported the idea of shared leadership. Therefore, shared leadership has been presented as a newly emerging shift from the traditional form of leadership and it arguably being accepted to be very effective way of leading for optimum performance as suggested in some literatures (Small & Rensch, 2010).

Shared leadership demonstrates that it can have powerful impact on service delivery. Shared leadership can yield a significantly greater impact on team and organizational effectiveness than does the more traditional model of hierarchical leadership (Mohammed & Thomas, 2014). Shared leadership is potentially applicable to a wide range of work context but has been considered particularly relevant in some. This leadership style is applicable where team members have highly specialized skills or roles, communication and collaboration between members is critical. Denis, Langley, Sergi (2012) in their research work, ‘Shared leadership as a future leadership style’ noted that different scholars are supporters of shared leadership and that they all share the same core value which is that the world is very changeable and complex which demand new leadership styles. It is not enough with what the single leadership offer, there is a need of cooperation, a multiple leadership and team leadership.

In his speech dated 8th April, 2013, the North Atlantic Treaty Organization (NATO) secretary General Anders Fogh Rasmussen at Brussels Forum described his vision for NATO 2020, in which he emphasized the importance of shared leadership for a shared future. In his speech, he noted that when times are tough, European leaders need each other more than ever before. That they all have a stake in keeping each other strong, in good times and bad, and that they have no viable alternative to a strong Atlantic security partnership. Anders continued to state that his vision for NATO in the year 2020 and beyond and how that vision could be realized was by focusing on their shared purpose, shared responsibility and shared leadership. This meant that European leaders must undertake collective responsibility.

Literature further confirms that the Roman Republic embraced a system of co-leadership that thrived for over four centuries before dissolving into the dictatorship of the empire. Many modern firms are evolving in the opposite direction as sole leadership structures are replaced or augmented by shared leadership. This modern evolution has been prompted by the increasing prevalence of job sharing and teams at workplace, joint leadership in the family, complex technology and massive mergers in the market place (Charles, David, Jenifer, Chatman, Margaret & William, 2009). In their studies Small, and Rentsch (2010) Shared leadership in teams, identified that workforce leadership is a critical determinant that promote workforce effectiveness, which is determined by the complexity of current workforce arrangements. Critical events, activities, working processes and practices of a workforce have been examined and analyzed with the grounded theory–approach in terms of shared leadership. There are a variety of components to this complex process and a multitude of factors that may influence the development of shared leadership.

For shared leadership to emerge, the members of the workforce must offer leadership services, and the workforce as a whole must be willing to rely on leadership by multiple workforce members. For these individual and collective behaviors to occur the workforce members must believe that offering influence to and accepting it from fellow workforce members are welcome and constructive actions. Shared Leadership emerges when people with differing world views use dialogue and collaborative

learning to create spaces where a shared common purpose can be achieved while a diversity of perspectives is preserved and valued (Bolden, 2011).

In Kenya, a study to determine the effect of staff recognition and shared leadership by teachers was carried out in Koibatek district involving 186 secondary school teachers and 32 head teachers. The study design was descriptive survey and the study instruments comprised of a questionnaire and an interview guide. Data was analyzed using descriptive statistics and presented using tables and pie charts. The findings were that recognition of teachers and good working conditions enhance teachers' performance and that shared leadership between teachers and head teachers has positive effects on teacher performance and teachers' professional growth (Pearce, Manz & Sims, 2009).

Leadership does not reside in a person or in a role, but in the social system. The built framework integrates the different dimensions of shared leadership and describes their relationships. This way, the findings of the study can contribute to the understanding of what constitutes essential aspects of shared leadership in the workforce context that can be of theoretical value in terms of advancing the adoption and development process of shared leadership. In the real world, workforces and organizations can create conditions to foster and facilitate the process. Leaders and workforce members should be courageous to approach leadership as a collective effort that the workforce can be prepared for, so that the response is rapid and efficient (Ancona & Bresman, 2009).

A study by Yammarino (2013) demonstrated that a participative leadership means the manager tries to encourage and facilitate the subordinates so that they make decisions that otherwise would have been done by the manager. The leaders attempt to make the subordinates participation happen by partly changing made deacons, asking for advice, asking the group to commonly discuss and make a decision and leaving the entire decision to the group. Lewin (2008) recognized that hierarchical leadership discourage group members from valuing each other's expertise, communicating with and supporting each other, taking responsibility for group

outcome, participating in setting the groups direction and managing its processes (Gary, Mark & Thomas, 2009).

Shared leadership is not all-to-one practice; rather, groups can have degrees of sharing. At one extreme, group member's share equal responsibilities for outcomes and may exert equal influence. More often, as task needs changes, individuals with particular skills take leadership and sharing is maintained over time as many or all group members participate. Closer to the hierarchical extreme are groups where only one or two members act as leaders. Thus shared and hierarchical leadership can be seen as endpoints of a continuum rather than as discrete practice (Gronn, 2008). Leadership has traditionally been conceived as a top down influence process. Recently scholars and practitioners have challenged this notion, especially in the context of complex, global knowledge work (Becthel & Richardson, 2010). Leadership scholars have begun to question this overly simplistic view of leadership processes (Lord, *et al*, 2013). The key factor driving the need for shared leadership has to do with the sheer complexity of the job held by the senior-most leaders in an organization. Again, speed of response to environments that are today more turbulent and multifaceted than in the past is now an organizational imperative. For this reason, many companies and organizations have today incorporated speed as one of their core values (Marion & Uhlbien, 2008). This demand suggests that organizations cannot wait for leadership decisions to be pushed up to the top for an action.

Over recent years, concepts of shared, distributed and collective leadership have become increasingly popular and are now widely advocated across public, private and not-for-profit sectors in the UK, US, Australia and elsewhere. Within higher education, it has been suggested that such perspectives might offer an alternative to the discourse of 'managerialism' that has become increasingly prevalent within the sector and as a means of reconnecting academics with a sense of collegiality, citizenship and community. Since the industrial revolution, most developments in leadership and management practice have focused upon the centralization of power and control into the hands of the few. Whilst this may have been successful in driving economic performance and growth in manufacturing and production, it is

arguably less appropriate in today's highly networked, knowledge-intensive environments (Bolden, Jones, Davis & Gentle, 2015).

Shared leadership does not abdicate the formal leader's accountability for problem identification, solutions and action taking. It also means the leader and management team skills need to include how work gets done (Koon, 2009). Skills such as team building, conflict management, building a new culture (total quality) are among the skills leaders need to build successful organizations that compete in this highly competitive and changing economy we live in today. The initial act of leadership requires courage, conviction, faith and trust since there are no assurances that followers will follow. Shared leadership recognizes this reality, and supports individuals who are in formal leadership roles and those who exhibit acts of leadership (Peter, 2008).

Shared leadership starts with the development of a vision, a view of the future that will excite and convert potential followers. The important factors are that leaders should share the vision and constantly sell them. The greatest challenge of shared leadership lies in identifying strengths and similarities while valuing the differences to accomplish the common organizational goals and vision (Nura, AAPAM annual conference 3rd - 7th September, 2007).

A study by Elmore, (2009) showed that the shift in the leadership model from emphasis on the formal leader to a shared leadership model is subtle, powerful, and is needed now. The designated leader can no longer do it all. The stress, the complexity of the issues, the urgency for better decisions (not perfect decisions) places a burden on our leaders that few are willing to shoulder, much less capable of resolving alone effectively. Therefore, this study sought to establish how shared leadership influence service delivery by County government workers in Kenya.

The independent variables of the study were; Shared responsibility, Widespread Communication, Shared Decision - Making and Workforce Autonomy. The dependent variable is Service delivery whose indicators were; water supply, health services, food production, county roads and quality education. These variables were

moderated by National Government policy on Resource distribution, Monitoring and Evaluation. Service delivery in counties in Kenya is confronted with many challenges, which constrain their delivery capacities. Among them is the perennial problem of the shortage of financial and material logistics that are necessary to support effective service delivery which in most cases are controlled by the national government (Lubale, 2012). The Governments of Kenya both at the national and county levels are distinct and interdependent and shall conduct their mutual relations on the basis of consultation and cooperation. Therefore, both arms of government need each other in order to successfully undertake their constitutional mandates. There is need to ensure clarity in the understanding of the powers, functions and responsibilities for the County Governments to minimize interruption in service delivery (Kenya Vision, 2030 sector plan for devolution 2013-2017, GOK 2013).

The study was carried out in six Counties in Eastern Region of Kenya, formerly Eastern province. These counties were; Makueni, Meru, Embu, Kitui, Machakos and Tharaka Nithi which was used for pilot study. These counties were chosen because they have the same devolved Government Structures (DGS) like other counties in Kenya and for a long time they were under the same provincial administrative system. More so, they share the same geographical region yet experience different climatical conditions. All County Governments should be run effectively and efficiently to meet their service delivery targets by identifying the right skills and human resource with capacity to translate objectives and goals into achievable results. Therefore, they all need to identify, recruit and tap human capital that would form the public service in the counties (Burugu, 2010).

Like other County Governments in Kenya, counties in Lower Eastern region are guided by the County Government Act 2012 which was created and passed in a bid to contextualize Chapter Eleven of the Constitution and provide functions, responsibilities and powers to the County Governments. All county governments are composed of the County Executive Committee and County Assemblies. The County Executive Committee was expected to supervise county administration and delivery of services to citizens (Kenya Vision 2030 Sectoral Plan for Devolution 2013-2017,

GOK). Furthermore, some of the counties in Lower Eastern region has been experiencing serious leadership challenges.

1.2 Statement of the Problem

A critical review of past literature on shared leadership and service delivery in county governments indicate some conceptual and contextual research gaps exist.

With the complexity and ambiguity of tasks that teams often experience, it is becoming more apparent that a single leader is unlikely to have all the skills and traits to effectively perform the necessary leadership functions. However, most scholarly work on leadership has still been predominantly focused on the study of leadership in its hierarchical form (Hulpia & Davos, 2010). More so, much of the studies in shared leadership were done in the area of education and health and not in other departments (Jim, 2013). There are ten departments devolved to the county governments therefore the need to carry out a study on them (Schedule four, Constitution of Kenya).

County governments and their agencies have the responsibility of delivering services within their designated area of jurisdiction while observing the principles of equity, efficiency, accessibility, non-discrimination, transparency, accountability, sharing of data and information and subsidiarity (Kilonzi, 2014). County governments in Kenya are still grappling with challenges of service delivery on the decentralized functions as indicated by demonstrations by county workers and residents over service delivery (Saavedra, 2010). A report by Kenya Institute for Public Research and Analysis (KIPPRA) highlights key sectors like health, water and sanitation, education among others which have faced challenges in service delivery (Lubale, 2012). Again a survey done by Transparency International (TI) reported that 41% of Kenyans are not satisfied with the performance of their county governments in service delivery (Muriu, 2012).

Delivery of services in counties in Kenya is hampered by so many challenges some which can easily be solved for better services to county residents. These include; poor communication in departments and among the workers, poor decision making, shortage of manpower in terms of numbers, lack of key competencies by county workers and lack of appropriate mindsets by county workers due to over supervision (Burugu, 2010). There is also the perennial problem of the shortage of financial and material logistics that are necessary to support effective and efficient service delivery. On the other hand, the gradual erosion of ethics and accountability in public offices has continued to bedevil county governments in delivering public services to the people. In addition, there are challenges encountered by county governments in budget- preparations and implementation. Yet planning and budgeting are key areas in the development as they form a base for service delivery in the county governments (Mugambi & Theuri, 2014).

In county governments, public participation is not adequate and politicians' involvement in planning processes is very high (Wamae, 2014). County residents are also served by workers under different employers making it difficult to monitor individual performance due to duplication of duties and sabotage. In addition, many county governments in Kenya are threatened by challenges of leadership such as impeachment motions by MCAs, strikes from county workers and residents. Studies carried out locally on styles of leadership suffer from conceptual gaps since they only address merits and demerits of traditional forms of leadership. This situation prompts the researcher to carry out this study to establish influence of shared leadership which is an emergent style of leadership as an attempt to solve challenges experienced in county governments during service delivery to citizens in Kenya.

1.3 Objectives of the Study

1.3.1 General Objective

The general objective of the study was to establish the influence of shared leadership on service delivery by county Government workers in Kenya.

1.3.2 Specific Objectives

1. To establish the influence of shared responsibility on service delivery by county government workers in Kenya.
2. To determine the influence of widespread communication on service delivery by county Government workers in Kenya.
3. To evaluate the influence of shared decision-making on service delivery by county Government workers in Kenya.
4. To examine the influence of workforce autonomy on service delivery by county Government workers in Kenya.
5. To establish the moderating effect of national government policies on resource distribution, monitoring and evaluation on the relationship between shared leadership and service delivery by county Government workers in Kenya.

1.4 Hypotheses of the Study

H01 Shared responsibility has no positive significant influence on service delivery by county government workers in Kenya.

H02: Widespread communication has no positive Significant influence on service delivery by county government workers in Kenya.

H03: Shared decision - making no positive Significant influence on service delivery by county government workers in Kenya.

H04: Workforce autonomy has no positive Significant influence on service delivery by county government workers in Kenya.

H05: There is no moderating effect of national government policies on resource distribution, monitoring and evaluation on the relationship between shared leadership and service delivery by county government workers in Kenya.

1.5 Significance of the Study

This research work may be useful to the following stakeholders. The National Government, the County Governments, researchers and the county residents. The National Government is very crucial in service delivery to its citizens and such services are devolved to the county governments and others directly from the Central government. This study may assist the Central government on the factors that influence policy making and implementation and the best strategies to employ in making turnaround management of departments that are still under the Central Government for effective and efficient service delivery and overall government performance.

The county governments which took effect with the new constitutional dispensation may benefit a lot from the findings because the study addressed an emerging type of leadership that is likely to positively influence county workers' performance in relation to service delivery in the county governments. The findings may further assist the county government in policy making and implementation in the devolved departments so as to bring about effective and efficient service delivery to county residents. This study is of value to scholars/researchers as it will add knowledge to the existing research. It explored the various gaps that may trigger further research in the same area. The research may help the county residents in understanding their rights and responsibilities in the county as key stakeholders especially in giving contributions in the priority projects in their areas.

1.6 Scope of the study

The study was carried out in six counties that are geographically located in Eastern Region of Kenya (formerly Eastern province). They included; Makueni, Meru, Embu, Kitui, Machakos and Tharaka Nithi County was considered for pilot study. The respondents in this study included; Departmental Chief Officers, Departmental Directors, Sub - County Administrators and Members of County Assemblies making a total population of 561 and a sample of 228 respondents. The independent variables of the study were; Shared responsibility, Widespread Communication, Shared Decision Making and Workforce Autonomy. The dependent variable was Service delivery whose indicators were; Reliable clean water supply, Affordable health care services, Adequate and reliable food production, well maintained county roads and Accessible quality education. These variables are moderated by National Government policies on Resource distribution, Monitoring and Evaluation.

1.7 Limitations of the study

The researcher encountered a number of challenges related to the research but the limitations did not have a significant interference with the study results. Time factor was a limitation as the respondents took longer time than expected. This made the costs go beyond the budget. The Lower Eastern Region Counties are vast and this made the research expensive in terms of time and money due to long distances the researcher had to cover from one county to another. At times the researcher had to personally travel to some remote parts of the counties where the research assistant failed to make headways.

Some of the respondents were reluctant to fill the questionnaires fearing it could conflict with what other departments had. This challenge was solved by the researcher assuring them that the information given would be held in utmost confidence and that the information was purely for academic purpose. Some respondents were also not very co- operative in being left with questionnaires to be picked two days later. This problem was solved by the researcher requesting the respondents to fill the questionnaires as she waited. The study did not obtain 100%

response rate due to unwillingness and unavailability of some targeted respondents given the nature of information needed for the study and although the respondents were the sole data source for both independent and dependent variables the limitations experienced did not affect the quality of the results obtained.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents theoretical review, theoretical model, conceptual framework, and empirical literature relevant to the problem under study. Also included in the chapter are critique of the existing literature relevant to the study, research gaps which the study sought to address and the summary.

2.2 Theoretical Framework

The study focused on four theories upon which it is anchored. These are; Shared Leadership Theory, Actor-Network Theory, Participative Decision-Making Theory and Self Determination Theory.

2.2.1 Shared leadership Theory

This theory was advanced by Mary Parker Follet in 1924 when she wrote that one should not only look to the designated leader but one should let logic dictate to whom one should look for guidance'. The theory was further supported by Gibb in 1954 when he wrote that 'leadership is probably best conceived as a group quality, as a set of functions which must be carried out by the group'. Shared leadership theory states that leadership is a far more complex process, involving a dynamic give – and – take that this theory attempts to describe and address. The theory further states that shared leadership is an influence process which often involves peer, or lateral, influence and at times involves upward or downward hierarchical influence (Peace & Conger, 2007). Dunphy (2000) pointed out that shared leadership do not have a centralized, unitary command structure rather they are often a loose alliance built around a common interest. Leadership is often shared across the various partners or members making it difficult for a single individual or one entity to truly lead the alliance or network.

Craig et al. (2007) stated that the new generation of organizations built around alliances and joint ventures require strategic visions shaped by multiple parties – in these cases, the senior leaders of the partnership. The alliance vision is more often the product of shared leadership across a set of senior executives representing the different enterprise partners to the venture. Furthermore, on the dimension of vision, emerging research suggests that vision created collectively through shared leadership can have powerful influence on many team dynamic as well as team performance (Pearce & Ensley, 2004). Moreover, research has found that top management team member involvement in creating the organization vision can be more important than the actual vision itself in explaining firm performance (Ensley & Pearce, 2004).

Thus, the theory states that if people are properly motivated, and have the necessary knowledge, skills and abilities, a vision shaped collectively by the team is not only possible but also potentially more powerful than one imparted from above. The theory states that leading change is not about an individual leader but rather, it is such an immensely complex process where leadership occurs at multiple levels (Kotter & Cohen, 2002). Top-down initiatives for change appear to have greater success when they are well orchestrated by leaders at local or more junior levels and are linked in a sensitive to bottom-up or lower level concerns (Pearce, *et al* 2004). Moreover, recent research by Pearce and Sims (2002) suggested that shared leadership between peers' accounts for more variance in team self-ratings, manager ratings, and custom ratings of change management team effectiveness than the leadership of formally designated team leaders.

The theory further states that over-reliance on a single individual at the top opens any organization to a certain degree of risk Conger and Kariungo (1998). This is especially true for senior leaders who may create dependence among their staff to the point that staffs themselves do not develop similar leadership capabilities. Their centralized control may also drive out capable junior leaders who desire greater autonomy and authority. They may also procrastinate on success plans such that few adequate successors are in the wings when the top leader departs from the organization or group (Mc Cauley & Moxley, 1998). Shared leadership theory

further suggests that shared leadership process offer a more robust overall system that can cope with the shocks and disturbances of an uncertain world.

Despite the propositions by theorists who support Shared Leadership, there are other scholars who criticize the same style of leadership due to some of its limitations. According to O'Toole *et al.* (2000): 68 Shared Leadership is not always better than solo leadership. In fact, some of the most visible examples of Shared Leadership have ended in failure. Although positively directed towards the conception of shared leadership, Conger &

Peace (2003:299) are eager to mention that they do not view Shared Leadership as the universal solution to any leadership issue or group setting. The authors argue that there do exist some situations when Shared Leadership is not just non-optimal, but even harmful. For instance, when there is lack of knowledge, skills and abilities necessary for Shared Leadership and when there is lack of goal alignment between members of the team and the organization. Locke (2003) thinks that Shared Leadership is unlikely to work if not combined with vertical leadership and points out that all the conditions that has to be fulfilled for Shared Leadership to work as a major weakness of the concept. Lock further states that some tasks like vision, core values, choice of the members to top management team, structuring and restructuring the organization should not be shared while some like selection and training, motivation and team building can be shared at the lower level.

This theory is relevant to the current study in that leadership is a far more complex process that involves dynamic give and take. That today new generation of organizations are built around alliances and joint ventures which require well thought strategic visions shaped by many leaders. It is also true that leading change is not about an individual leader but rather is an immensely complex process where leadership occurs at multiple levels, and that sharing responsibilities helps an organization to cope with shocks and disturbances of an uncertain world especially with the fast changing technological advancement Elmore (2009). With the complexity and ambiguity of task that teams often experience, it is becoming more apparent that a single leader is unlikely to have all the skills and traits to effectively

perform the necessary leadership responsibilities. Therefore, Shared Leadership is appropriate when there is enough time, receptivity, knowledge, skills and abilities necessary to this type of leadership style and that team members as well as the team itself and the organization are united towards a common goal.

2.2.2 Actor-Network Theory

Actor-Network Theory (ANT) is a sociological theory developed by Bruno Latour, Michel Callon and John Law in 2002. It is distinguished from other theories of communication in that an Actor-Network Theory contains not merely people, but objects and organizations. These are collectively referred to as actors, or sometimes actants. The primary tenet of actor-network theory is the concept of the heterogeneous network. That is, a network containing many dissimilar elements. These coextensive networks comprise of both social and technical parts. Moreover, the social and technical are treated as inseparable by ANT. Actor-network theory claims that any actor, whether person, object (including computer software, hardware, and technical standards), or organization, is equally important to a social network. As such, societal order is an effect caused by an actor network running smoothly. This order begins to break down when certain actors are removed hence communication breakdown.

This theory explains how people, objects and ideas (actors) work together to form structured entities, or networks through communication. Actors create networks by adapting resources, taking on defined roles, forming interdependent relationships and repeating predetermined behaviors to solve problems or accomplish goals. Scholars in the field of science and technology proposed Actor-Network Theory in the 1980s to debunk claims that heroism or advanced innovation was responsible for the development of useful inventions. Instead, scientists stated that the process of scientific invention could be explained more accurately and rationally by taking into account all of the factors involved: the knowledge of the inventor, the tools or technology used, history, societal pressures, the influence of institutions or other networks, and the ideas that inspired the invention. With ANT, scientists wanted to show that scientific production does not result from a higher form of thought, but is

naturally translated from the complex interactions between actors and network through communication. To form a network, human actors first identify a problem that the network will attempt to solve. This is known as problematisation. During problematisation, leaders are selected to represent actors and establish roles within the network. Next, actors negotiate the terms of their assigned roles, a process called intersegment. Enrollment occurs when actors accept their roles. Finally, actors mobilize their allies and resources to support the network through communication (Latour, 1986).

ANT, unlike other sociological theories, functions on the principle that scholars should view all actors within the same theoretical framework regardless of their status, and that all assumptions concerning the nature of networks or actors should be abandoned prior to study. In other words, ANT demands total impartiality when describing how actors communicate and network. Because of its strong sociological implications, Actor-Network Theory has been used in sociology to examine how humans organize through interaction (Callon, 1987). ANT does not attempt to explain why networks are formed, but how. It is primarily concerned with how networks grow stronger and stabilize; attract, enroll and motivate actors; organize actors and resources; and maintain actor loyalty.

Critics of this theory say that evaluating both human and non-human actors through the same theoretical lens is ridiculous because humans, unlike objects, possess intent, and intentionality that influence networks. Others have accused ANT of being amoral and overly managerial. Because ANT only describes networks and does not explain why they are created, some critics claim the theory is useless to sociologists (Latour, 1997). Nevertheless, its consideration of the agency of non-human actors, while controversial, remains relevant to fully understanding network processes and interactions through communication.

This theory is relevant to the study in that, networking through communication has become an integral part of our everyday life in the competitive modern age. Complex activity like running an organization/county and formulating laws and regulations all

depend on communication. However, poor communication can lead to inefficiency and disruption of activities. Thus, mere communication does not serve any purpose. It needs to be effective and clear.

2.2.3 Participative Decision - Making Theory

The theory was originally developed by Victor Vroom and Phillip Yetton in 1973. It proposes the possible involvement of subordinates in decision making processes depending on different situations. First, the authors identify characteristics of a given problem situation using a series of seven questions. Second, they isolate five decision-making styles that represent a continuum from authoritarian to participatory decision-making approaches. Finally, they combine the key problem aspects with the appropriate decision making style to determine the optimum decision approach a leader should use in a given situation.

The theory suggests a decision making tree model consisting of seven factors for leaders to follow based on responses to a set of situations namely; decision quality, commitment, problem information and decision acceptance, with which leaders can determine level of followers' involvement in decision. The factors allowed managers to examine the situation before deciding at what level they should allow the subordinates to participate in the decision making process. Participative decision-making (PDM) is the extent to which employers allow or encourage employees to share or participate in organizational decision-making (Probst, 2005). Decisions are made differently within organizations having diverse environments. A PDM style includes any type of decision transfer from a superior to their subordinates (Sager, 1999). PDM may take many forms that can range from informal suggestion systems to direct high involvement at the policy and administrative level. According to Cotton et al. (1988), the format of PDM could be formal or informal. In addition, the degree of participation could range from zero to 100% in different participative management (Black & Gregersen, 1997; Brenda, 2001).

PDM is one of many ways in which an organization can make decisions. The leader must think of the best possible style that will allow the organization to achieve the best results. Participative management (PM) is known by many names including shared leadership, employee empowerment, employee involvement, participative decision-making, dispersed leadership, open-book management, or industrial democracy (Steinheider, Bayerl & Wuestewald, 2006). The basic concept involves any power-sharing arrangement in which workplace influence is shared among individuals who are otherwise hierarchically unequal. Such power-sharing arrangements may entail various employee involvement schemes resulting in co-determination of working conditions, problem solving, and decision-making" (Locke & Schweiger, 1979). The primary aim of PDM is for the organization to benefit from the "perceived motivational effects of increased employee involvement" (Brenda, 2001).

PM is important where a large number of stakeholders are involved from different walks of life, coming together to make a decision which may benefit everyone. In this case, everyone can be involved, from experts, NGOs, government agencies, to volunteers and members of public. However, organizations may benefit from the perceived motivational influences of employees. When employees participate in the decision-making process, they may improve understanding and perceptions among colleagues and superiors, and enhance personnel value in the organization. Participatory decision-making by the top management team can ensure the completeness of decision-making and may increase team member commitment to final decisions.

In a participative decision-making process each team member has an opportunity to share their perspectives, voice their ideas and tap their skills to improve team effectiveness and efficiency. Participatory decision-making can have a wide array of organizational benefits. Researchers have found that PDM may positively impact the following: Job satisfaction, Organizational commitment, perceived organizational support, Organizational citizenship behavior, Labor-management relation, Job performance and organizational performance and Organizational profits. All of the

members of the team feel valued and in control; the team tends to perform better because the members are more committed to achieving the goals and objectives of the organization; the team performs well even when the leader is absent; it leads to increased group morale and decreased competitiveness. By sharing decision-making with other employees, participants may eventually achieve organization objectives that influence them (Brenda, 2001).

In this process, PDM can be used as a tool that may enhance relationships in the organization, increase employee work incentives, and increase the rate of information circulation across the organization. By sharing decision-making with other employees, participants may eventually achieve organization objectives that influence them (Brenda, 2001). In this process, PDM can be used as a tool that may enhance relationships in the organization, increase employee work incentives, and increase the rate of information circulation across the organization. In the aspect of employers, PDM is evolved into decision quality and efficiency that influence multiple and differential mixed layers in terms of information access, level of participation, processes and dimensions in PDM.

Critics however, argue that participative decision-making theory has many limitations. One of the primary risks in any participative decision-making or power-sharing process is that the desire on the part of the management for more inclusive participation is not genuine. In the words of Arnstein (1969), there is a critical difference between going through the empty ritual of participation and having the real power needed to affect the outcome of the process. The fundamental point that participation without redistribution of power is an empty and frustrating process for the powerless. It allows the power holders to claim that all sides were considered, but makes it possible for only some of those sides to benefit. When participative decision-making takes place in a team setting, it can cause many disadvantages. These can be anything from social pressures to conform to group domination, where one person takes control of the group and urges everyone to follow their standpoints. With ideas coming from many people, time can be an issue. The meeting might end and good ideas go unheard. Other possible limitations of PDM are; it is a time

consuming process to reach a consensus, high costs, inefficiency, indecisiveness and incompetence (Debruin, 2007).

It is also argued that decision makers cannot be experts in all fields. In such situations, the decision maker delegates full or partial responsibility of decision-making for a particular area of concern, to the expert on the team for best management outcomes. The participative leader retains the responsibility of final compilation of the draft responses from all. Such delegation is work specific and singular. It depends on the decision maker to compile the expert reports for the final response. This strategy would be a disaster, when applied incorrectly or inappropriately is a major disadvantage van der Helm (2007).

This theory is very relevant to this study in that county leaders need to practice shared decision- making to bring about ownership of decisions made for easy, timely and effective policy implementation. With the application of a modern technology, most of the current challenges in decision making can be solved. A new kind of participative decision-making is communication through the computer, sometimes referred to as "Decision-making through Computer-Mediated Technology". Although a relatively new approach, this way can involve endless possibilities in order to reach a major organizational decision. There is a significant increase in more active and equal member participation. Individuals can talk to many other individuals at any time, regardless of geographic location and time zone. An organization can come together on a virtual site developed to make it easier to share ideas, share presentations and even have a chat room where anyone can add their input. Through a chat room, members of the organizations are able to see what everyone says and no one is blocked from offering their ideas. This method also allows for a convenient archival of past decision-making activities (Berry, 2002). This will lead to ownership of decisions made hence enhance service delivery.

2.2.4 Self-Determination Theory

Self Determination Theory (SDT) was formerly introduced and accepted as a sound empirical theory in 1980s after key research on intrinsic and extrinsic motivation by Edward Deci and Richard Ryan. This theory is concerned with the motivation behind the choices that people make without any external influence and interference. SDT focuses on the degree to which an individual's behavior is self-motivated and self-determined. Self-determination is a vital piece of psychological well-being in which people like to feel in control of their own lives (Deci, 1995). According to Deci and Ryan, extrinsic motivation is a drive to behave in certain ways that comes from external sources and results in external rewards (1985). Such sources include grading systems, employee evaluations, awards and accolades, and the respect and admiration of others. On the other hand, intrinsic motivation comes from within.

There are internal drives that motivate us to behave in certain ways, including our core values, our interests, and our personal sense of morality. Although it might seem like intrinsic motivation and extrinsic motivation are diametrically opposed—with intrinsic driving behavior in keeping with our “ideal self” and extrinsic leading us to conform to the standards of others there is another important distinction in the types of motivation. SDT differentiates between autonomous motivation and controlled motivation (Ryan & Deci, 2008). Autonomous motivation includes motivation that comes from internal sources, but it also includes motivation from extrinsic sources if the individual has identified with an activity's value and feel it aligns with their sense of self. Controlled motivation is comprised of external regulation a type of motivation in which the individual's behavior is directed by external rewards and punishment and introjected regulation, or motivation that comes from only partially internalized activities and values and motives such as avoiding shame, seeking approval, and protecting the ego. When an individual is driven by autonomous motivation, he or she feels self-directed and autonomous; when the individual is driven by controlled motivation, he or she feels pressure to behave in a certain way and experience little to no autonomy (Ryan & Deci, 2008).

Both intrinsic and extrinsic motivation are highly influential determinants of workforce behavior, and both drive people to meet the three basic needs identified by the SDT model: Autonomy- people have a need to feel that they are the masters of their own destiny and that they have at least some control over their lives; most importantly, people have a need to feel that they are in control of their own behavior. Competence- another need concerns our achievements, knowledge, and skills; people have a need to build their competence and develop mastery over tasks that are important to them. Relatedness (also called Connection): people need to have a sense of belonging and connectedness with others; each of us needs other people to some degree (Deci & Ryan, 2008). According to the developers of SDT, Deci and Richard M. Ryan, individual differences in personality result from the varying degrees to which each need has been satisfied or thwarted. The two main aspects on which individuals differ include causality orientations and aspirations or life goals. Causality orientations refer to how people adapt and orient themselves to their environment and their degree of self-determination in general, across many different contexts. Aspirations or life goals are what people use to guide their own behavior. They generally fall into one of the two categories of motivation mentioned earlier: intrinsic or extrinsic. Deci and Ryan (2008) provide affiliation, generativity, and personal development as examples of intrinsic life goals, while they list wealth, fame, and attractiveness as examples of extrinsic life goals. Aspirations and life goals drive us, but they are considered learned desires instead of basic needs like autonomy, competence and relatedness. It also implies that intrinsic motivation will be enhanced or undermined depending on whether the needs for autonomy and competence are supported or thwarted respectively. It is believed that the use of the needs for autonomy and competence are linked to our motivations.

Deci conducted a study on the effects of extrinsic rewards on people's intrinsic motivation. Results showed that when people received extrinsic rewards (money) for doing something, eventually they were less interested and less likely to do it later, comparing to the people who did the same activity without receiving the reward. The results were interpreted as the participants' behavior, which was initially intrinsically motivated, became controlled by the rewards which lead to an undermined sense of

autonomy. When workers are given the freedom associated with autonomy, job satisfaction rises. This increased level of job satisfaction in employees stems from a feeling of greater responsibility for the quality of their work. Autonomy has also been shown to increase motivation and happiness, along with decreasing workers' turnover. Autonomy in the workplace can also be applied to teams. An autonomous team is one that is self-managed and receives little to no direction from a supervisor. When team members work well together, they can help to enhance each other's strengths, and can compensate for each other's weaknesses. Working in such a cooperative and enriching environment can have a positive impact on job satisfaction.

However, Critics argue that having too much autonomy can backfire. The culture of the organization plays a great role in how successful autonomy can be. For example, some employees work better with little oversight, while others need extra direction. Too little direction can be confused with disorganization, instead of freedom (Harter, 1978). Some team members may prefer to work alone and disengage from the group. This can lead to miscommunication and ultimately, lower productivity. This theory is relevant to this study in that for county leaders to deliver services effectively and efficiently to the county residents they need to be intrinsically motivated and this can be achieved by allowing them some degree of autonomy by their seniors starting with the county head (Governor) and that setting of deadlines are necessary extrinsic motivation to bring about uniformity and timeliness in service delivery in all the county departments.

2.3 Conceptual Framework

A conceptual framework is the diagrammatic presentation of variables, showing the relationship between the independent variable and the dependent variables (Mugenda & Mugenda, 2003). The conceptual framework discussed in this section illustrates the perceived link between the independent (shared leadership) and dependent variable (service delivery) moderated by national government policies on resource distribution, monitoring and evaluation. It is founded from the literature review, which depicts a linkage between shared leadership and service delivery.

Previous studies support existence of significant relationship between shared leadership and service delivery (Bolden, Jones, Davis & Gentle, 2015).

The conceptual model in figure 2.1 below shows the relationship between six variables under study. The first task of the study was to attempt to establish the influence of shared responsibility on service delivery by county government workers. From previous studies, departments that share responsibility have been noticed to improve on the service delivery. The second task was to determine the influence of widespread communication on service delivery by county government workers. The third task was to evaluate the influence of shared decision-making on service delivery by county government workers. The fourth task was to examine the influence of workforce autonomy on service delivery by county government workers. The contribution of these variables was assumed to be moderated by the national government policies on resource distribution, monitoring and evaluation. The county revenue allocation committees are responsible for allocating each county resources or revenues according to a formula approved by the county revenue allocation bills 2015 (Kenya Gazette Supplement Senate Bill, 2015). The study was to relate service delivery (dependent variable) which is conceptualized as accessibility of services, quality of services, citizen satisfaction and completion of projects in education, food production, provision of water and accessible roads with independent variables.

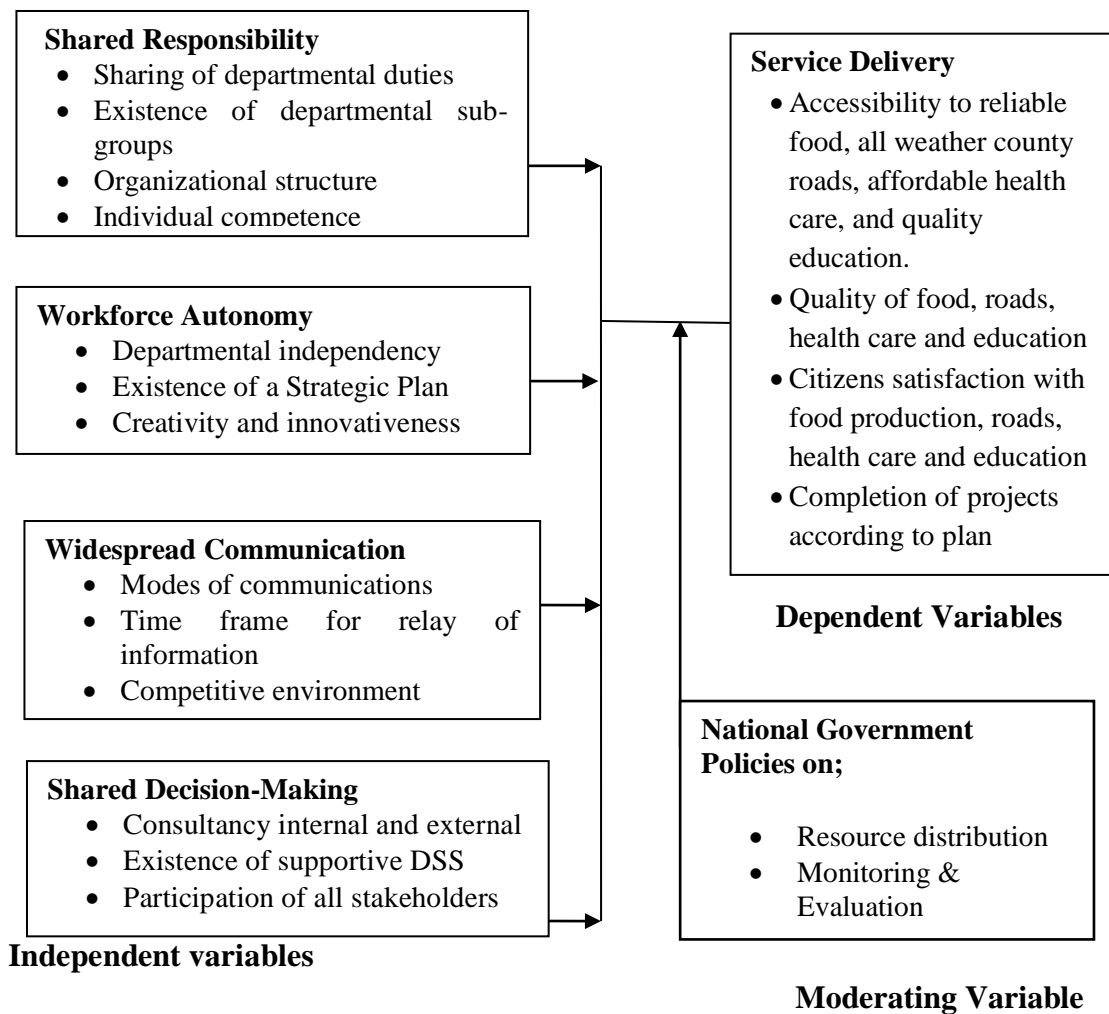


Figure 2.1: The Conceptual Framework

2.4 Review of the study variables

This section focused on the six variables under study namely; Shared Responsibility, Widespread Communication, Shared Decision – Making, Workforce Autonomy, National Government Policy on Revenue Distribution, Monitoring and Evaluation and Service Delivery as discussed below.

2.4.1 Shared Responsibility

Shared responsibility is a situation in which all parties respect the specific roles and responsibilities of colleagues, while proactively sharing information and working together with a view to achieving program goals and protecting program integrity. Managers and employees should work together as teammates and share accountability for the employee's performance. For shared responsibility to bring about efficient service delivery the team leader ought to undertake three steps; Establish goals, objectives and performance standards. People need to know what is expected of them as all good performance starts with clear goals. If workers don't have clear expectations, they sit and quit, meaning they show up for work but do not give their best because they are unsure of what to do. Provide day-to-day coaching; this is where a team leader observes and monitors the performance of his or her people, praising progress and redirecting where necessary and taking a partnership approach to performance reviews (Garry & Ken, 2009).

Laura (2014) opines that when working in a team towards a common goal, the workload is shared among all team members. In a perfect scenario, this work should be shared equally and be distributed according to the strengths of each member. Teamwork also allows for helping another team member when you have finished your workload. It is important to remember that you are all working towards the same goal if you finish your work before others you should offer your assistance in order to help complete the project. From a management perspective, when it comes to delegation this should be conducted with the strengths of your employees in mind. Assigning tasks to the correct people will ensure maximum efficiency and a high quality output in service delivery. The benefits of sharing responsibility far outweigh

keeping it all to yourself. Among other things, sharing responsibility; Increases team morale, make your team members feel important and appreciated, helps you do faster, lets you focus on the big picture, prepares your successors for leadership, contributes to the success of your entire organization, helps you maintain your health by avoiding overwork and gives you more experience as an executive. Responsibility sharing puts you ahead and gives you a chance to fix what's not working without falling behind.

According to Erskine (2015) Shared responsibility is regarded as having the potential to address responsibility gaps in situations of concerted action. As such, at global level shared responsibility may be important for global governance in relation to such diverse areas as peace-keeping, climate change, migration, and conservation of natural resources. Sharing responsibility can be understood and evaluated from many different perspectives. International law is one of these perspectives, since sharing responsibility is in large part a matter of construing international obligations and allocating legal responsibility when actors breach obligations and cause injury. This legal dimension of shared responsibility is of critical importance for structuring international governance in areas such as climate change, conservation of natural resources, and multinational military operations. However, shared responsibility is not simply the aggregation of two or more individual responsibilities. In many situations of shared responsibility, two or more actors stand in some relationship to each other, and their conduct or omissions mutually influence the scope of responsibility of the other. An important application of the concept of shared responsibility is to situations where responsibility is based on multiple actors contributing to each other's acts and thereby to the eventual outcome.

Laura (2014) argues that when responsibilities are shared members work towards a common goal or set of objectives. The whole process of the work becomes more efficient, for example if there is a problem faced along the way there are more 'hands on deck' to help solve the issue. Similarly, having multiple team members on board allows one to get the work done faster with shared responsibilities. From a management perspective, encouraging teamwork in the workplace will allow the

company or department to take on additional work, and in turn generate extra revenue without having to hire more staff. However even in the contemporary leadership most organizations are hierarchical, and most lower-level workers have little power or autonomy. While workers exhibit a greater willingness and ability to execute strategy, team leaders often remain reluctant to share responsibility and authority which affects efficiency in service delivery. Literature review on shared responsibility reveals that much of the study was carried out in developed countries. Therefore, research finding from these countries may not be generalized in local setting.

2.4.2 Widespread Communication

The word communication can be broadly defined as the sending or receiving of messages containing meaning. The messages usually contain thoughts, ideas, opinions, feelings and information. It is a transaction between two or more people. Communication attempt to create shared understanding, with all participants having an active role in the process. It is simple yet complex, easy to do and easy to blunder. According to David (2016) communication is a two-way process in which there is an exchange of thoughts, opinions, or information by speech, writing, or symbols towards a mutually accepted goal or outcome. It is the process of exchanging information and ideas, both verbal and non-verbal, within an organization. An organization may consist of workers from different parts of the society. These may have different cultures and backgrounds, and can be used to different norms. To unite activities of all employees and restrain from any missed deadline or activity that could affect the company negatively, communication is crucial. Effective workplace communication ensures that all the organizational objectives are achieved (Bakker & Bal, 2010).

Widespread communication is tremendously important to organizations because it increases productivity and efficiency (Jump, 2011). Ineffective communication leads to communication gaps between employees, which causes confusion, wastes time, and reduces productivity. Misunderstandings that cause friction between people can be avoided by effective workplace communication. Effective communication, also

called open communication, prevents barriers from forming among individuals within companies that might impede progress in striving to reach a common goal. For businesses to function as desired, managers and lower-level employees must be able to interact clearly and effectively with each other through verbal communication and non-verbal communication to achieve specific business goals. Effective communication with clients plays a vital role in development of an organization and success of any business. When communicating, nonverbal communication must also be taken into consideration. How a person delivers a message has a lot of influence on the meaning of is communicated (Babcock & Strickland, 2010).

Campbell (2009) effective communication is important for the development of an organization. It is something which helps the managers to perform the basic functions of management- Planning, Organizing, Motivating and Controlling. Communication skills whether written or oral form the basis of any business activity. It serves as the foundation of every facet of a business. Thus, it can be said that effective communication is the building block of an organization. Some of the benefits of effective communication skills are: Communication keeps the foundation of motivation. It helps the employer to know how a job is being performed and to improve performance if it is not up to the mark; Communication acts as a source of information and helps in the decision making process and helps in identifying the alternative course of action; Communication also helps in building people's attitude. A well informed person will always have better attitude than a less informed person.

Different forms of communication like magazines, journals and meetings will help the employees to form different attitudes; In the current business scenario, no business can survive in isolation. Socializing is very important and communication is the tool that helps in socializing. Apart from the other functions of management, communication also helps in the controlling process of management. It allows the managers to know about the grievances of the subordinates and helps the subordinates to know about the policies of the organization. Communication is one of the basic features of management. It is instrumental in raising the morale of the

employees. It is through communication, verbal or non-verbal, that people submit different feedback and requirements to the management (Ramadas, 2011).

Communication is the blood line of any organization. In order to attain its main goal of effective service delivery, its workers need to judiciously employ the principles of effective service delivery by applying effective communication skills. Effective communication skills go a long way in shaping the organizational culture. Communication is very critical to human existence yet inadequate study has been carried out to evaluate the impact of widespread communication on service delivery (Akaa, 2016).

2.4.3 Shared Decision Making

Decision making is the act of expressing choice and preference and being able to act upon that choice. The thought process of selecting a logical choice from the available options. When trying to make a good decision, a person must weigh the positives and negatives of each option, and consider all the alternatives. For effective decision making, a person must be able to forecast the outcome of each option as well, and based on all these items, determine which option is the best for that particular situation. A major part of decision-making involves the analysis of a finite set of alternatives described in terms of evaluative criteria. Then the task might be to rank these alternatives in terms of how attractive they are to the decision-maker(s) when all the criteria are considered simultaneously. Another task might be to find the best alternative or to determine the relative total priority of each alternative. Decision Making is an important function in management, since decision-making is related to problem, an effective decision-making helps to achieve the desired goals or objectives by solving such problems. The overriding rule in decision making is that the decision maker ought to have legitimacy and authority over the people who he or she is deciding upon. In other words, decision makers succeed only when their decisions are honored and followed by the people or groups that the decision impacts (Zainnudin & Isa, 2011).

Shared decision-making is a style of leadership that affords ownership, empowerment, and being part of a team that can make a difference. A diverse and inclusive workforce represents an enormous opportunity to improve decisions and thus business performance. For this reason, it is a strategic imperative that decision-making is more broadly delegated to include a wider set of employee perspectives. The beauty of this approach is that more involvement in decisions will also increase the employees' engagement and job satisfaction levels. Having a workforce comprised of people with different backgrounds, experiences and skills means the ideas generated by these teams won't be homogenous – they'll be innovative and creative. Inclusive decision-making drives better company performance and gives a decisive competitive advantage. Many measurement approaches to shared decision-making have been developed. Shay & Lafata noted that “the empirical evidence” about the effectiveness of shared decision-making has not been “systematically summarized” and set about the task (Batthi & Qureshi, 2007).

According to Han, Chiang and Chang (2011) it might be expected that being involved in decision-making will be challenging for workers' participation in decision-making. many employees and that at the same time it might increase their motivation. Workers participation is now considered a key element in the successful implementation of new management strategies and plays an important role in determining the degree of job satisfaction commitment of the employee as well as their motivation. It has been argued that PDM is an element vital to improving job satisfaction in an organization. Workers' participation had been proven as a management solution to increasing workers' satisfaction. In decision making a lot of research practice has been in the area of medicine where significant efforts to implement patient decision aids have taken place, mainly in the USA and in the UK. The hospital system at Dartmouth Hitchcock was the first center dedicated to delivering patient decision aids and more than a decade later, it continues to offer such tools to some categories of patients. More recently, Group Health in Seattle implemented a number of patient decision tools alongside a quality improvement initiative aimed at surgical specialists. Evaluations at Group Health demonstrated high levels of patient exposure to the tools, higher than those achieved in other

organizations, and evidence of impact on surgical rates. Others have reported difficulties in attempting to introduce these tools into organizations.

According to Zainuddin and Isa (2011) reviews of efforts made to implement patient decision aids indicate how difficult it is to alter routine workflows. Most of the research however has focused on how to provide decision aids to specific patient groups before they attend clinic or on how to motivate clinicians to provide decision aids to relevant patient groups. Much less attention has been given to research that would identify organizational, system, and policy factors that could influence practice change. Few of these implementation-type studies have considered the effects of shared decision-making, beyond the proximal outcomes of decision support interventions given to patients. The work at Group Health is a notable exception their positive results serve to illustrate what might be possible. Even so, they did not evaluate a fuller range of consequences or over a time horizon. It is not therefore possible to conclude much at all about the mid or longer-term consequences of a concerted effort to undertake shared decision-making at a system wide level, whether defined as decision aid use or as a communicative process of collaboration and deliberation. A handful studies have included costs and cost-effectiveness, but these have all been related to the evaluation of patient decision aids. The results of a systematic review of studies with economic assessments revealed the need for more and higher quality studies before firmer conclusions could be drawn.

The ethical argument that shared decision-making is “the right” thing to do, however laudable, is unlikely to change how healthcare is organized, just as evidence alone will be an insufficient factor: practice change is governed by factors such as cost, profit margin, quality, and efficiency. It is helpful, therefore, when evaluating new approaches such as shared decision-making to conceptualize potential consequences in a way that is broad, long-term, and as relevant as possible to multiple stakeholders. Yet, so far, evaluation metrics for shared decision-making have been mostly focused on short-term outcomes, such as cognitive or affective consequences in patients (Blair, 2015).

To date, many more studies have evaluated patient decision aids rather than other approaches to shared decision-making, and the outcomes measured have typically been focused on short-term cognitive and affective outcomes, for example knowledge and decisional conflict. From a clinicians' perspective, the shared decision-making process could be viewed as either intrinsically rewarding and protective, or burdensome and impractical, yet studies have not focused on the impact on professionals, either positive or negative. At interactional levels, group, team, and microsystem, the potential long-term consequences could include the development of a culture where deliberation and collaboration are regarded as guiding principles, where patients are coached to assess the value of interventions, to trade-off benefits versus harms, and assess their burdens in short, to new social norms in the clinical workplace. Evaluation metrics for shared decision-making have been focused on short-term outcomes, mostly assessing cognitive or affective effects on patients, with limited agreement about how to value, and in some cases even how to measure the desired outcomes. These short-term outcomes have consequences in the longer term, of course, leading to calls for healthcare delivery researchers to consider broader contexts over time, including interventions that simultaneously consider patients, clinical teams, organizations and systems in which they deliver care. Shared decision-making is increasingly advocated as an ideal model of treatment decision-making in the medical encounter (Wang & Noe, 2010).

To date, the concept has been rather poorly and loosely defined and research work has been done in the area of medicine leaving out other devolved sectors. Reflecting on the existing research on shared decision-making and that the work to date has had too narrow a focus, with insufficient agreement on the conceptualization of shared decision-making. The study on shared decision making in this study is therefore important.

2.4.4 Workforce Autonomy

Heidi (2011) defined autonomy as an individual's ability to determine their work method, controlling their work schedule and selection of work targets. According to Iqbal (2013) autonomy is related to three aspects, namely, ability to choose goals,

ways to accomplish these goals and timing to achieve these goals. Çekmecelioğlu and Günsel (2011) described 'autonomy as the perception of self-determination with respect to work procedures priorities and goals'. Workforce refers to the total number of employee (usually excluding the management) on an employer's payroll, the total number of workers employed by a company on a specific job. The total number of workers actively employed in, or available for work in, a nation or region. Workforce autonomy therefore refers to a degree or level of freedom and discretion allowed to an employee over his or her job. As a general rule, jobs with high degree of autonomy engender a sense of responsibility and greater job satisfaction in the workers (Rich, Lepine & Crawford, 2010).

Autonomy, in other words, is the antithesis of micromanagement whereby instead of focusing on the minute details, the team leader need to direct his/her focus to the goals and strategic objectives for each staff member. The workers take care of the minor details of meeting those expectations. If those in authority are able to create autonomy while holding people accountable for stated goals and objectives, they'll find that the details get done without them having to worry about those details. Studies show that the greatest motivation and personal satisfaction comes from those goals that workers choose for themselves. Self-chosen goals create a specific kind of motivation called intrinsic motivation, the desire to do something for its own sake. When people are intrinsically motivated, they find greater enjoyment in what they are doing, they are more engaged with their work, and they have higher job satisfaction. They are also more persistent in the face of difficulty. In other words, they perform better and exercise their potential (Broeck, Vansteenkist, Witte, Soenens, & Lens, 2010).

According to Naqvi, Ishtiaq and Ali (2013) workforce autonomy is generally associated with workers' choice and freedom that exist in the job to perform variety of task which enriches the job domain and develop workers' competency in terms of creativity and problem resolution. The other important benefit of autonomy is, it gives workers the authority and enable them to find out solutions personally. It is also considered to be a worthy choice if workers can make knowledgeable

decisions. Workers who get the freedom to make adaptations and decisions in a timely and flexible fashion may benefit the collaborative venture (Volmer, Spurk, & Niessen, 2012). If they are required to consult upper-echelon team leaders for every decision, the likely outcome is an unproductive collaborative environment marked by a slow pace of progress, characterized by workers who follow tight procedures and make uninformed decisions. By increasing the speed and accountability of decision making, organizational commitment to autonomy enables firms to take advantage of the knowledge gained through outside sources (Gambardella & Panico, 2014). Laursen and Salter, (2014) found empirical support for this argument, indicating that a reallocation of decision rights was necessary to improve the sourcing and use of knowledge held by customers for efficient service delivery.

Hierarchical control can seldom be fully exercised in inter-organisational contexts that depend on cooperative exchanges. In order to tap external providers of ideas and competencies, firms need to encourage a proactive and broad exploration of market information and knowledge inputs, thereby balancing local and non-local search (Laursen, 2012). Knowledge sourcing is a highly uncertain endeavour requiring that workers are endowed to take advantage of opportunities and to react if unforeseen events arise by acting autonomously. Independence and slack are needed for the integration of ideas, insights and know-how from outside partners, since they cannot be fully anticipated. Given the important role of serendipity, tight monitoring may prevent workers from scanning the environment efficiently (Saragih, 2012).

Apart from explicit efforts to encourage the use of inbound and outbound practices, managers that want to yield economic results should simultaneously guarantee autonomy to their workers, formalizing ways in which they can self-direct their work (Aik, 2016). A research carried out suggested that managers may implement three distinct activities to enable discretion: support employees to work on their own ideas; provide them with time for creativity, and allow employees to initiate entrepreneurial activities. This is a far from straightforward

task that conceivably requires involvement of several organizational functions. Besides, autonomy presupposes the engagement of middle managers who can ultimately endow their team members with freedom (Iqbal, 2013).

Volmer, Spurk and Niessen, (2012) opines that limiting workers' autonomy and closely monitoring their behaviour may hamper service delivery, while it may produce positive side effects such as greater coordination, strategic alignment and more efficient use of resources. They do not ignore well-known trade-offs between autonomy and control, rather they pinpoint how they play out in the context of openness. As it is the case with other managerial paradoxes, the middle way is not necessarily the best way or even a concrete possibility for most executives. Team leaders need to make informed decisions in balancing such trade-offs. It is suggested that they may choose to sacrifice control in favour of workers' autonomy (Saragih, 2012). This study on workforce autonomy is therefore important as it is intended to establish the influence of workforce autonomy on service delivery and particularly whether organizations give their workers discretion to define their own undertakings based on the organizations' set objectives and targets.

2.4.5 National Government Policy on Revenue Distribution, Monitoring and Evaluation

In 2010, Kenyans enacted a new constitution, which established a system of devolved government with 47 lower level county governments. The operation of the county governments started soon after the March 2013 elections, which included the election of county governors, deputy governors and representatives. These 47 new county governments are now in charge of overseeing some functions such as the provision of health care, pre-primary education, agriculture and maintenance of local roads which were previously the responsibility of Kenya's national government. In turn, these county governments were to receive a share of national revenues. The county governments were also expected to mobilize revenue from other sources within their counties, such as taxes on property and entertainment (Haroon & Finn, 2016).

According to Mwangi, Kimenyi and Mbaku (2015) Kenya's Commission on Revenue Allocation (CRA) is supposed to recommend to the National Assembly the basis for equitable sharing of revenues raised nationally. Specifically, it decided how much revenue was to be divided between the national government and the county governments, and how much each county government was to receive. It was agreed that 84.5 percent of the revenues was to be allocated to the national government while 15 percent was to be allocated to county governments. The remaining 5 percent was designated as an equalization fund. Therefore, the commission's main task was to determine how much of the 15 percent each of the 47 counties was to get and how to distribute the 15 percent in an equitable and fair way. This was not an easy task given the differences across the counties and the fact that any allocation criterion was likely to favor some counties over others. The Kenyan National Assembly accepted the CRA's recommendation to allocate revenues to the country's county governments based on the weighting.

The allocation formula implied that counties were to receive a greater share of revenue the larger their population, the higher their poverty rate and the larger they were in terms of land mass. Because all counties would face some fixed costs of running their local government, 25 percent of the revenues were to be shared equally among all counties. Another 2 percent of revenue was provided as an incentive for fiscal responsibility, and was being initially shared equally among the counties. The idea was that those counties that manage their resources better and are more effective in mobilizing their own resources were to be rewarded by receiving a higher share of the resources under the fiscal responsibility parameter (Carol, John, John, Abebe, Mans & Finn, 2016). The Kenya Devolution and Revenue Sharing Calculator shows how resources are being allocated to Kenya's different county governments based on the agreed upon revenue allocation criteria. The calculator provides an easy way to navigate and compare the different revenue allocations across counties. More importantly, the calculator provides policymakers and citizens the means to conveniently explore how allocations change under different weightings. Policymakers and citizens may want to compare different allocation

weightings to determine how best to allocate resources based on different overriding objectives, such as poverty alleviation or the cost of delivering general services.

Any allocation criteria necessarily involve trade-offs. In addition, in transferring resources and responsibilities to county governments, there is a need to evaluate not only the cost of the services but also the capacity of the county governments to deliver those services. In regard to allocation to county governments, there is need to go beyond the generalized approach and instead focus more specifically on the cost of delivering specific services that are under the management of the county governments. This will require in-depth analysis of data to capture the variations in the delivery costs across various counties. This means that policymakers in Kenya must not only focus on allocations based on broad categorization, such as health care, but rather examine specific services such as immunizations, malaria treatment, agriculture, water and irrigation among other priorities of the devolved functions. Such an approach calls for line-item budgeting for each of the unbundled services. In addition to providing a rational approach to resource allocation, line-item budgeting is crucial to assisting in monitoring and evaluation of resource use. Effective devolution and revenue allocation can and shall enhance self-reliance of the county governments to a greater extent, and public participation in decision making at the county level. The strongest recommendation of this paper is that the 15 percent derivation quota should be tried and be seen to work. However, new thinking in Kenya, as evidenced by the disagreements over CRA's proposed formula, is that even if revenue allocation is tinkered with to favour the resource-rich counties, the pervasive tradition of kleptocratic political leadership shall not eventually make proper sense of county resources. Integrative mechanisms should be adopted by CRA to ensure reduced or minimal squabbles over the formula, and get to practical ways of equitable revenue allocation.

2.4.6 Service Delivery

Service delivery is the execution of those services and making sure they reach those people and places to whom and which they are intended. In simple terms it is an act of providing a service to a customer (Boris, 2015). Service delivery is a common

phrase used to describe the distribution of basic resources citizens depend on like water, electricity and sanitation infrastructure. Service delivery is an essential function in the relationship between government and citizens. Government performance is measured by services delivered to the people. Kenyans have been complaining of over concentration of power and resources in Nairobi the capital to the detriment of quick effective service delivery and decision- making not only by public servants but also political leaders in the rest of the country (Abe & Monisola, 2014).

Devolved resources require inclusive and consultative management that recognizes the priorities of residents. Devolved counties have the potential to open up new opportunities for economic development and to stir up new growth centres as regional governments aimed at meeting the electorate's expectations. The national government through the Public Service Commission (PSC) and the relevant ministries deployed competent personnel to work with and under the governor in fulfilling the responsibilities of their respective ministries as well as other functions of their organization (Burugu, 2010).

Counties should realize that the functional responsibilities, institutional frameworks and structures hitherto under the national government will devolve to the regions targeting efficient and effective service delivery. Counties, however, should appreciate that devolution is asymmetrical not automatic, meaning they must meet certain standards before some functions are devolved. They should demonstrate their ability, capacity and readiness to receive and perform the devolved functions. It will largely depend on the ingenuity, drive, focus, strategy and motivation of the county leadership for this to be realized for the benefit, growth and development of the county (Adelakun, 2010). County management should always seek to have personnel and human capital that are knowledgeable, experienced, exposed and of unquestionable integrity high standards and caliber. Section 232 spells out the values and principles of public service that counties must adhere to for positive results. Service delivery at the counties can also benefit immensely from performance contracting to ensure targets are met as spelt out in the County Action Plans (CAP).

Public servants are not allowed to define a salaried job by mere ‘reporting’ to work, but by producing tangible outputs. Regular appraisals to motivate, promote staff and build their capacity through continuous training are necessary to enhance skills. Proven skills and ability in financial management, a track record of service delivery, integrity and principled character are some of the guiding requirements county workers should possess, if a county is to meet its obligations. A skilled and knowledgeable human resource with the appropriate mind sets, skills and knowledge is, therefore, imperative for the county to have the best rating in service delivery and in fulfilling development goals. Some of the desirable personnel attributes to look for when sourcing the County staff include; focus on the customer, positive attitude, and honesty, preparedness to take initiative and good interpersonal skills (Burugu, 2010).

The person being hired should be able to acquire knowledge of the department quickly; shows willingness to learn. Wide experience with varying working backgrounds and right attitude are required to effectively discharge duties and responsibilities. Today, organizations are interested in predictors of service delivery-conditions and behaviors that have been shown over time to lead to better service delivery. In this sense, performance is a package of behaviors around strategic planning and programming (Upadhaya, & Munir, & Blount, 2014).

2.5 Empirical Review

Zikmund, Babin, Carr, and Griffin (2010) defined empirical literature review as a directed search of published works, including periodicals and books that discusses theory and presents empirical results that are relevant to the topic at hand. Literature review is a comprehensive survey of previous inquiries related to a research question. According to (Miller & Kaifeng, 2008) literature review helps the author declare why the research matters. In this study, the empirical literature review discusses previous studies that are relevant in evaluating the relationship between shared leadership and service delivery based on the identified variables which are relevant to the study.

2.5.1 Shared Responsibility and Service Delivery

A shared responsibility structure creates a shared space of mutual, collaborative, coordinated, accountability. This is a situation where in an organization management, staff and the board of directors have to common ground of shared responsibility. The shared space is common ground because the expectation is that each person engaged in these space has an opportunity to contribute out of their own talent, knowledge and expertise within the structures of their position and role in organization. These approach lowers organizational barriers that typically make it hard to create a common ground for work (Nollkaemper, 2014).

In an organization where work quality is very important, sharing responsibility is crucial. The tasks are shared amongst team members, where it is responsibility of every team mate to deliver flawless work from his/her end. Care needs to be taken by higher authorities that single teams continue to share responsibility. If one of the team members is over-burdened with tasks, only because he/she is expert in completing them flawlessly, overwork will affect his/ her productivity in long-run. He/she won't be able to focus on a certain tasks and apply his/her skills due to paucity of time. Another danger of such practice is that remaining team members become complacent and lethargic. As a result, the potential of a team as a whole is reduced to a large extent. Therefore, to avoid the potential loss, each team member must be assigned reasonable amount of work-load judging his/her work expertise and area of specialization (Rahul, 2009). Nura carried out his study on the practice of shared leadership in Kenya where he used primary data collected from 150 Kenya public service senior participants from various ministries at Kenya Institute of Administration (KIA), Nairobi. In his study, he observed that the pressure and stress that people in leadership positions face is enormous. He states that today it is highly unlikely that a single person can provide the necessary leadership for all issues. Those in designated leadership roles and those who are followers need to let go on that expectation and embrace new ways of leading (Nura, 2007).

According to D'Souza (2010) view in his *book* "leadership Trilogy on Leadership and Effective Management" groups share responsibility for their effectiveness. This style considers group maintenance as important as task-oriented functions, because feelings and interactions profoundly affect the problem solving and decision making processes. Members share in both kinds of functions because no one person can be sensitive to all of the problems and needs of groups. Sharing responsibility for leadership offers members more satisfaction. Sharing Responsibility assumes that leaders; Listen attentively and observe nonverbal communications so that they can become aware of needs, feelings, interactions and conflict. Leaders view groups collectively rather than merely as collections of individuals (Anthony, 2014). Leaders serve as coaches, consultants and facilitators rather than as directors and managers. They model appropriate leadership behavior and encourage members to imitate them. Establish a climate of approval for expression of feelings and ideas. Encourage groups to deal with maintenance needs and process problems within the group sessions. Relinquish control to the group and allow them to make final decisions.

Shared responsibility requires considerable skill from both leaders and group members. For example, the county director of education in the county will coordinate education for primary, secondary and university levels in regard to policy, management, funding, infrastructural developments, performances in examinations, and monitoring teachers. The director reports both to the Governor as well as to the national head office in Nairobi. This is expected to apply to all ministries with functions and responsibilities as stated in the Fourth Schedule (Constitution of Kenya, 2010).

2.5.2 Widespread Communication and Service Delivery

Authority structure within a team usually exhibits characteristics that range on a continuum from vertical (hierarchical) to horizontal (level) and it demonstrates how communication is in the organization. In a structure that is more vertical in nature, a hierarchy exists where an appointed leader serves as the primary source of instruction, oversight, and control for others and in this scenario communication is

also hierarchical therefore the leaders project influence in a downward, *one-to-many* fashion (Houghton *et al.*, 2009). A study Yukl (2009) demonstrated that individuals in the higher levels of this hierarchy may serve as the source of control and oversight for others on the team. Correspondingly, the appointed leader in the vertical team structure delegates' specific tasks to other members. Essentially, the leader oversees the activities of the group and the group executes the desires of this leader. In this type of structure, the individual at the top of the hierarchy is the primary source of information for members rather than multiple individuals who evaluate information and reach a consensus concerning a decision as supported by (Northouse, 2009).

In a structure that is more horizontal in nature, however, there is a greater diffusion of influence, guidance, and instruction among members throughout the team. A team with such a structure promotes relational connection and mutual influence rather than one assigned leader overseeing the function of the team (Mark, Richard & Richard, 2008). Thus, there is no one individual at the top of a hierarchy, but each member interacts with other members of the team as a colleague (Houghton *et al.*, 2009). In their study Seibert *et al.* (2010), argued that, whereas psychological empowerment influences an individual's subjective experiences of empowerment on work practices, structures and policies create an empowering climate that supports the objective sense of employee empowerment. In horizontal structures communication style is horizontal and an important dynamic of horizontal team structure is that members experience greater freedom to voice their opinion regarding matters affecting the team.

Researchers affirm that a more horizontal authority structure emphasizes a lateral relationship of leadership among fellow team members (Pearce *et al.*, 2009). Rather than feeling forced to function only within their chain-of-command, each member operates more freely across lines of authority. For example, a positional leader may exist in a team that is structured more horizontally, but members on the team will likely view and interact with this leader as a peer rather than a person of positional authority. According to Okumbe (2008) lateral (horizontal) communication takes place among members of work groups at the same level. Lateral communication is

used for coordinating activities or projects between departments or units. Lateral communication is needed to achieve cooperation among group members and between work groups. People usually find it easier and more comforting to communicate with their peers because these are people with relatively equal status and are on more or less similar levels in the organization.

Organizational hierarchy makes it easy for peers to easily turn to one's peer than to someone below or above. Lateral communication may be good for an organization if the peer communication is for task coordination in order to achieve organizational goals, or it may be bad for the organization if the peer communication is concerned with things which negate the organization goals. Lateral communication is very important in organizations because it helps departments or departmental heads to coordinate tasks, solve problems, share information and resolve conflicts. The study demonstrated that diagonal communication which takes place between a leader and members of other work group is also an important factor in communication. Leaders also should engage in external communication which occurs between leaders and people outside the organization such as customers, suppliers, government officials and other interest groups. External communication helps link the organization to the external world (Nzuve, 2008).

A study by Samha (2011) identified in mental health care that practitioners need to involve patients in decision making about the best treatment option. The practitioner brings information related to the illness, treatment options, risks, benefits and evidence base. The patient is considered an expert in her or his own values, treatment preferences and treatment goals. Aligning to Deegan and Drake (2009) finding, the concepts of decisional conflicts, adherence and coercion should also form part of the decision- making (Cribb & Entwistle, 2011). For shared decision making approach to succeed three interrelated components must be used; decision support, decision aids, education and training. In a medical context decision support helps ensure patients have realistic expectations about their treatment when they are choosing between options. Decision counseling helps the patient participate in care decisions, but it does not make the decision for the patient. While not every patient requires decision

counseling, trained professionals are available for anyone who wants or needs the help. Decision aid provides unbiased information about outcomes relevant to the patient's specific disease or risk profile. They are usually DVDs or booklets; and unlike health education materials, decision aid focus specifically on preparing a patient to make a decision. Last decision support is less effective without properly educating and training health care providers about the principles and benefits associated with shared decision making (Clyne *et al.*, 2011).

2.5.3 Shared Decision - Making and Service Delivery

Shared decision-making is widely considered good in and of itself. A study by Samha (2011) identified in mental health care that practitioners need to involve patients in decision making about the best treatment option. The practitioner brings information related to the illness, treatment options, risks, benefits and evidence base. The patient is considered an expert in her or his own values, treatment preferences and treatment goals. Aligning to Deegan and Drake (2009) finding, the concepts of decisional conflicts, adherence and coercion should also form part of the decision- making (Cribb & Entwistle, 2011). At the county level the residents should be involved in giving views on the priority projects.

For shared decision making approach to succeed three interrelated components must be used; decision support, decision aids, education and training. In a medical context decision support helps ensure patients have realistic expectations about their treatment when they are choosing between options. Decision counseling helps the patient participate in care decisions, but it does not make the decision for the patient. While not every patient requires decision counseling, trained professionals are available for anyone who wants or needs the help. Decision aid provides unbiased information about outcomes relevant to the patient's specific disease or risk profile. They are usually DVDs or booklets; and unlike health education materials, decision aid focus specifically on preparing a patient to make a decision. Last decision support is less effective without properly educating and training health care providers about the principles and benefits associated with shared decision making (Elwyn, Frosch & Thomson, 2012)

To date, many more studies have evaluated patient decision aids rather than other approaches to shared decision-making, and the outcomes measured have typically been focused on short-term cognitive and affective outcomes, for example knowledge and decisional conflict. From a clinicians' perspective, the shared decision-making process could be viewed as either intrinsically rewarding and protective, or burdensome and impractical, yet studies have not focused on the impact on professionals, either positive or negative. At interactional levels, group, team, and microsystem, the potential long-term consequences could include the development of a culture where deliberation and collaboration are regarded as guiding principles, where patients are coached to assess the value of interventions, to trade-off benefits versus harms, and assess their burdens in short, to new social norms in the clinical workplace. At organizational levels, consistent shared decision-making might boost patient experience evaluations and lead to fewer complaints and legal challenges. In the long-term, shared decision-making might lead to changes in resource utilization, perhaps to reductions in cost, and to modification of workforce composition. Shared decision-making does not advocate deliberation in every interaction or for every decision that would be impractical. Rather, a deliberative approach is suggested where the existence of reasonable alternatives justify the work of informing patients so that they are able to form and share preferences about them (Coulter, Elwyn, Edwards & Thomson, 2011). Shared decision making is one of the many components needed to optimize the use of scarce resources in healthcare and should be used in other departments.

2.5.4 Workforce Autonomy and Service Delivery

According to Peter (2008) those in leadership positions need to create a climate in their organization that will encourage others to take risks, to confront the formal leader and others in the organization, to disagree and to exhibit acts of leadership. It takes courage to put forth a viewpoint that is different from the prevailing or dominant thinking of a group. In organizations in which shared leadership is practiced, employees have faith in the abilities of formal leaders, who look during drastic change towards the leaders for effective and sensible planning, effective

decision-making, regular and complete communication that is timely. Autonomy in the workplace refers to how much freedom workers have while working. For some organizations, autonomy means workers are allowed to set their own schedules. In other organizations, autonomy means workers can decide how their work should be done. No matter which concept is being applied, higher levels of autonomy tend to result in an increase in job satisfaction.

An empirical investigation carried out by Dutta and Punnose (2010) upon Indian management graduates indicate that graduates are more attracted to long-term growth factors in the job than short-term benefits while choosing their first employer. In their analysis, job autonomy along with work condition and job challenge are major constituents of long-term growth. Autonomy provides better choices for the application of their work and it helps them to explore their ideas freely. Employees' work autonomy helps them to make decisions freely about their task. Chung (1977) discussed that autonomy is an individual's ability to determine their work method, controlling their work schedule and selection of work targets. According to Nicholson (1984), autonomy is related to three aspects, namely, ability to choose goals, ways to accomplish these goals and timing to achieve these goals. Decotiis and Koys (1980) described 'autonomy as the perception of self-determination with respect to work procedures priorities and goals'.

During these times of change, employees perceive leadership as supportive, concerned and committed to their welfare. While at the same time recognizing that tough decisions needs to be made with shared leadership, there is a climate of trust between leader and the rest of the members. The existence of this trust brings hope for better times in the future, and that makes coping with drastic change and high performance much easier. The main job of the administrator in shared leadership is to enhance the skills and knowledge of the people in the organization, use those skills and knowledge to create a common culture of expectations, holding the organization together in a productive way with each other, and holding individuals accountable for their contributions to collective results (Moxley, 2008).

A study by Trim and Tudor (2008) on self-directed learning and autonomy demonstrated that the debate on autonomy in foreign language teaching relates to central pedagogical concerns on about learner-centered” aims and methods and supported but a general educational concern to help the students become more independent in how they think, learn and behave. Hammond and Collins (2009) argued that an approach of autonomy is often characterized by tensions between responsibility and freedom from constraint; between the individual and the social; and between the view of language learning as a means to an end (autonomy for language learning) and as an end in itself. One study in Taiwan surveyed 1,380 staff members from 230 community health centers. The more autonomy employees had at work, the more satisfied they were with their jobs and the less likely they were to transfer or leave their positions. Other studies have shown personal autonomy at work correlates to lower turnover among nursing-home workers, higher engagement at work for nurses, and increased job satisfaction among general practitioners in Australia.

Most of the research on the effectiveness of self- instruction in language learning has not been done and that the concepts of learner autonomy (now seen as a legitimate goal of language education) and autonomous learning (now regarded as more or less equivalent to effective lack any theory of autonomous language learning or other applied linguistic base. Observed again was that most of the research on the effectiveness of self- instruction in language learning has not been done and that very few of the present or past methods and techniques for language learning are solidly based on research results. Either the research has not been done for them or the results are inconclusive. Benson and Voller (2010) defined autonomy as an ability that has to be acquired (learning how to learn) and is separate from the learning that may take place when autonomy has been acquired (self- directed learning). Such acquisition of autonomy brings two different processes into play.

The first of these is a gradual deconditioning process which will cause the learner to break away from ideas such as: there is one ideal method, the teacher possesses that method, knowledge of the mother tongue is of no use for learning a second language,

experience gained as a learner of other subjects cannot be transferred and he/she is incapable of making any valid assessment of performance. These processes consist of acquiring the knowledge and know-how needed in order to assume responsibility for learning: It is through the parallel operation of these two processes that the learner will gradually proceed from apposition of dependence to one on independence, from a non-autonomous state to an autonomous one.

In their study Hammond and Collins (2009) also found autonomy as a capacity, being a matter of acquiring those capacities which are necessary to carry out a self-directed learning programme and extending this capacity to include an attitude to learning, implying that it can occur in the classroom setting as well as in self-access learning Centre's which bring in some aspect of responsibility for learning being assumed by the learner, but with notable shifts in emphasis, optimal state of equilibrium and decision-making process. From these findings it is clear that autonomy of a group can be built on a framework defined by Trim and Tudor (2008) with two stage process; deconditioning and acquiring the knowledge which lead to member gradually transforming to a position of dependence to an independent, non-autonomous state to an autonomous state.

Workforces play an increasingly essential role in the functioning of organizations (Goodwin *et al.*, 2009; Hills 2009; Kozlowski & Bell, 2008), and leadership becomes a crucial factor in the effectiveness of these workforces (Zaccaro *et al.*, 2008). The basic idea behind the use of workforces is that workforce implementations involve some degree of empowerment of members. The workforce members are provided with increased behavioral discretion and decision-making control as a part of the organizational work system design. It has been demonstrated that through the decentralization of power, authority, decision-making and delegation of duty organizations find flexibility and quick response capabilities necessary to stay competitive in their business (Houghton *et al.*, 2008; Lipman-Blumen & Leavitt, 2009).

Day *et al.* (2008), emphasized that with multi-professional workforces with work autonomy and leadership emerging from the workforce itself, organization can be able to sustain under the harsh conditions of growing complexity, the uncertainty of present business situations, and the speed of response to environmental pressures. The desire for more opportunities to shape leadership functions of a workforce relies on the form of workforce work; employees who have high level of expertise and seek autonomy in how they apply their knowledge and skills (Denisi *et al.*, 2008).

2.5.5 National government policy on resource distribution, monitoring and evaluation and Service Delivery

In 2010, Kenyans enacted a new constitution, which established a system of devolved government with 47 lower level county governments. The operation of the county government started soon after the March 2013 elections. These 47 county governments are now in charge of overseeing some functions such as the provision of health care, pre-primary education and polytechnics, Agriculture, county roads, water and irrigation to mention but a few which were previously the responsibility of Kenya's national government. In turn these county governments will receive a share of national revenues. The county governments are expected to mobilize revenue from other sources within their counties, such as taxes on property and businesses. The governments of Kenya at the national and county levels are distinct and interdependent and shall conduct their mutual relations on the basis of consultation and cooperation. Therefore, both arms of government need each other to successfully undertake their constitutional mandates Burugu (2010). There is need to ensure clarity in the understanding of the powers, functions and responsibilities for the county Governments to minimize interruption in service delivery (Kenya Vision 2030 Sectoral Plan for Devolution 2013-2017, G.O.K).

Kenya's commission on revenue Allocation (CRA) is supposed to recommend to the National Assembly the basis for equitable sharing of revenues raised nationally. This commission will decide how much revenue will be divided between the national government and the county governments, and how much each county government will receive. It has already been agreed that 84.5 percent of the revenue will be

allocated to the national government while 15 percent will be allocated to county governments. The remaining 5 percent is designated as an equalization fund of marginalized counties. This sharing of resources is done using a formula known as revenue sharing calculator. According to (Mwangi, 2013), the commissions main task has been trying to determine how much of the 15 percent each of the 47 counties will get and how to distribute this 15 percent in an equitable and fair way. The (CRA) recommended that sharing revenues to the 47 counties will be based on the following criteria as shown by the table below: -

Table 2.1: Revenue allocation among counties in Kenya

Parameter	Percentage weights
Population	45
Poverty Index	20
Land Area	08
Basic Equal Share	25
Fiscal Responsibility	02

Source: Mwangi, 2013

(G.O.K Council of Governors version 1, 2016) The allocation formulae imply that counties will receive a greater share of revenue based on the larger their population, the higher their poverty rate and the larger they are in terms of land mass. Another 2 percent of revenue is provided as an incentive for fiscal responsibility and will be initially shared equally among the counties. The idea is that those counties that manage their resources better and are more effective in mobilizing their own resources will be rewarded by receiving a higher share of the resources under the fiscal responsibility parameter. The approach for allocating resources already described has merits like; it is simple and transparent, it seeks to equalize allocations based on proximate measure of deprivation (poverty rates) and costs of delivering services (land area, size of population) and the approach takes into account the fixed costs of operating county governments and allocates an equal share for the purpose (John & Jason, 2016). In the second resource allocation formula, CRA explained that

the personal emolument share was to be given to those counties that inherited bloated wage bills and personal numbers from the defunct local authorities under the old constitution. The development factor was also introduced in line with best practices where a sectoral approach to allocation is envisaged in future in order to balance between service delivery and the principle of wealth redistribution. This factor is expected to eat into the population and poverty allocations which the CRA admitted are not based on solid data within counties.

According to Ministry of Devolution and Planning, “M&E Framework for Kenya, 2014” Draft another reason that necessitated a review of the allocation formulae is that some of the data used in determining the equitable shares such as population, fiscal responsibility and poverty levels is not a fixed amount and is bound to change with time for instance with regard to population the CRA relied on 2009 census data for its computations during 2012/2013, 2013/2014 and 2014/2015 financial years, data that would obviously be in serious need of updating by 2015 and which cannot wait for the next population census scheduled for 2019. Similarly, old data dating as far back as 2005 was used to calculate poverty levels (Kimenyi, 2013). However, there is a point of contention that have emerged regarding the appropriate amount of the total revenues that should be shared by Kenya’s 47 County Governments. These governments are keen to increase the amount of funding they receive from the National Government hence the campaigns *Pesa Mashinani* by the County Governors and *Okoa Kenya* by the opposition Movement CORD. Therefore, in transferring resources and responsibilities to county governments, there is a need to evaluate not only the cost of the services but also the capacity of the county governments to deliver those services. There is also need to go beyond the generalized approach and instead focus more specifically on the cost of delivering specific services that are under the management of the County Governments.

This will require in-depth analysis of data to capture the variations in the delivery costs across various counties. This means that policy makers in Kenya must not only focus on allocations based on broad categorization such as health care but rather examine specific services such as immunization, provision of ambulances, health

facilities among other needed medical care services. In addition to providing a rational approach to resource allocation, line item budgeting is crucial to assist in monitoring and evaluation of resource use by County Governments (Burugu, 2010). The Kenya national government must be committed to strengthening accountability and fiscal discipline in the use of devolved resources to deliver better services and enhance equitable economic development. Plans are underway to consolidate all government approvals for starting a business at one access point, commence company registration online and develop a policy on preferential debtors and creditors to facilitate the implementation of the new insolvency framework. The Kenya government need to adopt a framework establishing, limits and guidelines for borrowing by county governments to contain fiscal risks, and to ensure public debt sustainability as per the public finance management (World Bank, 2003) . The intergovernmental fiscal relations department need to receive additional staff to be fully operational while auditing of county outstanding assets and liabilities need to be put in place (Kusek & Rist, 2004). Treasury cabinet secretary require to hold consultative forum to ensure revenue raising initiatives including fees and charges at the county level conform to both the constitution and the PFM Act.

2.6 Critique of the Existing Literature Related to the study

This section critiqued the empirical literature. It reviewed previous studies on shared leadership. Studies on this area were compared and contrasted on the basis of scope, methodology, objectives, variables, conclusions and research gaps.

A study was conducted in South Africa by Jim Mtsweni (2013) on ‘South African principals’ perceptions of shared leadership and its relevance for school discipline.’ The study was mainly qualitative investigation carried out in ten secondary schools. Data was collected by means of individual interviews and observation. The evidence collected in the study indicated that school principals indirectly contributed to school effectiveness and learner achievement through actions they take to influence what happens in the schools and classrooms. The findings of the were that Shared Leadership provides an opportunity for all stakeholders in the school to come together and make certain decisions in connection with the school. These

stakeholders collaborate in solving problems, making decisions and in defining a course of action as well as shaping the direction of an individual school. The study concluded that learners should be involved in solving disciplinary problems, in decision making and that shared leadership should not only be implemented at one school but across the board.

The current study differs significantly from the reviewed study in various conceptual areas for instance the reviewed study suffers from conceptual gaps since it measured shared leadership from single dimension (education) rather than from multiple dimensions to include other areas of service delivery that affects citizens' lives like (healthcare, food production and road accessibility) which restricted generalization of its finding. The reviewed study failed to consider moderating effects of government policies yet issues of education is the function of the national government. The study was mainly qualitative investigation carried out in ten secondary schools. Data was collected by means of individual interviews and observation. Therefore, the reviewed study also suffers from methodological limitation as it used qualitative method to analyze the data. The current study adopted both descriptive (means and frequencies) and inferential statistics (regression and correlation analysis) in data analysis. Furthermore, the current study was carried out in counties hence a wider scope and out to fill the gap left by considering the influence of shared leadership in other devolved departments in Kenya.

Rasheed (2011) conducted study on the impact of sharing leadership on team performance in self-managed student teams. The study aimed at exploring the knowledge and extent of practice shared leadership within student setting. The findings from the research evaluated the areas in which university students effectively practice shared leadership and provided suggestions and pathways for improvement in team activities within student teams. The researcher used questionnaires to collect his data which was collected from teams of students who were working for Internationalization Project Plan (IPP)-second year students and Global Expansion Project (GEP)-first year students were used for this research

project in which 20 teams, each team consisting of three members, were involved. The 8 of the teams represented the students from the second year in the International Business degree programme at the Turku University of Applied Sciences and the remaining 12 of the teams represented the students from the first year students of the same university.

The findings were that students had understanding of shared leadership in their teams and that this type of leadership was being practiced but not by all Student teams. Ten variables were used to examine the extent of practice of shared leadership within teams. These were; individual roles within the teams, the leadership role within the teams, task sharing, decision-making, level of collaboration, members' opinions, problem-solving, help to member and members' perception. The empirical result showed that First year students understood and practiced shared leadership more than Second year students. Further empirical findings showed that the extent of shared leadership was in both First year and Second year student teams which was observed in the area of collaboration with other members, opinions on decision, and perception of other members' opinion and overall conclusion was that shared leadership has a better potential on their performance, although it has its challenges.

However, the current study differs significantly from the reviewed study in various conceptual areas for instance, the reviewed study was done at the university and with university students while the current study was carried out in devolved county governments of Kenya involving county workers. The reviewed study was also based on secondary data and confined to Nigeria culture while the current study was based on primary data and carried out in Kenya. Again, the current study is different from the reviewed study in that it examines the influence of shared leadership on service delivery from multiple perspectives as it measures service delivery in terms of quality of services offered to citizens, satisfaction, accessibility and completion of projects in areas namely; healthcare, education, food production, county roads and water supply services.

Leigh (2012) carried out a study to examine the impact of shared leadership committees on school improvement effort. The research identified which leadership factors led to successful shared leadership committees and which support and structures were needed for the committees to be meaningful in regard to school improvement. The research used certified staff who had been a part of the shared leadership committees at one high school in a suburb of Atlanta, Georgia USA, as key respondents. The participants were divided according to the committee on which they served and two were randomly selected for participation. Questionnaires and personal interviews were used as tools for data collection. The surveys indicated that most teachers felt that they could participate in the school-wide decision making process if they desired to do so and that there was no time for collaboration on issues of school improvement or instructions. For these reasons, school improvement was not positively impacted by the school's shared leadership committees. Results strongly demonstrated that shared leadership committee in general are very likely to be unsuccessful unless time was dedicated during school day for the committees to meet, there was a well-defined purpose for the committees, administration involvement and oversight of the work of the committees and the value attached to the work of the committee. However, the current study is different from the reviewed study in that it attempts to establish the influence of shared leadership on service delivery from multiple perspectives as it measures service delivery in terms of quality of services offered to citizens not only in education. Further, the study contradicts the results of earlier researchers who supported the existence of positive effect of shared leadership on service delivery (Bolden, Jones, Davis & Gentle, 2015).

2.7 Research Gaps

A critical review of past literature showed that several conceptual and contextual research gaps exist in the study of shared leadership as it is practiced in the county governments in Kenya. For instance, much of the studies in shared leadership were done in the area of education and health and not in other departments (Jim, 2013). Yet there are ten departments devolved to the county governments. Again, most of

previous empirical studies on shared leadership and service delivery have been conducted in developed or developing countries. Consequently, there is relatively small body of work and attempts to systematically examine the evidence on of influence shared leadership on service delivery in Sub-Saharan Africa. Most of the earlier studies on shared leadership were carried out in developed and emerging countries such as U.S.A and South Africa. The inadequate research in Africa and specifically in Kenya on shared leadership raise a question as to whether this style of leadership influences service delivery. Empirical findings from developed countries may not be generalized in developing countries due to different cultural and political context. It is therefore possible to argue that the socio-economic conditions of developed and emerging countries are somewhat different from that of a developing economy like Kenya (Leigh, 2012).

Empirical literature has analyzed the influence of shared leadership on service delivery from either economic or social dimension rather than from all three dimensions (economic, social and political) simultaneously. Allowing for interaction of all three dimensions in the same analysis can bring more robust evidence on the relationship between shared leadership and service delivery. Again, most of earlier studies on shared leadership used case studies yet studies that use case studies failed to provide comparisons and evidence on relationship between shared leadership and service delivery. This confirms the need for more research work to shed more light on the influence of shared leadership on service delivery in developing countries. This is necessary because with the complexity and ambiguity of tasks that teams often experience, it is becoming more apparent that a single leader is unlikely to have all the skills and traits to effectively perform the necessary leadership functions. Furthermore, most scholarly work on leadership has still been predominantly focused on the study of leadership in its hierarchical form (Hulpia & Davos, 2010). Again, devolution is a new dispensation in Kenya as the County governments were created after the promulgation of the Constitution of Kenya in 2010 and became operational after the general elections in 2013 (Burugu, 2010).

2.8 Summary

The above chapter reviewed the various theories that explained the independent and dependent variables. The reviewed theories were then critiqued for relevance to specific variables. The chapter also explored the conceptualization of the independent and the dependent variables by analysing the relationships between the two set of variables. Specifically, the conceptual framework was constructed in line with Pearce & Conger (2007), Benson & Voller (2010), Akaranga (2010), & Peter (2008). In addition, an empirical review was conducted where past studies both global and local were reviewed in line with the following criteria; title, scope, methodology, resulting into a critique. It was from the critiques that the research gap was identified.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The purpose of this study was to establish the influence of shared leadership on service delivery by county Government workers in Kenya. This chapter provides details of the methodology that was used to achieve the study objectives. Research methodology is a coherent group of methods that complement one another and that have the ability to deliver data and findings that reflect the research questions and suit the researchers' purpose (Kothari, 2014). The methodology includes research design, research population, target population, sample size and sampling techniques, research instruments, data collection procedures, pilot test and data processing and analysis. This chapter also contains testing of the hypotheses and the operationalization of the study variables.

3.2 Research Philosophy

Research philosophy is the foundation of knowledge and the nature of that knowledge contains important assumptions about the way in which researchers view the world (Saunders, Lewis & Thornhill, 2007). There are various philosophical paradigms such as ontology, realism, positivist and phenomenological paradigms, but the two main paradigms that guide research in social sciences are the positivist and phenomenological paradigms (Munjuri, 2012). The positivist is from natural science and is characterized by the testing of hypothesis developed from existing theory (theory testing or deductive) through measurement of observable social realities (Saunders *et al.*, 2009). This position presumes the social world exists objectively and externally, that knowledge is valid only if it is based on observations of this external and reality and that universal or general laws exist or that theoretical models can be developed that are generalizable and can explain cause and effect relationships, and which lend themselves to predicting outcomes (Erikson & Kovalainen, 2008). Positivism is based upon values of reason, truth and validity and

there is a focus purely on facts, gathered through direct observation and experience and measured empirically using quantitative method surveys and experiences and statistical analysis.

Phenomenological paradigm focuses on the immediate experience and description of things as they are, not what the researcher thinks they are. The phenomenological approach does not begin from an established theory and then proceed to collect data to either vindicate or reject the theory (Saunders *et al.*, 2007). This paradigm believes that rich insights into this complex world are lost if such complexity is reduced to a series of law-like generalizations. Therefore, a need to discover the details of the situation to understand the reality. This approach assumes that reality is multiple, subjective and mentally constructed by individuals. This study adopted positivist framework as it was anchored on theory from which hypotheses were derived, followed deductive reasoning and employed quantitative methods to ensure precision, logic and evidence testing.

3.3 Research Design

According to Denscombe (2012) research design is an approach the researcher uses to facilitate smooth sailing of various research operations during a study to yield maximum information and with minimum expenditure and effort. Research design is the structure or the blueprint of research that guides the process of research from the formulation of the research questions and hypotheses to reporting the research findings Lavrakas (2008). Kothari, (2014) further avers that a research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure.

This study used both descriptive and correlational designs where the relationship of the independent variables and dependent variable was identified. Descriptive research is conducted to describe the present situation, what people currently believe, what people are doing at the moment (Beins & McCarthy, 2012). Descriptive research includes surveys and fact finding enquiries of different kinds. The major purpose of descriptive research is description of the state of affairs as it exists at

present (Lavrakas, 2008). Correlation survey research involves collecting data in order to determine whether and to what degree a relationship exists between two or more quantifiable variables by regressing the independent variables with the dependent variable. The degree of relationship between the variables is expressed as a correlation coefficient (Ary *et al.*, 2010). The choice of correlational survey research design was considered because it was used to explore relationships between variables and to predict a subject score on one variable given its score on another variable. This method permitted the researcher to analyze interrelationships among a large number of variables in a single study. It also allowed the researcher to analyze how several variables either singly or in combination affected a particular phenomenon being studied. Correlation research design was used to combine with qualitative designs to generate both qualitative and quantitative data from stated objectives to explain the relationship between phenomenon under study (Creswell, 2008).

3.4 Target Population

Target population refers to the entire group of individuals or objects to which researchers are interested in generalizing the conclusions (Kothari & Garg, 2014). In other words, population is the aggregate of all that conforms to a given specification. All items in the field of enquiry constitute a population (Kothari, 2004). Population is all the elements that meet the criteria for inclusion in a study (Burns & Grove, 2003). The target population was drawn from six counties which represented 10.64% of the counties in Kenya. The target population of the study included county departmental Chief Officers, county Departmental Directors of the devolved departments, Sub County administrators and Members of the County Assembly. The study considered the respondents as among the top leaders (policy makers, supervisors of policy implementation, monitors and evaluators) in the devolved county governments. The target population of the study consisted of 561 county workers.

3.5 Sampling Frame

A sampling frame describes the list of all population units from which the sample is selected (Ary *et al.*, 2010). The elementary units or the group or cluster of units may form the basis of sampling process in which case they are called sampling units. A list containing all such sampling units is known as a sampling frame Denscombe (2012). Sampling frame shows the distribution of the population from which a sample is drawn.

From the target population the sampling frames included the County Chief Officers, Departmental Directors, Sub- County administrators and Members of County Assemblies (MCAs) making a total of 561 respondents from which 228 formed the sample. The study considered the top leaders in the county for investigation because they are directly involved in ensuring service delivery is effective and efficient in the county. The sampling frame in this study was derived from a list of workers that was provided by the county departments.

3.6 Sample and Sampling Technique

According to Kasomo (2007) a sample is a representative of certain known percentage, frequency distributions of elements' characteristics, within the sample is similar to the corresponding distributions within the whole population. Sampling is the process of selecting a number of individuals for a study in such a way that the individuals selected represent the larger group from which they were selected (Cooper & Schindler, 2006). All the respondents were selected using purposive sampling design is the deliberate choice of an informant due to the qualities the informant possesses. The researcher decides what needs to be known and sets out to find people who can and are willing to provide the information by virtue of knowledge or experience (Lewis & Shepard, 2006).

Table 3.1: Sample and Sampling Technique.

Respondent Category	Sample	Population
Chief Officers	$50/561 \times 228 = 20.32 \approx 21$	50
Departmental Directors	$100/561 \times 228 = 20.32 \approx 21$	50
Sub - County Administrators	$59/561 \times 228 = 23.97 \approx 24$	59
MCAs	$352/561 \times 228 = 143.0 \approx 144$	352
Total		228 561

Therefore, the sample for this study is **228** Respondents.

3.6.1 Sample size

A sample size does not influence the importance or quality of the study and that there are no guidelines in determining sample size Holloway & Wheeler (2002). Qualitative researchers do not normally know the number of people in the research beforehand and so the sample may change in size and type during research. Generally, sample sizes larger than 30 and less than 500 are recommended for statistical data analysis (Mugenda & Mugenda, 2003).

3.6.2 Sampling Technique

The sample size for this study was determined using Cochran (1977) formula;

$$n = \frac{pq (z/e)^2}{(0.05)^2} = \frac{(1.96)^2 (0.5) (0.5)}{(0.05)^2} = 384$$

Where: **n** = the required sample size

z = confidence level at 95% standard value of 1.96)

p = proportion of county workers with desired characteristics (0.5)

q = (1-p)

e = margin of the error the study was ready to accept -5%

(Standard value of 0.05)

$$n_{adj} = \frac{nN}{n+N}$$

$$n+N$$

$$n_{adj} = \frac{384 \times 561}{384 + 561} = \frac{206,448}{929} = 228$$

$$384 + 561 \quad 929$$

The sample size adopted for this study was therefore 228 county workers.

3.7 Data Collection Instruments

The choice of data collection instrument is often very crucial to the success of a research and thus when determining an appropriate data collection method, one has to take into account the complexity of the topic, response rate, time and the targeted population (Kothari, 2014). According to Goes and Marlylin (2013) a research instrument is a tool used to collect data. An instrument is thus defined as a tool designed to measure knowledge, attitude and skills. Kothari (2004) defines a questionnaire as a document that consists of a number of questions printed or typed in a definite order on a form or set of forms.

For purposes of this study a questionnaire with open ended questions and closed-ended using 5 point Likert scale developed by the researcher under the supervision of university supervisors was used. There are three basic types of questionnaires; close ended, open-ended or a combination of both. Close-ended questionnaires are used to generate statistics in quantitative research while open-ended questionnaires are used in qualitative research, although some researchers quantified the answers during the analysis stage (Dawson, 2002). According to Mugenda and Mugenda (2003) questionnaire are easy to analyze, easy to administer and economical in terms of time and money.

A likert scale is a scale commonly involved in research that employs questionnaires. Likert scales are good because they show the strength of the person's feelings to whatever is in the questions, they are easy to analyze, they are easy to collect data, they are more expansive and they are quick Saunders and Thornhill (2009). Due to the nature of the variables and data required in the research, the researcher used structured questionnaire as the data collection tool.

3.8 Data Collection Procedure

Data collection is the precise, systematic gathering of information relevant to the research sub-problems, using methods such as interviews, participant observations, focus group discussion, narratives and case histories (Burns & Grove, 2003). According to Louis, Lawrence and Morrison (2007) primary data are those items that are original to the problem under study while secondary is data collected using information from studies that other researchers have made of a subject.

Data collection procedure involved seeking for authorization from JKUAT Westland campus to allow the researcher to collect data. A research permit was also obtained from National Commission for Science, Technology and Innovation. In addition, the researcher sought permission from governor's office in order to be allowed to collect data from county government officials. The primary data was collected through use of questionnaires. The questionnaires were presented to the respondents under a questionnaire-forwarding letter accompanied by an introductory from the university. The researcher with the help of a research assistant physically administered questionnaires to the chief officers, departmental directors, sub county Administrators and members of the county Assembly (MCAs). The questionnaires were left behind and collected at an agreed time. In a few cases the questionnaires were administered and collected on the same day. The questionnaire instrument was most suitable for capturing the relevant data from the respondents and relatively unobtrusive and inexpensive method for data collection (Ghauri & Grønhaug, 2002).

3.9 Pilot Study

According to Cooper and Schindler (2003) a pilot test is conducted to detect weaknesses in design and instrumentation and to provide proxy data for selection of a probability sample. It should therefore, draw subjects from the target population and simulate the procedures and protocols that have been designated for data collection. A pilot study is a small scale trial of the proposed procedures and instruments to detect any problems so that they can be remedied before the real study is carried out (Frankel & Wallen, 2006). For high precision pilot studies, 1% to 10% of the sample should constitute the pilot test size (Lancaster, Dodd & Williamson, 2010). Saunders, Lewis and Thornhill (2007) recommend a pilot test of between 5% and 10 % of the study sample. A pilot study for the instrument was carried out to ensure that the items in the questionnaire were stated clearly, had the same meaning to all the respondents and also to give the researcher an idea of approximately how long it would take to complete the questionnaire. A pilot study involving thirty-five respondents in Tharaka Nithi County workers was carried out. This constituted about 8 % of the study sample.

3.9.1 Validity of Research Instrument

According to Kothari (2004) validity is the accuracy and meaningfulness of inferences, which are based on the research results. In other words, validity is the degree to which results obtained from the analysis of the data actually represent the phenomenon under study. Validity exists if the data measure what it is supposed to measure. Saunders *et al.* (2009) argued that the reason why all people don't have the same test score is that they differ in terms of the attribute the test measures. Donald and Pamela (2001) posit that content validity is determined by expert judgment. In this study, validity was achieved through expert judgements of the research supervisors. The research supervisors were required to indicate whether the item were relevant or not. The results of their responses were analyzed to establish the percentage representation using the content validity index. The content validity formula by Amin (2005) was used in line with other previous studies. The formula is; Content Validity Index = (No. of judges declaring item valid) / (Total No. of items).

The validity of test yielded an average validity index score of 92% implying that the instrument was valid. For this study, questionnaires were pre-tested to ensure they were not faulty and that the participants understood the questions.

3.9.2 Reliability of Research Instruments

Reliability is the consistency or the degree to which an instrument measures the same way each time it is used under the same condition with the same subjects and the repeatability of the measurement. A measure is considered reliable if a person's score on the same test given twice is similar. The rationale for internal consistency is that the individual items should all be measuring the same constructs and thus correlates positively to one another (Kipkebut, 2010). Reliability is not measured, but estimated and does not imply validity because while a scale may be measuring something consistently it may not necessarily be what it is supposed to be measuring (Best & Kahn, 2008). Cronbach's Alpha (α) indicates the extent to which a set of test items can be treated as measuring a single latent variable (Sekaran, 2009).

Cronbach's alpha (α) is a coefficient (a number between 0 and 1) that is used to rate the internal consistency (Kipkebut, 2010). Higher alpha coefficient values mean that scales are more reliable. As a rule of thumb, acceptable alpha should be at least 0.70 or above (Maizura, Masilamani, & Aris, 2009). According to Bland and Altman (1997) for research purpose alpha should be more than 0.7 as the threshold to test the reliability of data. However, the value of Cronbach alpha may vary for different studies. For instance, in exploratory research, a Cronbach alpha value of 0.60 is acceptable (Kilungu, 2015; Maizura *et al.*, 2009). Other studies have recommended that reliability coefficient of 0.50 or 0.60 was sufficient for exploratory studies (Nunnally, 1967). During the pilot study a total of 35 questionnaires were obtained and reliability tests were conducted. The following results were attained; Shared Responsibility $\alpha = 0.799$, Widespread Communication $\alpha = 0.721$, Shared Decision Making $\alpha = 0.806$, Workforce Autonomy $\alpha = 0.806$, National Government Policies $\alpha = 0.783$ and Service Delivery $\alpha = 0.841$. Based on the pilot study a negatively word questions were added to each set of items measuring a variable to control guessing. The questionnaire was refined on the basis of the responses and the items

which required revision were done to make them more meaningful before the actual collection of data. The revised items that were used to collect data.

3.9.3 Test for Multicollinearity

Multicollinearity occurs when two or more variables are highly correlated thus creating shared variance between variables (Bryman, 2012). Multicollinearity reduces the efficiency of the estimates for the parameter as it increases the effect of each independent variable on the dependent variable. To determine whether Multicollinearity levels would pose a challenge to the study, regression analysis was conducted to generate the Variance Inflation Factor (VIF) value. A VIF of above 10 was interpreted to indicate problems with Multicollinearity (Hair, Anderson, Tatham & Black, 2012).

3.10 Data Analysis and Presentation

There are three objectives in data analysis; getting a feel for the data, testing the goodness of data and answering the research question (Sekaran, 2009). Data analysis consists of running various statistical procedures and tests on the data (Cooper & Schindler, 2006). The researcher used Statistical Package for Social Sciences (SPSS) version 16.0 software to analyze the data. After data collection, it was edited to eliminate common mistakes and cleaned to ensure consistency (Luke & Rubin, 2008). Questionnaires were physically checked for completeness and quality response. A further scrutiny of the completed questionnaires was done to ensure accuracy, uniformity and consistency with other facts. Missing values were allocated a neutral value, coding was done by assigning numerals to the response to facilitate entry (Kothari & Garg, 2014).

Descriptive statistics such as frequencies and percentages were used to analyze data on demographic variables and the individual questionnaire items. Mean scores and standard deviations were also computed for Likert scale questions. The mean was used to indicate the practice of shared leadership in the county. The mean takes into account each score in the distribution. Standard deviations were used to show the

extent of variance on the practice of shared leadership. A standard deviation of more than one was interpreted as high variation on shared leadership, while a standard deviation of less than one indicated less variation. Standard deviation is the most widely used and stable measure of dispersion and takes into account each score in the distribution (Kothari & Garg, 2014).

Qualitative data analysis was guided by the researcher objectives and other themes emerging from the data itself. Key issues, concepts and themes were identified by which the data was analyzed and interpreted; comparisons and associations were sort, with a view to provide explanations (Bryman & Burgess, 2002). The independent variables were tested for their reliability through the use of Cronbach alpha which is a reliability coefficient that indicates how well the items in a set are positively correlated to one another. The results showed a Cronbach-alpha coefficient of greater than 0.7 for all sub contrasts which indicated that the variables were reliable.

The researcher further conducted inferential statistics through correlation analysis. Correlation is a statistical tool with the help of which relationships between two or more variables is determined (Gupta & Gupta, 2009). Pearson correlation coefficient was used for testing associations between the independent and the dependent variables. Correlation usually refers to the degree to which a linear predictive relationship exists between random variables, as measured by a correlation coefficient (Wooldridge, 2010). Correlation coefficients between independent variables (shared Responsibility, Widespread Communication, Shared Decision Making, and Workforce Autonomy), moderating variable (National Government policy on resource distribution, monitoring and evaluation) and dependent variable (service delivery) were computed to explore possible strengths and direction of relationships.

A correlation coefficient (r) has two characteristics, direction and strength. Direction of relationship is indicated by how r is to 1, the maximum value possible. r is interpreted as follows; When $r = +1$ it means there is perfect positive correlation between the variables. $r = -1$ it means there is perfect negative correlation between

the variables $r = 0$ it means there is no correlation between the variables, that is the variables are uncorrelated (Cooper & Schindler, 2006). Inferential statistics was done through bivariate regression analysis and multiple regression analysis. Simple linear regression analyses for (H0₁, H0₂, H0₃ and H0₄) and multiple regression analysis were used to establish the nature and the magnitude of the relationship between the dependent and the independent variables and to test the hypothesized relationships. Moderated multiple regression models were also used to establish the direction and the magnitude of the effect of the moderator variable, on each of the independent variables and the total effect of the moderator variable, on the dependent variable H0₅. The influence of each variable was determined by the size and the direction of the regression for the significant terms. Analyzed data was presented using descriptive statistics which involved use of mean, frequencies, percentages, standard deviation, normal Q-Q plots, histogram and cross tabulations.

3.10.1 Statistical models

For the research work the following model was applied;

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon$$

Where;

Y is the dependent variable service (delivery by county government workers),

X₁-Shared responsibility

X₂ - Widespread communication

X₃ - Shared decision making

X₄ – Workforce Autonomy

β_0 – The intercept coefficient,

β_1 to β_4 - The partial regression coefficients corresponding to the explanatory variables.

ε - The error term is a value which represents how observed data differs from actual population data.

Moderating equations

- i. $y = \beta_0 + \beta_i X_i + \varepsilon$
- ii. $y = \beta_0 + \beta_i X_i + \beta_m M + \varepsilon$
- iii. $y = \beta_0 + \beta_i X_i + \beta_m M + \beta_{mi} M X_i + \varepsilon$

where;

Y – Dependent variable (Service delivery)

β_0 - The constant

β_i -The coefficients

X_i - Relation initiation

M – Moderating variable

ε - The error term

iv. $Y = \beta_0 + \sum_{i=1} \beta_i X_i + \varepsilon$

i=1

v. $Y = \beta_0 + \sum_{i=1} \beta_i X_i + \beta_m M + \varepsilon$

i=1

vi. $Y = \beta_0 + \sum_{i=1} \beta_i X_i + \beta_m M + \sum_{i=1} \beta_{im} X_i M + \varepsilon$

i=1

i=1

Where;

Y – Dependent variable (Service delivery)

β_0 -The constant

β_i -The coefficients

X_i - Relation initiation

M – Moderating variable

ε -The error term

The three equations were used simultaneously in order to determine whether the variable M significantly moderates the relationship between X_i and Y. Each of the models must be valid in terms of F statistic and P-value (<0.05). The change in R^2 should also be significant in order for the additional predictor to be considered useful. For moderation, the interaction term should be significant. The use of multiple regression models was preferred due to its ability to show whether there was a positive or a negative relationship between independent and dependent variables. In addition, multiple regression was useful in showing linear elasticity/sensitivity between independent and dependent variables. Again, multiple regression was useful to show whether linear relationship was significant or not (Maddalla, 2009).

3.10.2 Hypotheses Testing

Hypotheses tests were based on the research hypotheses set. The researcher tested the validity of the multi regression models using ANOVA and F distribution as proposed by (Mason, Lind & Marchal, 1999). ANOVA is the data analysis procedure that is used to determine whether there are significant differences between two or more groups or samples at a selected probability level. To test the significance of regression coefficient, t test was performed (Mason *et al.*, 1999). The study performed individual tests of all independent variables to determine which regression coefficient may be zero and which one may not. The conclusion was based on the

basis of p value where if the null hypothesis of the beta is rejected then the overall model is significant and if null hypothesis is not rejected the overall model is insignificant. In other words, if the p-value is less than 0.05 then the researcher concluded that the overall model is significant and has good predictors of the dependent variable and that the results are not based on chance. Findings from the results were discussed and concluded as per the research objectives as indicated in Table 3.3 below.

Table 3.2: Testing of Hypothesis

Influence	Model	Alternative Hypothesis	Test
Influence of X_1	$Y = \beta_0 + \beta_1 X_1 + \varepsilon$ Joint influence based on multivariate model was also tested.	$H_1: \beta_1 \neq 0$	T-Test for significance of parameters.
Influence of X_2	$Y = \beta_0 + \beta_2 X_2 + \varepsilon$ Joint influence based on multivariate model was also tested.	$H_1: \beta_2 \neq 0$	T-Test for significance of parameters.
Influence of X_3	$Y = \beta_0 + \beta_3 X_3 + \varepsilon$ Joint influence based on multivariate model was also tested	$H_1: \beta_3 \neq 0$	T-Test for significance of parameters.
Influence of X_4	$Y = \beta_0 + \beta_4 X_4 + \varepsilon$ Joint influence based on multivariate model was also tested	$H_1: \beta_4 \neq 0$	T-Test for significance of parameters.
Moderator influence	$Y = \beta_0 + \beta_i X_i + \beta_m M + \varepsilon$ $Y = \beta_0 + \beta_i X_i + \beta_{mi} M X_i + \beta_m M + \varepsilon$	$H_1: \beta_{mi} \neq 0$	F-Test for significance of model parameters

Table 3.3: Operationalization of Study Variables

Type of Variable	Variable Name	Operationalizing indicators of Variables
Independent Variable	Shared Responsibility (X ₁)	<ul style="list-style-type: none"> • Sharing of departmental duties among county workers • Existence of departmental sub-groups • Organizational structure • Individual competency
Independent Variable	Shared Communication (X ₂)	<ul style="list-style-type: none"> • Modes of communication • Time frame for relay of information • Competitive environment
Independent Variable	Shared Decision-making (X ₃)	<ul style="list-style-type: none"> • Consultancy both internal and external • Existence of supportive DSS • Participation of all stakeholders
Independent Variable	Workforce Autonomy (X ₄)	<ul style="list-style-type: none"> • Departmental independence • Existence of a strategic plan • Creativity and innovativeness
Moderating Variable	National Government Policy (M _i)	<ul style="list-style-type: none"> • Availability of resources • Resource distribution • Monitoring and evaluation.
Dependent variable	Service delivery (y)	<ul style="list-style-type: none"> • Quality education • Water supply • Health services • Food production • County roads

CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSION

4.1 Introduction

This chapter presents the key findings of the study that sought to establish the influence of shared leadership on service delivery by government workers in Kenya. County government workers refers to all those workers serving in the counties irrespective of whether they are county government recruits, employees deployed by county government or employees of various commissions such as Teachers Service Commission (TSC) among others. The first section presents the response rate and the sample characteristics of the study. This is followed by sections that provide a detailed analysis of descriptive and inferential statistics showing how each hypothesis was tested. Data analysis was undertaken using the Statistical Package for Social Sciences (SPSS) version 16.0. Statistical analysis tests used were reliability tests, correlation and regression. Reliability tests were used to measure the reliability of variables namely; shared responsibility, widespread communication, shared decision making, workforce autonomy, government policies on resource distribution, monitoring and evaluation and service delivery. Correlation analysis was performed to establish the correlation of variables. Regression analysis was employed to examine the associative relationships between the dependent variable and independent variables. The study linked the findings with reviewed literature to enable interpret the data, draw implications and make recommendations.

4.2 Response Rate

Out of the 228 questionnaires distributed to the respondents, 208 were completed. This gave a response rate of 91.22% which was deemed sufficient for analysis and generalization of the results. This response rate was favorable according to Mugenda and Mugenda (2003) who asserted that a 50% response rate is adequate for analysis and reporting in research; 60% good and above 70% is very good for data analysis and reporting.

4.3 Sample characteristics of Respondents

This section outlines the general characteristics of the respondents (county government workers) in terms of their level of level of education, area of authority/professionalism/specialization, previous position, years in leadership positions and current position in the county government. The sample characteristics of 208 respondents from 6 counties were analyzed. The findings obtained are presented in Appendices I to XVI.

4.3.1 Academic qualification of Respondents

As indicated in appendix IV, most of the respondents were bachelor's degree graduates (57.7%). These were followed by diploma holders (22.1%) and post graduate degree or diploma holders (10.6%). The least were certificate holders 3.4%. Although 6.2% of the respondents did not respond to the question, the findings obtained show that the respondents had adequate qualifications to significantly contribute to the subject under investigation.

4.3.2 Area of Authority/Profession/ Specialization

As shown in Appendix V, most of the respondents had qualifications in financial sector (11.1%). To this, some of the respondents had worked as finance officers, auditors, assistant auditors, accountant, bankers, macro and fiscal affairs specialists. These were followed by those who were specialized in Monitoring and Evaluation, Research, Statistics and ICT (8.7%). The next important set of skills among the respondents was administration (managers, directors). These were followed by those with skills in procurement and logistics, human medicine and teachers. The next groups were those with expertise in community development and public relations. All in all, the findings show that the respondents had diversity of skills and areas of specialization. This means that they could give responses devoid of sectorial and professional bias.

4.3.3 Previous Posts

The findings as shown in Appendix VI indicate that the respondents had previously worked in diversity of professions such as finance, medicine, project management, customer care, engineering, politics, security, driving, quality assurance, environment and economics among others. This shows that professional bias could be easily avoided in the findings obtained.

4.3.4 Leadership Working Experience in Years

Regarding the time spent in leadership positions Appendix VII, the findings obtained show that most of respondents (over 65%) had worked for periods of less than 5 years. These findings indicate that most of the respondents had been recruited by county governments or had been elected into civic positions after the onset of devolved governance. This shows that there are no highly experienced county government workers.

4.3.5 Current Post

As presented in Appendix VIII, the majority of the respondents were Members of County Assembly (MCA) at 59.6%. These were followed by Departmental County Directors (28.4%) and Departmental Chief Officers (10.1%). The least were Sub-County Administrators (0.5%). In general, the finding implies that majority of county government officials are members of the county assembly. The result also indicates that most county official's works in county assembly works but some works in the executive arm of county government. This was considered a good representation of the sample to allow interpretation and generalization of results.

4.4 Descriptive Statistics for Study Variables

The purpose of this study was to establish the influence of shared leadership on service delivery by county Government workers in Kenya. The researcher analyzed descriptive statistics for the variables under study; shared responsibility, widespread communication, shared decision making, workforce autonomy, national government

resource distribution, monitoring and evaluation and service delivery. The following sub-sections present descriptive statistics for each of the study variable.

4.4.1 Descriptive Analysis for Shared Responsibility

The first objective of the study was to establish the influence of shared responsibility on service delivery by county government workers. Laura (2014) opines that when working in a team towards a common goal, the workload is shared among all team members. In a perfect scenario, this work should be shared equally and be distributed according to the strengths of each member. Teamwork also allows for helping another team member when you have finished your workload. Likert-type items as well as open questions were employed to obtain information on shared responsibility. In this section, descriptive analysis of the responses to each of 8 likert-type items on shared responsibility is presented. To this end, any score to the items of 3.0 and more is considered positive (agreement) while score of less than 3.0 is considered negative. Scores of exactly 3.0 is considered neutral (indifferent). The findings obtained were presented in Table 4.1.

Table 4.1: Responses on Shared Responsibility

Opinion Statement	SD %	D %	NA/D %	A %	SA %	Mean	Std. Dev.
The style adopted by leaders in my department is always participatory	0.5	11.5	7.7	57.2	23.1	3.91	0.899
Shared leadership qualities are often visible in service delivery in my county assembly	1.4	6.3	12.1	60.9	19.3	3.9	0.83
There is always proper co-ordination between the county assembly	1	17.6	12.7	43.4	25.4	3.75	1.054
Responsibilities in my county assembly are fairly distributed according to skills, knowledge and experience	3.4	13.5	15	45.9	22.2	3.7	1.064
Workers are fairly empowered to be creative and innovative in their duties	2.4	17.4	21.7	38.6	19.8	3.56	1.068
There is always good guidance to the staff in executing their duties by supervisors	1.9	13.9	11.5	51.9	20.7	3.75	0.999
Proper delegation of responsibilities in the county assembly is done effectively	2.9	15.9	13.5	48.1	19.7	3.66	1.056
Duplication of responsibilities is often visible in my county assembly	6.8	21.8	10.2	34	27.2	3.53	1.283

N=200; No. of Items=8; Cronbach's Alpha= 0.799

SD=Strongly Disagree; D=Disagree; NA/D=neither Agree nor Disagree; A=Agree; SA=Strongly Agree

With means ranging from 3.53 and 3.91 and standard deviation between 0.83 and 1.283, it is evident that there existed high level sharing of responsibility in county governments. On the style of leadership adopted by leaders in their department 0.5% of the respondents strongly disagree, 11.5% disagree, 7.7% neither disagree nor agree while 57.2% agree and 23.1% strongly agree. To this the respondents agreed that the style adopted by leaders in their department was always participatory. In

addition, it was also made clear that shared leadership qualities were often visible in service delivery in the County Assembly. This is important and it agrees with Conger and Kariungo (1998) as well as Pearce and Sims (2002) who opined that sharing responsibilities helps an organization to cope with shocks and disturbances of an uncertain world especially with the fast changing technological advancement. When shocks and disturbances are dealt with, the organization would see enhanced service delivery and vice versa.

The results of the analyzed data on this objective indicated that five items had standard deviation that was above 1.0. This shows that the respondents were spread to the positive and to the negative hence the high standard deviation witnessed. The results revealed that there was proper coordination between departments. The respondents also agreed that responsibilities in the county government department were fairly distributed according to skills, knowledge and experience and that workers were fairly empowered to be creative and innovative in their duties. The results buttress the findings of Rahul (2009) that show that to avoid the potential loss, each team member must be assigned reasonable amount of work-load judging his/her work expertise and area of specialization. Since in county governments this was being done, it can be argued that service delivery could be enhanced.

The respondents went on to opine that there was always good guidance to the staff in executing their duties by supervisors as indicated by the results, 1.9% strongly disagree, 13.9% disagree, 11% neither agree nor disagree, 51.9% agree and 20.7% strongly agree. This is in line with Peace and Conger (2007); Dunphy (2000) who informed by the Shared Leadership Theory posit that shared leadership enhances guidance in executing duties by supervisors. The results also show that proper delegation of responsibilities in the county government was done effectively. This corroborates the study by Yukl (2009) that appointed leaders in the vertical team structure usually delegates specific tasks to other members (an aspect of shared responsibilities). Lastly, the respondents said that duplication of responsibilities is often visible in the county government as indicated by the percentages 6.8% strongly disagree, 21.8% disagree, 10.2 neither disagree nor agree, 34% agree and 27.2%

strongly agree. When duplication of responsibilities occur chaos may result and this may thwart effective service delivery in the devolved sectors.

Using open ended questions, the researcher went to find out the challenges experienced in county governments in relation to sharing of responsibilities. The results presented in Appendix V show challenges were: lack of coordination, few members of staff, duplication of responsibilities/duties, corruption, unfair work distribution and not sharing of duties. This is in contrast with Yukl (2009) who points out that delegation is an important aspect of shared leadership and lack of team work and coordination may lead to poor service delivery. There was also delayed payment, inadequate resources, and underutilization of resources, inadequate finances and lack of transport. These results indicate that although the county revenue allocation committees are responsible for allocating each county revenue according to a formula approved by the county revenue allocation bills 2015 (Kenya Gazette Supplement Senate Bill, 2015), such allocation is often not sufficient. This could thwart shared responsibilities due to lack of enough funds to support sharing of responsibilities. This could go a long way to hinder effective service delivery in county governments.

Other challenges were; lack of specialization, inexperienced staff and incompetence, lack of expertise and professional qualifications. There was poor guidance in executing duties which is in disparity with Dunphy (2000) who posits that shared leadership should enhance guidance of junior staff by their superiors. Mismanagement, late communication, poor governance and poor policy formulation. Sharing of responsibilities was also thwarted by corruption, tribalism and nepotism. In addition, it was clear that there was high level under development of skills, lack of innovativeness and creativity, underutilization of personnel and semi-skilled personnel. Some members of staff were lowly motivated while some had high reliance on high authority before performing duties causing dependency and parasitism. This shows that motivation, one of the factors identified by Burugu (2010) as important in service delivery was lacking in county governments in some instances. In other instances, there was lack of proper understanding among most

MCAs and some MCAs did not follow the set rules. Some form of political interference and lack of political will existed in the county governments. Although Burugu (2010) opines that political leaders take part in making decisions on service delivery, sometimes such leaders meddled with the actual implementation of such services and challenged sharing of responsibilities in devolved governments. There was also presence of double standards, some level of absenteeism of staff and public agitation on some matters.

The open ended questions attempted to offer solutions to the challenges related to sharing of responsibilities. One of the major ways in which sharing of responsibilities could be enhanced was by ensuring that there were mechanisms for sharing responsibilities and delegation of duties. This agrees with Adelakun (2010) who points out that counties should have functional responsibilities, institutional frameworks and structures for effective service delivery. Once this is done, performance of such governments can be enhanced. It was further suggested that there was need to employ more staff, create new positions and reduce overtime work. The county government needs to institute proper coordination, good leadership, good guidance, and good governance and put in place clear strategies on how to carry out work. This agrees with Burugu (2010) who posits that devolved governance should be matched with good leadership. To this, there was need for clear structure so as to avoid duplication of duties, separation of duties and adoption of a procedural document, ensure the presence of clear job description, avoid competition and ensure that laid down rules were followed.

In addition, there was need for proper induction, frequent training (refresher courses) development activities and empowering sessions. When hiring staff there is need to employ based on merits, employ people with right competencies, ensure minimum qualifications are met and staff motivation. These results support the Fourth Schedule (constitution of Kenya, 2010) which points out that shared responsibility requires considerable skills. The presence of the right skills would go a long way in enhancing service delivery in county governments. Availability of resources was also seen as an important remedy to the challenges facing county governments in sharing

responsibilities. This shows that the amount of resources allocated to county governments (15%) of the national revenue according to Mwangi, (2013) was perceived to be insufficient. To this, the respondents opined that the government should allocate more money, provide transport, ensure that there were enough resources and that salaries were paid on time. There was also need to reduce corruption and nepotism. Ensuring transparency was also seen as important. Lastly, the respondents felt that there was need to ensure minimal political interference and that county government workers needed to participate in every matter affecting the public.

4.4.2 Descriptive Analysis for Widespread Communication

According to Joseph (2016) communication is a two-way process in which there is an exchange of thoughts, opinions or information by speech, writing or symbols towards a mutually accepted goal or outcome. It is the process of exchanging information and ideas both verbal and non-verbal within an organization. The second objective of the study was to determine the influence of widespread communication on service delivery by county government workers. Likert-type items as well as open ended questions were employed to obtain information on widespread communication. Six items on widespread communication were presented to the respondents. The results obtained are presented in Table 4.2.

Table 4.2: Responses on Widespread Communication

Opinion Statement	SA %	D %	NA/D %	A %	SA %	Mean	Std. Dev.
There exist a clear policy on communication in my county assembly	0.0	7.3	7.8	66.3	18.5	3.96	0.747
Our county assembly structure is both Top-down and Horizontal	0.0	3.9	8.4	60.1	27.6	4.11	0.712
There often exist effective communication among members in my county assembly	3.4	16.7	14.3	45.8	19.7	3.62	1.086
Verbal mode of communication is highly adopted in my county assembly	2	8.3	16.6	57.6	15.6	3.77	0.882
All sub-county assembly members always respond promptly to information	5.4	19.6	18.6	36.3	20.1	3.46	1.172
Frequency of promoting High standards discussions by members in the my county assembly is not visible	11.7	12.6	15.5	43.7	16.5	3.41	1.237

N=197; No. of Items=6, Cronbach's Alpha= 0.721

SD=Strongly Disagree; D=Disagree; NA/D=Neither Agree nor Disagree; A=Agree; SA=Strongly Agree

The results tabulated in Table 4.2 indicate that three items had standard deviation that was below 1.0. This shows that these items were good measures with no extremes. The results further reveal that all the items had means ranging between 3.41 and 4.11. The results show that the respondents took a positive position (above 3.0). This indicates that the general position of the respondents was that they all agreed with the items. In this regard, the respondents (66.3%) agreed that there existed a clear policy on communication in the county government. On the county government structure the respondents indicated that it was both top-down and horizontal as per the percentage, 60.1% agreed and 27.6% strongly agreed (the high level of agreement, mean of 4.11) while 3.9% disagreed and 8.4% neither agreed nor disagreed. This differs with Houghton, Neck and Manz (2008) (2008) who sees communication as mostly top-down in approach. The results were also in contrast with Northouse (2009) who says that the individual at the top of the hierarchy is the primary source of information for members rather than multiple individuals who

evaluate information and reach a consensus concerning a decision. These results show that communication at county governments was spread in many departments and this could enhance effectiveness in service delivery. The respondents (45.8%) went on to agree that there often exists effective communication among members in the county assembly and that verbal mode of communication (57.6%) was highly adopted in their county assembly.

Lastly, the respondents opined that all sub-county assembly members always responded promptly to information (36.3%) and frequency of promoting high standards discussions by members in the government was not visible. Discussions could only take place in lateral communication. As such, the results obtained revealed that horizontal communication was affirmed. This thus agrees with Pearce *et al.* (2009) who opines that a more horizontal authority structure emphasizes a lateral relationship of leadership among fellow team members. The researcher went on to investigate the challenges faced by county assembly in relation to communication using open ended questionnaires. Although 61% respondents did not answer the questions presented, sufficient responses were obtained to cast light to the challenges facing county governments in relation to communication. The results show that the major challenges were lack of communication strategy; communication procedure was not adhered to, there was no clear structure, there were rigid systems and in some cases there was no proper mechanism at all.

In addition, there was delay in communicating issues, poor response to information, poor information flow from top down, inaction to message relayed, limited dispatch of information and poor timing. It was also evident that there was lack of resources to facilitate effective communication. In this regard, the respondents opined that there was lack of Private Branch exchange (PBX) phone system, lack of enough phones and other Information Communication Technology (ICT) equipment, poor infrastructure, poor network connectivity and poor websites. The county governments were also faced with mistrust among employees, fear of intimidation, lack of room for dialogue and ignorance of junior staff. There was also rampant use of vernacular language in office (which could put off some employees). There was a

lot of verbal communication as well as empty talk. In addition, there was political interference to communication processes in some instances. To this, the respondents opine that there was underfunding in all departments and lack funds for some forms of communication such as advertisement. This affirms the findings of Burugu (2010) that resources are vital in supporting the implementation of activities in an organization. As such, lack of enough resources in the organization could thwart communication activities and hinder successful service delivery. The findings were shown in Appendix VI.

As shown in Appendix VII, the respondents suggested ways in which communication in the county could be enhanced. The results 60.1% agreed and 27.6% strongly agreed show that communication could be enhanced if there was a clear communication structure for all departments, chain of command, delegation and proper documentation. This supports Houghton et al (2008) who points out that communication in an organization should be organized and should show hierarchical attributes. It was also important to install and use PBX phones which are private telephone network used within a company or organization are used to communicate internally within the organization and externally with the outside world using different communication channels, adopt ICT technologies, invest in infrastructure, have positive use of technology and improve on network coverage. There is also need to cultivate trust, openness, and transparency, consideration of all views, dialogue and appreciation of workers, empowerment and capacity building of workers as well as promotion of high standard discussions. It was deemed important to improve on response, have proper timing, work on decisions made, and have immediate communication. As far as resources are concerned, it was suggested that there was need to allocate more money on communication and ensure that the money was properly used were needed (proper funding). Lastly, it was suggested that there was need to improve on the website, have a communication desk, develop a clear communication policy and implemented it, avoid political interference, employ more staff, have a department for enforcing communication policy and promote the use of national language.

4.4.3 Descriptive Analysis for Shared Decision Making

Decision- making is regarded as the cognitive process resulting in the selection of a belief or a course of action among several alternative possibilities. The purpose of decision-making is to select the best alternative, which can significantly contribute towards organizational aims. Every decision-making process produces a final choice which may or may not prompt action (Victor, 2015) .The third objective of the study was to evaluate the influence of shared decision-making on service delivery by county government workers. The researcher presented nine items in a Likert scale as well as open ended questions to the respondents to obtain information. The result obtained were analyzed and presented in Table 4.3.

Table 4.3: Responses on Shared Decision Making

Opinion Statement	SD %	D %	NA/D %	A %	SA %	Mean	Std. Dev.
There exist a clear policy on shared decision-making in my county assembly	0	15.1	8.3	61	15.6	3.77	0.892
County assembly members are always fully involved in all decision making activities	1.9	9.2	11.1	50.7	27.1	3.92	0.959
County assembly members are always satisfied by decisions made	6.4	19.2	26.6	36	11.8	3.28	1.1
County assembly decisions and actions are fair always and impartial	3.5	26.4	18.4	36.8	14.9	3.33	1.124
My county assembly decision often outsource technical support in decision making	7.5	18.9	17.4	42.8	13.4	3.36	1.154
A decision support system is always used in my county assembly to aid in decision making	1.5	23.3	22.8	38.1	14.4	3.41	1.043
Decision support systems would always lead to improved service delivery	1.5	12.4	19.8	42.1	24.3	3.75	1.007
Informal systems are often used to process, disseminate and ensure feedback of information from various sources	2.9	22.3	17.5	39.3	18	3.47	1.112
Workers views are not often taken into consideration in county assembly management	17	30.6	14.6	28.2	9.7	2.83	1.278

N=183; No. of Items=9; Cronbach's Alpha=0.838

SD=Strongly Disagree; D=Disagree; NA/D=Neither Agree nor Disagree; A=Agree; Strongly Agree

The results on table 4.3 indicates that the highest standard deviation for the items was 1.278 with seven items having a standard deviation of more than 1.0 which indicates that there were extremes in the scoring. In contrast, two items had standard deviation of less than 1.0 which shows that there were extremes in the scoring. The means obtained ranged between 2.83 and 3.92. The least rated item “workers’ views are not often taken into consideration in county assembly management” was actually a control question. In this regard, the obtained “disagree response”, mean of 2.83, shows that workers were indeed taken into consideration in the management of county management activities. These findings support the Samha (2011) that in mental health care practitioners need to involve patients in decision- making about the best treatment option. As such, it is clear that involving all in decision making can enhance service delivery in an organization.

The respondents agreed to all other items presented to them. In this regard, it was evident that: there existed a clear policy on shared decision-making in the county as per the percentage in response; strongly disagree 0%, disagree 15%, neither agree nor disagree 8.3%, agree 61%, strongly agree 15.6%. Further, the county members of staff were always fully involved in all decision making activities; strongly disagree 1.9%, disagree 9.2%, neither agree nor disagree 11.1%, agree 50.7% and strongly agree 27.1% and that the county members of staff were always satisfied with decisions made, county government decisions and actions were fair always and impartial.

Furthermore, the respondents agreed that county governments often outsource technical support in decision making and, that a decision support system was always used in the county to aid in decision making. Such decision support systems, it was agreed, would always lead to improved service delivery. Lastly, it was clear that informal systems were often used to process, disseminate and ensure feedback of information from various sources. This agrees with Deegan and Drake (2009) who says that there is need to have agreed own values and processes on decision making processes that agree with all people.

The researcher went on to establish the opinions of the respondents regarding the problems encountered in county governments in relation to shared decision making using open ended questions. As shown in Appendix V111, there were various problems faced by county governments in relation to shared decision making. The most important ones were: top-down decision making whereby people at lower levels in county government were not considered in decision making. There was also discrimination, ignoring minority voices from workers, decision only done by seniors, dictatorship, exclusion of some workers, intimidation and not taking workers decisions seriously. It was clear that there were long procedures of decision making, absence of proper procedures, lack of clear structures, poor systems, no protocol, overreliance on informal means, lack of coordination, poor vertical and horizontal information sharing mechanisms and chaos. Shared decision making was also imperiled with personal bias, lack of accommodation of divergent views and lack of proper consultation in corroboration. This contrasts Deegan and Drake (2009) who sees consultation as a major way in which shared decision making can be enhanced. There were also high levels of centralization of decision making to a few people, bureaucracy and top-down decision making whereby junior staff were not considered. In some instances, there were long debates before decisions were made, delayed consideration, lack of quorum, empty talk, political influence, external influence, unjustified opposition and competition. In some cases, decisions were made hurriedly, there was lack of clarification of information received, there were poor decision support system and weak enforcement of decision making policies.

The researcher further to find out ways in which problems to shared decision making could be overcome. In this regard, an opened ended question was presented to the respondents. The responses obtained as presented in Appendix 1X show that there were various ways in which challenges to shared decision making could be solved. These included; ensuring team work, inclusivity, and consideration of every one, participation of all members and accommodation of all views. In addition, it was pertinent to ensure that decision making was not centralised. Procedures need to be shortened, decision sharing policies formulated, laws and regulations enacted and clear management structures developed. This would lead to separation of duties. This

buttresses the findings of Deegan and Drake (2009) who says that there should be well stipulated processes on decision making processes that agree with all people. There was also need to ensure horizontal decision making, consultation before implementing projects, reduction of political meddling in decision making processes, use of modern technology and, cultivation of fairness and openness. Lastly, there was need for authority follow-up (enforcement of decision making policies), respect of one another and maturity, logical debates, proper and modern assembly building, regular human resource development and, initiation of a culture of logic and reasoning.

4.4.4 Descriptive Analysis for Work Force Autonomy

Çekmecelioğlu and Günsel (2011) described autonomy as the perception of self-determination with respect to work procedures priorities and goals. According to Iqbal (2013) autonomy is related to three aspects, namely, ability to choose goals, ways to accomplish these goals and timing to achieve these goals Workforce autonomy refers to a degree or level of freedom and discretion allowed to an employee over his or her job. The fourth task was to examine the influence of work force autonomy on service delivery by county government workers. Ten items in a Likert scale and open-ended questions were presented to the respondents. The responses obtained were analyzed and presented in Table 4.4.

Table 4.4: Responses on Work Force Autonomy

Opinion Statement	SA %	D %	NA/D %	A %	SA %	Mean	Std. Dev.
Exist a clear departmental policy on workforce autonomy	1	5.8	7.3	68.6	17.3	3.95	0.756
My county assembly have vision, mission and core values	0.5	3.2	16.9	49.2	30.2	4.05	0.804
County assembly mission and core values are all focused to the county vision, mission and core values	0	5.6	22.1	52.3	20	3.87	0.795
To improve service delivery in the county assembly members are always facilitated to exercise innovation and creativity	2.1	8.3	21.2	49.7	18.7	3.75	0.926
Majority of members in my county assembly are always competent and confident when executing their duties	1.5	14.3	20.4	41.8	21.9	3.68	1.019
Service delivery of an individual always depends on competency in carrying out duty	0.5	9.9	23.4	45.3	20.8	3.76	0.912
A special committee monitors effectively how duties are executed	1.6	18	21.9	44.3	14.2	3.51	0.999
There is a committee that often evaluates service delivery of individuals in my county assembly	2.1	19.3	18.2	46.4	14.1	3.51	1.023
County assembly always evaluate implementation of policies on quarterly basis	3.6	16.8	14.8	45.9	18.9	3.6	1.084
County assembly do not evaluate implementation of policies in my department	24.9	27.5	18.7	22.3	6.7	2.59	1.264

N=167; No. of Items=10; Cronbach's Alpha=0.806.

SD=Strongly Disagree; D=Disagree; NA/D=Neither Agree nor Disagree; A=Agree; SA=Strongly Agree

The results in table 4.4 indicates that three items had standard deviation of more than 1.0 which shows there were extremes in the scoring. However, six items had standard deviation of less than 1.0 which shows there were no extremes in the scoring hence the items were good measure. All the items obtained had means of more than 3.0 except the last item which was a control item. This control item “county assembly do not evaluate implementation of policies in my department”, was rated 2.59, which lies in the disagree segment. As such, it is evident that there was evaluation of implementation of policies in the various government departments at the counties. The respondents went on to agree that there exists a clear departmental policy on workforce autonomy as indicated in percentage; strongly disagree 1%, disagree 5.8%, neither disagree nor agree 7.3%, agree 68.6% and strongly agree 17.3% (the second highest rating at a mean of 3.95). The respondents also agreed the highest level of agreement (weighted mean of 4.05), that the county government had a vision, mission and core values. This echoes the findings of Peter (2008) who pointed out that those in leadership positions need to create a climate in their organization that will encourage others to take risks, to confront the formal leader and others in the organization to disagree and to exhibit acts of leadership, key attributes of workforce autonomy.

It was evident that the county government had mission statements and core values which were focused to the county vision, mission and core values as indicated in the percentage; strongly disagree 0%, disagree 5.6%, neither agree nor disagree 22.1%, agree 52.3% and strongly agree 20%. In order to improve service delivery in the county government the findings show that members of staff were always facilitated to exercise innovation and creativity. This agrees with Moxley (2008) who opines that workforce autonomy holds the organization together in a productive way and that holding individuals accountable for their contributions to collective results enhances their innovativeness and creativity. In addition, it was evident that the majority of members in the county government were always competent and confident when executing their duties. The respondents also agreed that service delivery of an individual always depended on competency in carrying out duty. The next two items on the presence of committees overlooking service delivery were rated equally (mean

3.51). As such, it was evident that there was a special committee that monitored effectively how duties were executed. Such a committee often evaluated service delivery of individuals in the county assembly. The findings reveal that the county governments always evaluated implementation of policies on quarterly basis.

The researcher went on to establish the opinions of the respondents regarding the problems encountered in county governments in relation to workforce autonomy using open ended questions. The responses obtained as presented in Appendix X show that one of the major challenges faced was lack of autonomy. County workers were also faced with incompetence and lack of human resources policy. There was also no vision document (in disparity with the likert-type items which showed the presence of such a document). This means that some of the people who responded to the open-ended questions may not know the presence or the contents of such a document. The responses further suggested that there was absence of clear policy, poor coordination from members and poor monitoring and evaluation frameworks. In addition, there was prevalence of poor workers' performance, incompetence, lack of training, inadequate capacity, lack of creativity and innovativeness and motivation. This contrasts Broeck, Vansteenkist, Witte, Soenens, and Lens (2010) who opines that when people are intrinsically motivated, they find greater enjoyment in what they are doing, they are more engaged with their work and they have higher job satisfaction. They are also more persistent in the face of difficulty. In other words, they perform better and exercise their potential.

Workforce autonomy was also challenged by the leadership styles of seniors such as over supervision, dictatorship, manipulation, intimidation and threats. There were also incidences of poor representation where some county government workers were not involved in decision making, poor payment, poor motivation, demoralization, lack of commitment among employees, a lot of politics, overreliance on top management and instances of lack of support from seniors. In some cases, employees were overworked and this thwarted their ability to perform well. Working was also challenged with lack of flexibility in work process where bureaucracy reigned. These findings corroborate the work of Houghton *et al.* (2008), Lipman-Blumen and

Leavitt (2009) who posits that workforce autonomy enhances flexibility and quick response capabilities necessary to stay competitive in their business.

As shown in Appendix XI, the respondents made suggestions on ways in which problems to workforce autonomy could be dealt with. To begin with, the respondents pointed out that there was need to have dialogue on tricky issues, accommodate of all views and have consideration of workers. It was also necessary to hold seminars for the staff, offer training staffs, hire qualified staff, educate staff on autonomy, ensure that there was skilled workforce and undertake capacity building initiatives. This is line with Benson and Voller (2010) who defined autonomy as an ability that has to be acquired (through learning, by being taught or by self-learning). There was also need, to ensure that human policies were in place, that there was clear understanding of each participants' roles, explicit understanding of all systems in all departments, separation of power from executive, decentralisation, institution of clear structures, separation of departments, creation of a vision and mission statement in the departments that were lacking, streamlining of activities per department, effective management and clear direction of power and authority. It was also suggested that there was need to motivate members of staff, ensure timely disbursement of funds, ensure better salaries, empower workers economically, mobilize more resource for all departments, reduce over supervision, favoritism, end discrimination, reduce overworking by having enough workers and ensure the implementation of sound policies. Other important ways of enhancing workforce autonomy are de-politicisation of county, having enough resources for projects implementation, monitoring and evaluation and ensuring innovativeness.

4.4.5 Descriptive Analysis for National Government Policies on Resource Distribution, Monitoring and Evaluation

Kenya's approaches to resource sharing have focused almost exclusively on need, often measured by rough proxies which is extreme in comparison to other countries that have used more refined measures and have also looked at other principles, such as capacity and effort. Policy makers at both national and county levels discuss how to design new programs and revise existing resource distributions. The legal mechanisms spelt out in the Constitution of Kenya 2010, have necessitated the development of Monitoring and Evaluation (M&E) systems for county governments. The Constitution also requires adherence to principles of good governance and transparency in the conduct and management of public programmes/projects (Constitution of Kenya, 2010; The County Governments Act, 2012). The fifth objective of the study was to find out the moderating effects of the national government policies on resource distribution, monitoring and evaluation on the relationship between shared leadership and service delivery by county government workers in Kenya. The respondents were presented with eight Likert-type statements and open-ended questions. The results obtained were analyzed and presented in Table 4.5.

Table 4.5: Responses on National Government Policies on Resource Distribution, Monitoring and Evaluation

Opinion Statement	SD %	D %	NA/D %	A %	SA %	Mean	Std. Dev.
There exist a clear policy on resource allocation	4.6	7.6	7.6	67.5	12.7	3.76	0.931
Resources are always allocated to all the departments fairly and equitable	8	13.6	11.6	49.2	17.6	3.55	1.166
There exist an effective anti-corruption policy	6.5	15.6	23.6	40.7	13.6	3.39	1.104
Resources and Revenue collected are usually used free from political interference	16.3	20.4	24	28.6	10.7	2.97	1.256
The county always collects adequate revenue to sustain itself	12.2	25.4	15.3	32.8	14.3	3.12	1.279
There is always high level of accountability and transparency in this country	8.6	23.2	13.6	31.8	22.7	3.37	1.294
Revenue potential assessment studies are often regularly done	7.2	21.5	19.5	31.8	20	3.36	1.224
Proper monitoring of funds and resources is not done in all departments by the national government	14.1	17.7	22.7	28.3	17.2	3.17	1.301

N=178; No. of Items=8; Cronbach's Alpha=0.783

SD=Strongly Disagree; D=Disagree; NA/D=Neither Agree nor Disagree; A=Agree; SA=Strongly Agree

Results indicate that seven items had a standard deviation above 1.0 with the highest being 1.301. This shows that the respondents were spread to the positive and to the negative hence the high standard deviation witnessed. The highest standard deviation shows there were extremes in the scoring. The means obtained ranged between 2.97 and 3.79 and seven items had a mean of above 3.0. This shows that the respondents took a general positive position (3.0) that agreed with the items. On the item on existence of clear policy on resource allocation the respondents agreed as per the percentage; strongly disagree 4.6%, disagree 7.6%, neither disagree nor agree 7.6%, agree 67.5% and strongly agree 12.7%. This agrees with Mwangi (2013) who elicits that there is a clear system of resource allocation in Kenya whereby 15% of all national revenue is allocated to counties in an equitable way based on predetermined parameters; that resources were always allocated to all the departments fairly and equitably and that; there exist an effective anti-corruption policy. These findings are interesting since corruption was mentioned as a major challenge facing government work processes in the findings on the other study variables.

The respondents went on to disagree (mean of 2.97) with the statement that “resources and revenue collected are usually used free from political interference”. This agrees with the findings obtained earlier on under widespread communication, shared responsibilities as well as on workforce autonomy that there was some form of political influence in government business. The respondents went on to agree that the county always collects adequate revenue to sustain itself. This is also interesting since the respondents repeatedly pointed out that there was lack of sufficient resources to facilitate communication and other work related activities in the government. The possible explanation for this scenario is that adequate resources are collected but they are mismanaged. The findings show agreement, though weak that there was always high level of accountability and transparency in the country. This agrees with Burugu (2010) who points out that there is need for high level accountability within the process of resource utilization in the country. This is also in disparity with the findings that there existed corruption in service delivery. The possible explanation for this is that some respondents might not want to be seen as perpetrators of corruption (personal bias).

Lastly, the respondents also agreed that revenue potential assessment studies were often done regularly. It was also evident that proper monitoring of funds and resources was not done in all departments by the national government. These findings further agree with Burugu (2010) who posits that there should be thorough resource utilization of government resources so as to ensure accountability. This agrees with prior findings that there lacked enough resources to undertake monitoring and evaluation activities in the counties.

An open-ended question was posed to the respondents to obtain their views on challenges faced by the national government in relation to resource distribution, monitoring and evaluation. The results as presented in Appendix XII show that the major challenges facing national governments include: corruption, lack of monitoring resources, politics, lack of timely disbursement of resources, lack of transparency, misuse of funds, lack of accountability, mismanagement and theft. These were challenges related to lack of supervision, inadequate funding and poor mode of disbursement (not up to standard). This is in disagreement with Mwangi (2013) who posits that there are good strategies for resource utilization in the country. Other challenges were; failure to meet budget projections hence allocations delaying service delivery, insufficient funding and resources not evenly distributed. The national governments were also imperiled with lack of coordination, rigid system, poor control, lack of following rules and procedures, weak controls, lack of clear laid down structures in counties, poor follow-up and political meddling, control by high authority (patronage), power cartels, manipulation and lack of public participation. Lastly, it was pointed out that there were instances of incompetence of workers, inadequate workforce, poor road network and lack of proper guidelines on marginalized areas.

The respondents went on to suggest ways of overcoming challenges faced by the national government in relation to resource distribution, monitoring and evaluation as presented in Appendix XI11. These include: ensuring proper utilization of funds (in agreement with Burugu (2010) tightening grip on financial control, accountability, thorough check-ups, proper monitoring, proper auditing, proper management, checks

and balance, reducing bottlenecks in resource allocation and revenue assessment. It was also important to sack all corrupt officials, fight grand theft and charge suspected corrupt people. In this light, it was suggested that corruption could be dealt with by empowering Ethics and Anti-Corruption Commission (EACC). There was also need to conduct investigations and dismantle cartels. The government need to avoid politicizing everything, enhance public participation, allow the youth to participate in resource distribution and ensure fairness. It was suggested that resources needed to be released with a tagged target, there was need for equitable allocation (this means that the Fourth Schedule of Kenya's constitution of 2010 should be closely adhered to) and funding should be increased. Allocation of resources needed to be done promptly and need for open procurement. Since corruption took place in procurement processes, there was need to delegate a committee to supervise, member coordination and supervise all the work. Lastly, it was imperative to have policies on guidelines on marginalized areas, improve road network, decentralize services and improve on technology.

4.4.6 Descriptive Analysis for Service Delivery

According to Abe and Monisola (2014) service delivery is an essential function in the relationship between government and citizens and that government performance is measured by service delivered to its people through its workers. The research sought to find out the state of service delivery by county government workers. To this, ten Likert-type statements and open-ended questions were presented to the respondents. The findings obtained were presented in Table 4.6.

Table 4.6: Responses on Service Delivery by County Government Workers

Opinion Statement	SD	D	NA/D	A	SA	Mean	Std. Dev.
	%	%	%	%	%		
Am aware that the county has an effective policy on service delivery	1	3.5	9.5	67.5	18.5	3.99	0.716
The county often undertakes periodical monitoring and evaluation to ensure compliance with the budget	1.5	8	14	56	20.5	3.86	0.886
The county funds are usually utilized on programmed activities	3.7	6.3	25.7	47.1	17.3	3.68	0.956
The county often undertakes periodical monitoring and evaluation to ensure compliance with the strategic plan and budget	2	9.2	28.1	40.3	20.4	3.68	0.968
The county has good strategic plan	0.5	8.2	19.6	47.8	23.9	3.86	0.892
Workers in my county assembly usually meet deadlines in execution of duty	3.1	18.4	19.4	41.8	17.3	3.52	1.074
Workers in my county assembly are fully motivated	7.5	15.1	21.5	41.9	14	3.40	1.131
Clients seeking services at the county offices are always satisfied by how they are served	6.1	15.3	19.9	42.9	15.8	3.47	1.116
County residents are always satisfied with the services offered in terms of water supply, health services, rural roads, education and food production	11.6	18.6	22.6	37.2	10.1	3.16	1.185
Service delivery by county government workers would be more effective if decision-making tools are improved	3.5	11.6	17.1	32.2	35.7	3.85	1.136

N=162; No. of Items=10; Cronbach's Alpha=0.841

SD=Strongly Disagree; D=Disagree; NA/D=Neither Agree nor Disagree; A=Agree; SA=Strongly Agree

From the responses obtained five items had standard deviation above 1.0 the highest being 1.185. This shows that there were extremes in the scoring. The (means) of all the items ranged between 3.16 and 3.99 which indicates that the respondents agreed with all the items presented to them. To this, the respondents agreed that they were aware that the county had an effective policy on service delivery. In addition, it was clear that the county often undertook periodical monitoring and evaluation to ensure compliance with the budget. This is interesting since some of the study findings show that there was some form of resource mismanagement. The respondents agreed that the county funds were usually utilized on programmed activities as per the percentages; strongly disagree 3.7%, disagree 6.3%, neither agree nor disagree 25.7%, agree 47.1% and strongly agree 17.3%. The county often undertook periodical monitoring and evaluation to ensure compliance with the strategic plan and budget; Strongly disagree 1.5%, disagree 8%, neither agree nor disagree 14%, agree 56% and strongly agree 20.5%. This agrees with Upadhaya, Munir and Blount (2014) who points out that service delivery in devolved governments should have evaluation mechanisms pegged on predictors of service delivery conditions and behaviors' that have been shown over time to lead to better service delivery. The results also show that the county had a good strategic plan; workers in the county government usually met deadlines in execution of duty and that; workers in the county were fully motivated. This is a departure from earlier findings that find lack of motivation as a problem facing county governments.

The findings also show that clients seeking services at the county offices were always satisfied by how they were served and that county residents were always satisfied with the services offered in terms of water supply, health services, rural roads, education and food production. This disagrees with the findings that show that there often complaints from the public on service delivery. Lastly, the findings show that service delivery by county government workers would be more effective if decision-making tools were improved. This agrees with the proposition of respondents who point out that counties were faced with lack of clear policies and management tools such as strategic plans and communication strategies.

The researcher went on to find out the challenges faced by county workers as they offered services. The findings obtained were presented in Appendix XIV. The respondents highlighted various challenges faced by county government workers as they offer services. These include; low motivation, inadequate facilitation, poor working conditions, lack of adequate resources, political influence and low wages. Other challenges included; poor working conditions, unconducive work environment, long working hours, poor communication and lack of strategic plan. Since Upadhaya, Munir and Blount (2014) shows that performance is a package of behaviors around strategic planning and programming these findings show that it may be hard for county governments to gauge its level of service delivery without strategic plans. The results also show that there was lack of supervision, nepotism, discrimination, lack of respect for others, racism, hate, criticism from the public, disrespect from residents and bad perception about county workers. The workers were also faced with logistical problems such as lack of logistics, lack of transport and poor roads. There were instances of political influence, power cartels, fear, intimidation, threats while working, hostility, ridicule and sabotage. There was also failure to decentralize duties, interdepartmental inefficiency, lack of autonomy, duplication of duties, bureaucracy, corruption, misuse of resources, cultural shocks, language barrier and few workers. Some of the workers in the organization were faced with lack of skills and incompetency. Lastly, service delivery was beset with disagreement between county assembly and county executives, poor public participation and constant boycotts.

The respondents suggested various ways regarding enhancing service delivery among workers. The results of the suggestions obtained were presented in Appendix XV. These were; ensuring that there was clear guidance in executing duties, streamlining resources and adopting effective communication systems. It was also suggested that it is imperative to provide logistics (provide transport and buy more vehicles) ensuring prompt payment, reviewing of salaries, having effective human resource management practices, have proper supervision, support workers, honour labour laws, enhance assessment of employees, have effective communication systems, clear strategic plans and clear guidelines for duties. There was also need to

enhance team building activities, harmonize relationships, ensure proper training, educate on autonomy, ensure that workers were respected and that there was, fairness and respect to county officials. These findings corroborate Burugu (2010) who points out that county staff should focus on the customer, have positive attitude, honesty, preparedness to take initiative and good interpersonal skills. The findings went on to show that it was also important to eradicate nepotism, reduce corruption, have decentralisation of service delivery, reduce overworking staff, increase sharing of resources, depoliticize operations, improve infrastructure such as road network, reduce threats to employees and give room for change when need be. Lastly, it was suggested that there was need to show comparison, creativity and innovativeness.

The researcher sought to find out the respondent's perceptions about indicators of service delivery. As shown in Appendix XVI, the respondents highlighted various ways in which service delivery could be measured. In order of the importance attached to them, these indicators included; improved road network, infrastructure development, completed projects on the ground, improved access to healthcare, improved service delivery, improved access to education and increased literacy. Service delivery could also be measured by finding out the extent to which there was full completion of projects, installation of town street light, reduction of complainants, reduction of demonstration, good feedback from residents, provision of clean water, presence of clean environment and improved security. This agrees with Adelakun (2010) who elicits that Service delivery at the counties could be measured by attainment of targets. Other indicators were job creation, increased food production, enhanced electricity connectivity, reduction of wastefulness in procurement, increased business activity, more public participation in county governance, satisfaction levels of workers, efficiency in some sectors such as ICT, better debt management, increased access to information "statistics do not lie", initiation of new projects, good governance, use of ICT in communication and more allocation of funds to projects.

4.5 Description for the study Variables and Test of Reliability

Cronbach Alpha was used to test for internal reliability of each variable used in the study. Cronbach Alpha can take any value from zero (no internal consistency) to one (complete internal consistency). After each set met the threshold, the items that were retained were aggregated by getting the mean to get specific variables for the study. The 8 items under shared responsibility (X1) were aggregated by getting the average to give (X1) score for each respondent. The 7 items under the widespread communication (X2) were aggregated by getting the average to give (X2) score for each respondent. The 8 items under shared decision making (X3) were aggregated by getting the average to give (X3) score for each respondent. The 9 items under workforce autonomy (X4) were aggregated by getting the average to give (X4) score for each respondent. The 8 items under national government policies (Z) were aggregated by getting the average to give (Z) score for each respondent. The 10 items under service delivery (Y) were aggregated by getting the average to give (Y) score for each respondent. The descriptive for the variables X1, X2, X3, X4, Z and Y are indicated in table 4.7.

Table 4.7: Descriptive Statistics of study Variables

Variable	No. of Items	Cronbach's Alpha	Mean	Standard Deviation
Shared Responsibility	8	0.799	3.72	1.032
Widespread Communication	6	0.721	3.72	0.973
Shared Decision Making	8	0.838	3.46	1.074
Workforce Autonomy	9	0.806	3.63	0.96
National Government Policies	8	0.783	3.34	1.194
Service Delivery	10	0.841	3.65	1.006

The data collection instrument was then confirmed reliable and acceptable for the study. As a rule of thumb, acceptable alpha should be at least 0,7 as posited by Fraenkel and Wallen (2006) so all the variables met the threshold alpha value. The findings as presented in Table 4.7 show that reliability for the variables ranged from 0.721 to 0.841. It was therefore deduced that the internal consistency of the variable was sufficient to measure the study variables adequately. The variables were thus deemed fit for further analysis.

4.6 Normality Test

(a) Kolmogorov-Smirnov and Shapiro-Wilk Tests

The purpose of the normality test was to assess whether the sample was obtained from a normally distributed population. When this assumption is violated the study results are likely to give biased estimates of the parameters (Saunders, 2007). Kolmogorov-Smirnov and Shapiro-Wilk test were used to test the normality of dependent variable (service delivery). The null hypothesis in the Kolmogorov-Smirnov and Shapiro Wilk test of normality is that the data for the variable is normally distributed. The desirable outcome for this test is to fail to reject the null hypothesis. As posited by Field (2009), a test is not significant if its p-value is greater than 0.05. This means that the distribution is not significantly different from a normal distribution. Conversely, significant values ($p < 0.05$) means that the distribution is not normal (significantly different from a normal distribution). The decision rule is such that fail to reject H_0 IF P- Value is greater than the 0.05 alpha level otherwise reject H_0 if P- value is less than 0.05 alpha level.

The hypotheses were stated as; H_0 : The data is normal, H_1 : The data is not normal.

The significant values obtained for all the variables under investigation were less than 0.05. This means that the distribution was different from normal for all the variables. The findings are shown in Table 4.8

Table 4.8: Normality Test

Variable	Tests of Normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Shared responsibility	.094	189	.000	.971	189	.001
Widespread communication	.168	189	.000	.938	189	.000
Shared decision-making	.094	189	.000	.963	189	.000
Workforce autonomy	.095	189	.000	.965	189	.000
National Government policies	.084	189	.002	.974	189	.001
Service delivery by county Government workers	.088	189	.001	.956	189	.000

a. Lilliefors Significance Correction

b) Q-Q Plots

The Q-Q plot, or quantile- quantile plot, is a geographical tool that helps to assess if a set of data plausibly came from some theoretical distribution such as normal or exponential. Q-Q plot is used to check whether variables are normally distributed. It also helps to see at a glance if the assumption that variables are normally distributed is plausible and if not how the assumption is violated and what data points contribute to the violation. It is a scatterplot or a probability plot which issued to compare collections of data or theoretical distribution created by plotting two sets of quantiles against one another. It is a geographical tool that helps to assess if a set of data

plausibly came from the same theoretical distribution such as normal. If both of quantiles came from the same distribution the points form a line that is roughly straight. In order to test the significance departure from normality Q-Q plots were done. As indicated below, normal Q-Q plots of all the study variables were obtained showing the lines representing actual data closely followed the diagonal representing normally distributed data suggesting a normal distribution. The results obtained were presented in Figures 4.1 to 4.16. It is important to understand how data departs from normality since this influences inferential statistical tests on the data such as regressions as elicited by Doan and Seward (2011).

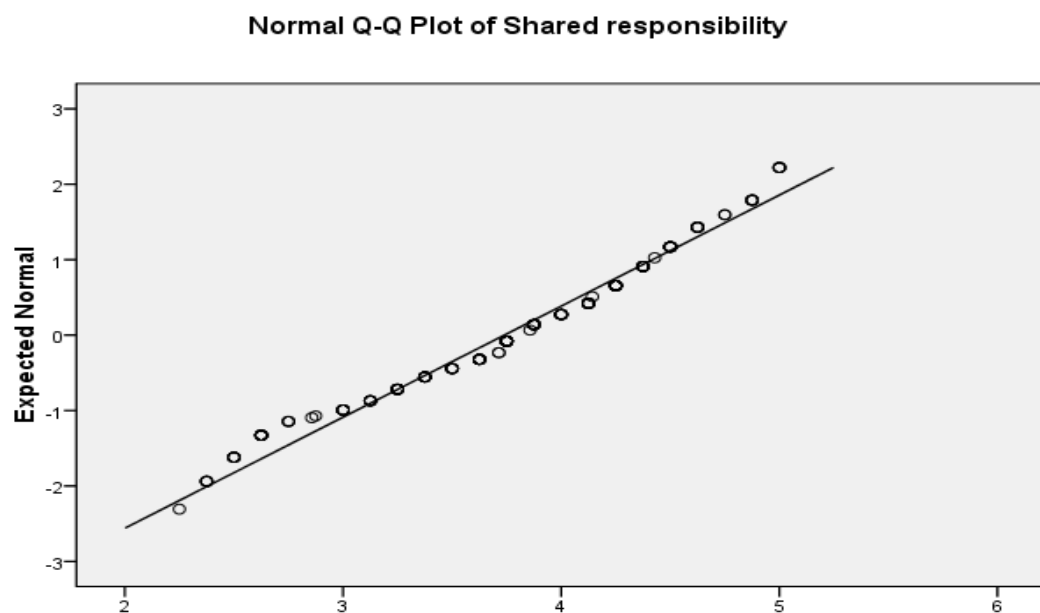


Figure 4.1: Normal Q-Q Plot for Shared Responsibility

Figure 4.1 shows normal Q-Q plot of shared responsibility was indicated that the line representing actual data for the independent variable closely followed the diagonal representing normally distributed data suggesting a normal distribution. It could thus be used to run the regressions.

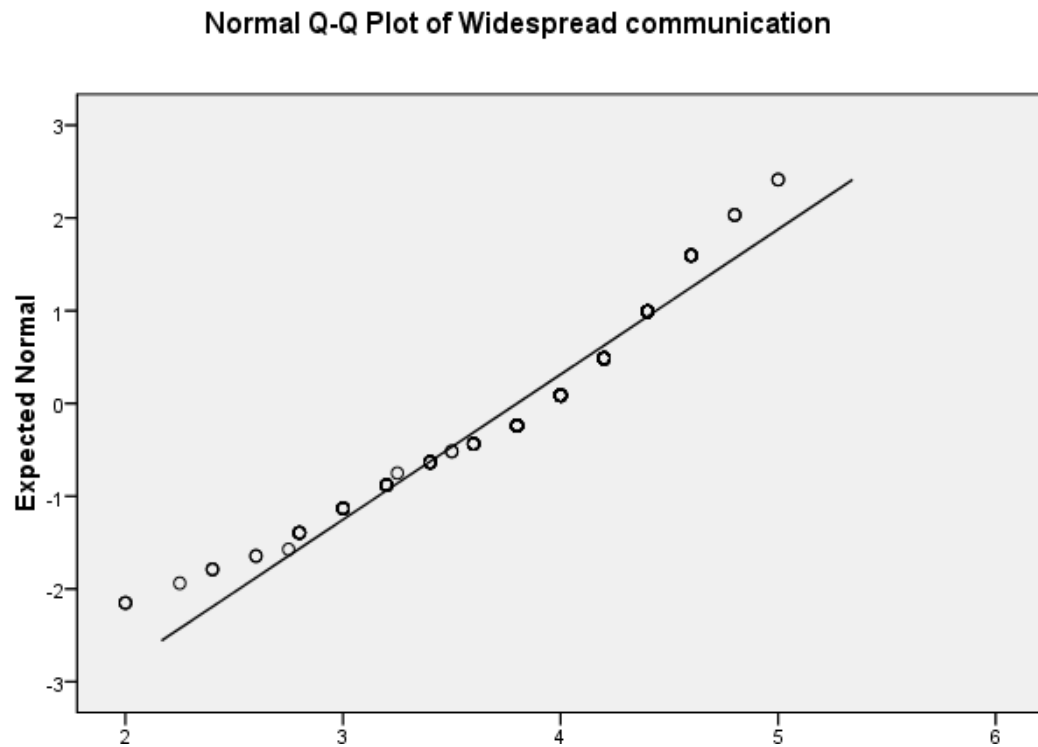


Figure 4.2: Normal Q-Q Plot for Widespread communication

As shown in Figure 4.2, data on widespread communication was distributed along the normal line and did not veer much from it. The points fall along a line in the middle of the graph, as such, the data could be used to run regressions as elicited by Doan and Seward (2011). This shows that the data do not have extreme values

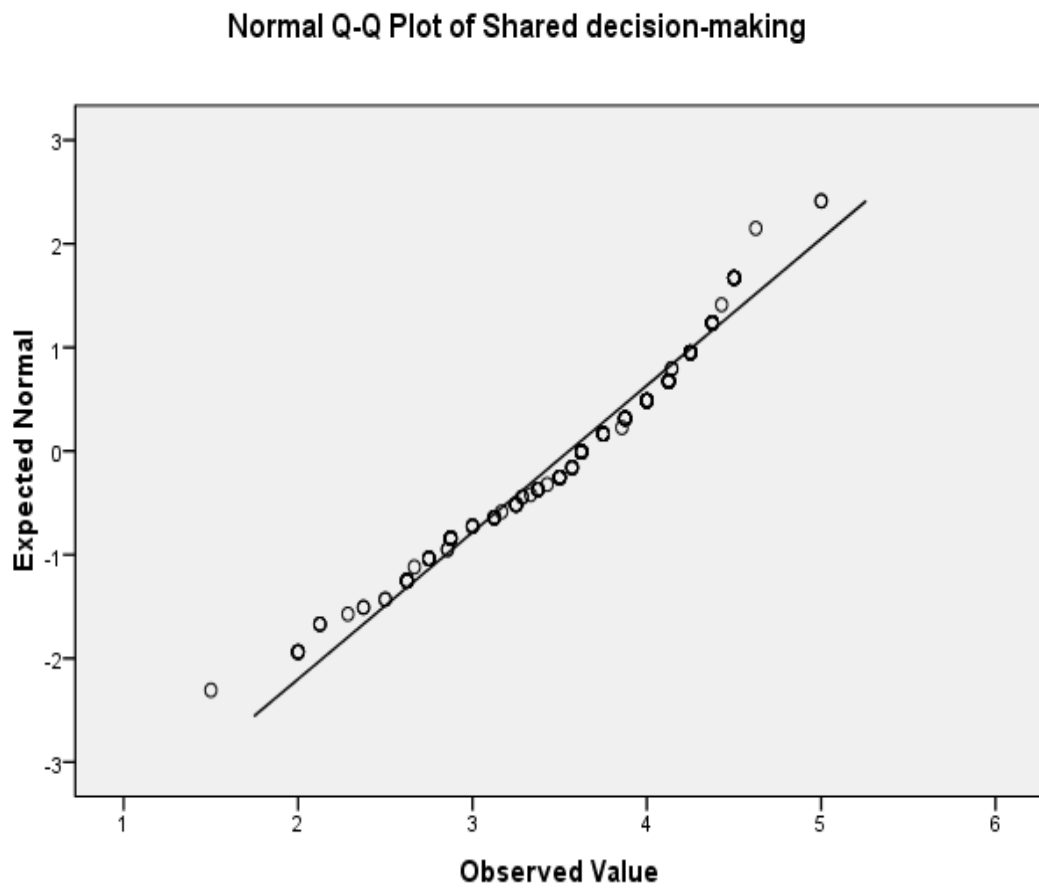


Figure 4.3: Normal Q-Q Plot for Shared Decision-Making

The normal Q-Q plot for shared decision-making as presented in Figure 4.3 shows that the data was closely distributed along the normal line. This shows that the data could be used to run regressions.

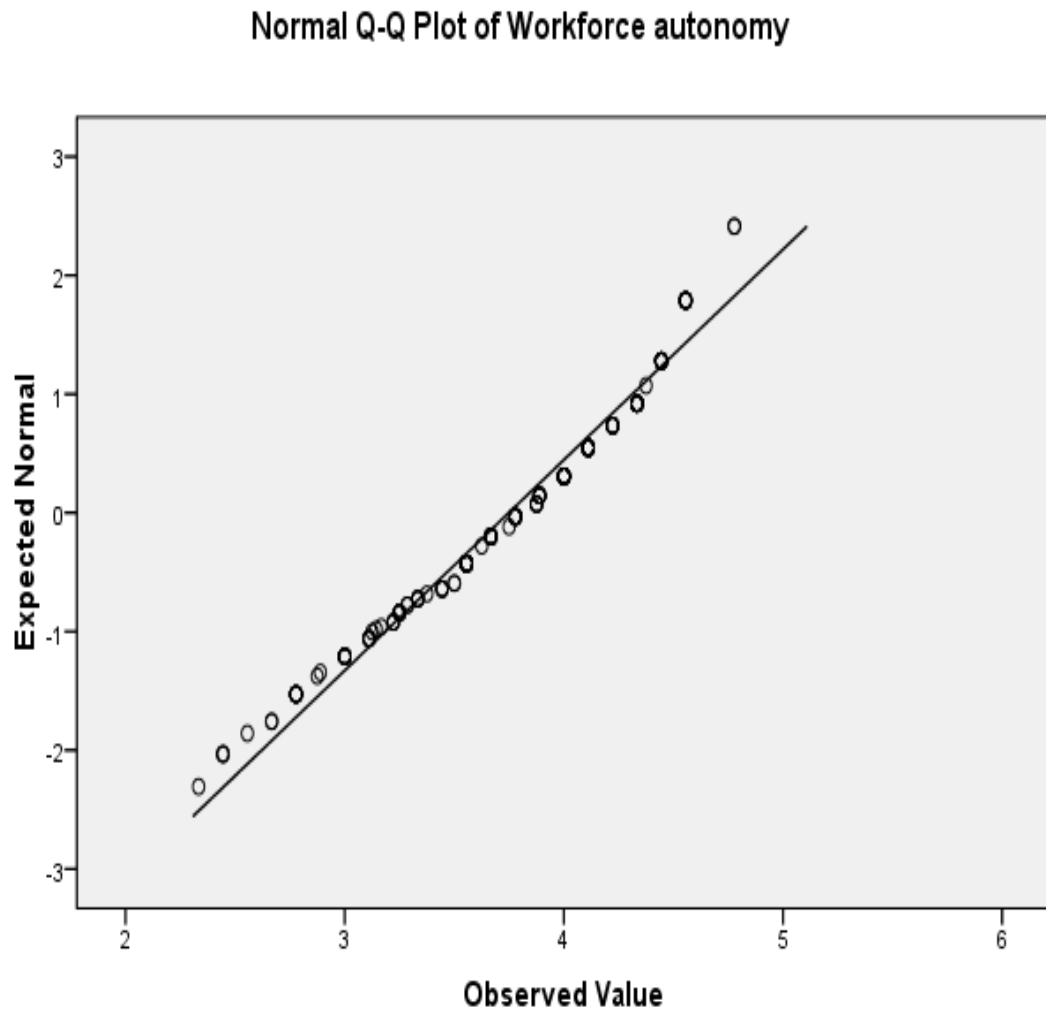


Figure 4.4: Normal Q-Q Plot for Workforce Autonomy

The findings as presented in Figure 4.4 show that the distribution of data on workforce autonomy was close to the normal line. As such, the data could be used in undertaking regression analysis.

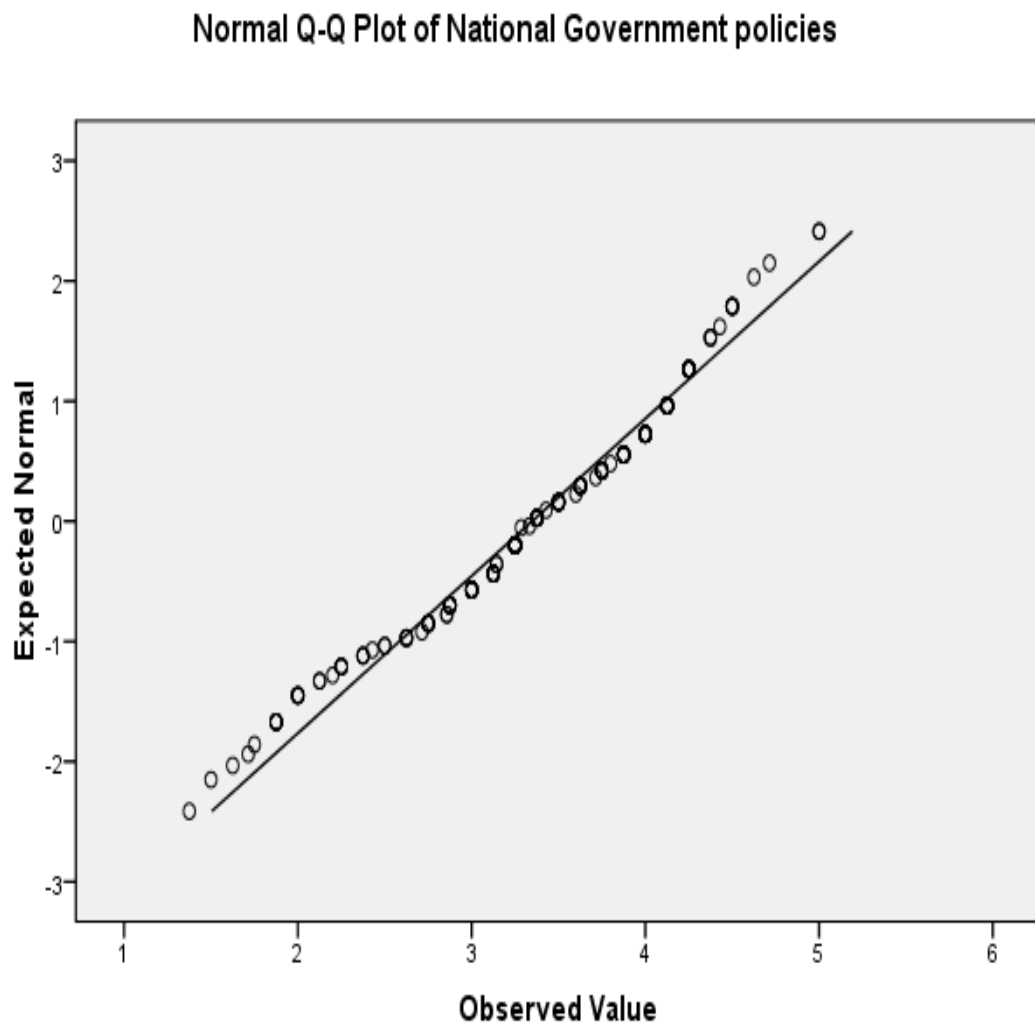


Figure 4.5: Normal Q-Q Plot for National Government Policies

The findings obtained on the distribution of data on national government policies also shows close distribution along the normal line. This thus means that the data could be used to run regressions.

Normal Q-Q Plot of Service delivery by county Government workers

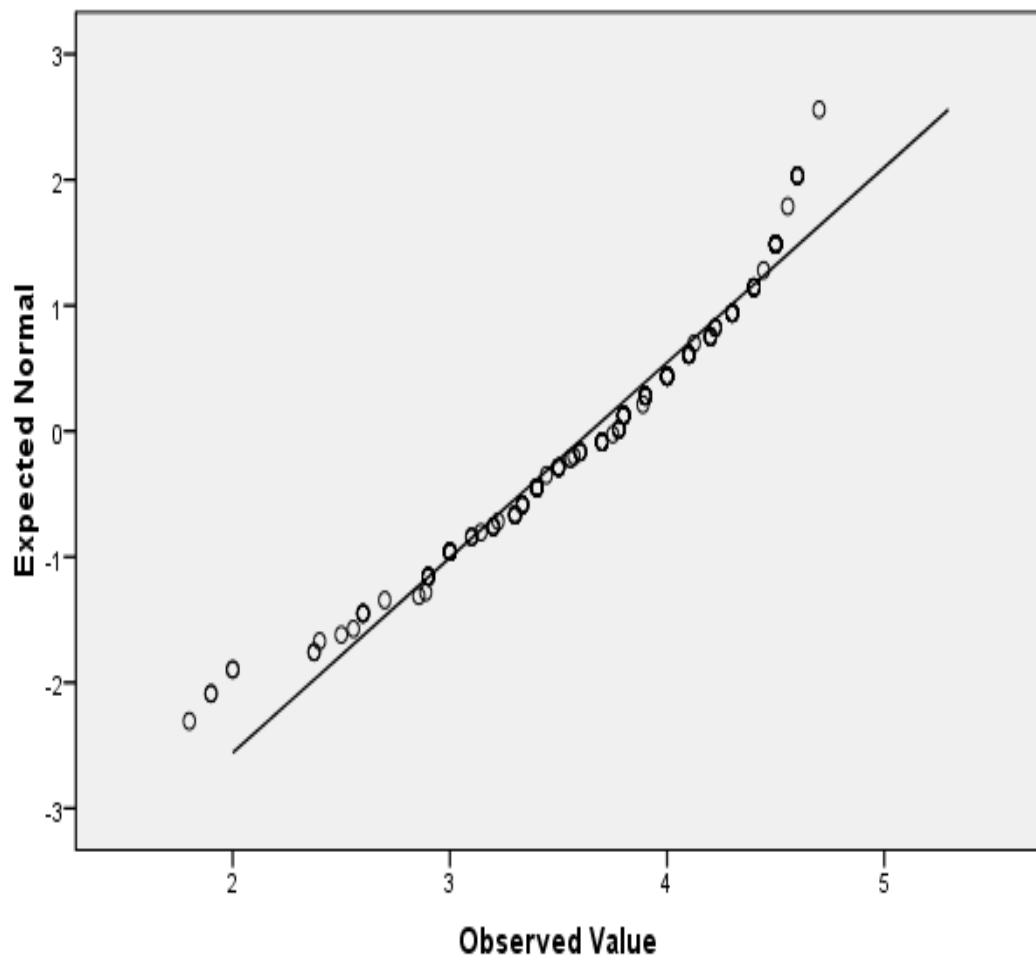


Figure 4.6: Normal Q-Q Plot for Service Delivery by County Government Workers

Although some data departs from the normal line, it is minimal. Indeed, most of the data on service delivery lies along the normal line. This, and as presented in Figure 4.6, shows that the data can be used to run the regressions.

4.7 Correlation Matrix

The researcher used correlation technique to analyze the degree of relationship between two variables with the Pearson correlation coefficient (r), whose statistic ranges from -1 to 1. According to Mugenda and Mugenda (2003) correlation coefficient show the magnitude of the relationship between two variables. If the correlation coefficient is positive (+) it means that there is a positive relationship between the two variables. A negative relationship (-) means that as one variable decreases, the other variable increases and this is known as an inverse relationship. A zero value or r reveals shows that there is no association between the two variables. As shown in Table 4.9, there was positive and significant correlation between the dependent variable and all the independent variables. Furthermore, all the independent variables were positively and significantly correlated. These findings show the variables under investigation could be used to predict the level of service delivery by County Government workers.

Table 4.9: Correlation Matrix

Variable		Service delivery by county Govern ment workers	Shared responsibility	Widespread communicati on	Shared decision -making	Workforce autonomy	National Government policies
Service delivery by county Government workers	Pearson Correlati on Sig. (2- tailed) N	1 200					
Shared responsibilit y	Pearson Correlati on Sig. (2- tailed) N	.416** < 0.001 200	1 208				
Widespread communicat ion	Pearson Correlati on Sig. (2- tailed) N	.609** < 0.001 198	.569** < 0.001 206	1 206			
Shared decision- making	Pearson Correlati on Sig. (2- tailed) N	.534** < 0.001 199	.461** < 0.001 207	.619** < 0.001 205	1 207		
Workforce autonomy	Pearson Correlati on Sig. (2- tailed) N	.617** < 0.001 192	.416** < 0.001 196	.630** < 0.001 194	.618** < 0.001 196	1 196	
National Government policies	Pearson Correlati on Sig. (2- tailed) N	.360** < 0.001 199	.228** 0.001 203	.431** < 0.001 201	.402** < 0.001 202	.388** < 0.001 195	1 203

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

4.8 Linearity Test

Pearson product-moment correlation coefficient (r) which measures the strength of the linear association shows that there were significant and positive correlation between the independent variables and the dependent variable.

Shared responsibility ($r=0.416$; $p<0.001$), Widespread communication ($r=0.609$; $p<0.001$), Shared decision-making ($r=0.534$; $p<0.001$), Workforce autonomy ($r=0.617$; $p<0.001$) and National Government policies ($r=.360$; $p<0.001$).

4.8.1 Linear Relationship between Shared Responsibilities and Service Delivery

(a) Correlation Results on Shared Responsibilities and Service Delivery

The researcher sought to establish the correlation between shared responsibilities and service delivery.

Table 4.10: Correlation Results on Shared Responsibilities and Service Delivery

		Shared responsibility
Service delivery by county Pearson Correlation		
Government workers		.416**
Sig. (2-tailed)		.000
N		200

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

As shown by Pearson Correlation value ($r=0.416$, $P<0.01$), there was moderately strong positive correlation between shared responsibilities and service delivery. These findings agree with Nura (2007) who carried out a study on the practice of shared leadership in Kenya that found out that shared leadership affects the

performance (an aspect of service delivery) in organizations. The findings obtained prompted the researcher to carry out regression analysis between the two variables to investigate the relationship further.

(b) Regression Analysis on Shared Responsibilities and Service Delivery

Table 4.11 presents the results obtained regarding regression analysis on shared responsibility and service delivery.

Table 4.11: Regression Analysis on Shared Responsibilities and Service Delivery

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.416 ^a	.173	.169	.58401		
ANOVA ^b						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	14.158	1	14.158	41.510	.000 ^a
	Residual	67.531	198	.341		
	Total	81.689	199			
Coefficients ^a						
		Unstandardized Coefficients	Standardized Coefficients			
Model		B	Std. Error	Beta	T	Sig.
1	(Constant)	2.142	.237		9.050	.000
	Shared responsibility	.401	.062	.416	6.443	.000

a. Predictors: (Constant), Shared responsibility

b. Dependent Variable: Service delivery by county Government workers

As shown by the R Squared value of 0.173, shared responsibility accounts for 17.3% of variability in the data. However, a significant F-test value ($F=41.510$, $P<0.05$), this supports the findings from correlation analysis which also showed positive relationship between shared responsibility and service delivery. In addition, a

significant standardized Beta coefficient was obtained. This means that the regression model can be used to predict the level to which shared responsibility influences service delivery among county government workers.

The first invariant model was: $Y = \beta_0 + \beta_1 X_1 + \varepsilon$.

Where:

Y = Service Delivery

β_0, β_1 = Regression Coefficients

X_1 = Shared Responsibility

ε = Error Term

Based on the findings obtained the derived fitted model equation was:

$$Y = 2.142 + 0.401 X_1$$

In addition, the standardized B coefficient obtained in this model was significant ($B=0.416$, $t=6.443$, $p<0.001$). This means that the increase of shared responsibility by 1 unit would lead to the increase of service delivery by about 0.416 units when using standardized variables.

Based on these findings, the first null hypothesis (H_0 : shared responsibility has no positive significant influence on service delivery by county government workers in Kenya) was rejected. This shows that there is statistically significant relationship between the two variables. In agreement with Nura (2007) organizations (county governments in the case of this study) should increase shared responsibility in its processes so as to achieve better service delivery.

4.8.2 Linear Relationship between Widespread Communication and Service Delivery

(a) Correlation Results on Widespread Communication and Service Delivery

The researcher went on to investigate the correlation between widespread communication and service delivery. The findings are indicated in Table 4.12.

Table 4.12: Correlation Results on Widespread Communication and Service Delivery

			Widespread communication
Service delivery by Pearson Correlation			.609**
county Government Sig. (2-tailed)			.000
workers			
	N		198

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

A Pearson Correlation value ($r=0.416$, $P<0.01$), was obtained. This shows that there was fairly strong positive correlation between widespread communication and service delivery. These findings partially corroborate those of Nzuve (2008) who argues that communication helps link the organization to the external world that this enhances the performance of the organization (an attribute of service delivery. Based on the correlation findings, regression analysis could be undertaken to investigate the relationship between the variables further.

(b) Regression Analysis on Widespread Communication and Service Delivery

Table 4.13 presents the results obtained regarding regression analysis on widespread communication and service delivery.

Table 4.13: Regression Analysis on Widespread Communication and Service Delivery

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.609 ^a	.371	.368	.51055		
a. Predictors: (Constant), Widespread communication						
ANOVA ^b						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	30.120	1	30.120	115.553	.000 ^a
	Residual	51.089	196	.261		
	Total	81.209	197			
Coefficients ^a						
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	1.351	.216		6.242	.000
	Widespread communication	.605	.056	.609	10.750	.000

a. Predictors: (Constant), Widespread communication

b. Dependent Variable: Service delivery by county Government workers

As shown by the R Squared value of 0.371, the regression model accounts for 37.1% of variability in the data. This makes it a weak model. A significant F-test value (F=115.553, P<0.05) was obtained. This verifies the findings from correlation analysis which showed positive relationship between widespread communication and service delivery.

The second univariate model was: $Y = \beta_0 + \beta_2 X_2 + \varepsilon$.

Where:

Y = Service Delivery

β_0, β_1 = Regression Coefficients

X_2 = Widespread Communication

ε = Error Term

Based on the findings obtained the following fitted model equation was derived:

$$Y = 1.351 + 0.605X_2$$

Furthermore, the standardized B coefficient was significant ($B=0.609$, $t=10.750$, $p<0.001$). This means that the increase of widespread communication by 1 unit would lead to the increase of service delivery by about 0.609 units.

Based on these findings, the second null hypothesis (H_0 : widespread communication has no positive significant influence on service delivery by county government workers in Kenya) was rejected. This shows that there is statistically significant relationship between the two variables. This agrees with to Okumbe (2008) who points out that communication is needed to achieve cooperation among group members and between work groups. As such, county governments should enhance communication processes so as to achieve better service delivery.

4.8.3 Linear Relationship between Shared Decision-Making and Service Delivery

(a) Correlation Results on Shared Decision-Making and Service Delivery

The researcher went on to investigate the correlation between shared decision making and service delivery. The findings are presented in Table 4.14.

Table 4.14: Correlation Results on Shared Decision-Making and Service Delivery

	Shared decision-making
Service delivery by county Pearson Correlation	.534**
Government workers	
Sig. (2-tailed)	.000
N	199

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

A Pearson Correlation value ($r=0.534$, $P<0.01$), was obtained. This shows that there was a strong positive correlation between shared decision making and service delivery. These findings agree with Samha (2011) that involving all stakeholders (sharing) in decision- making can yield the best results. This means that sharing decisions can lead to better service delivery and vice versa. As such, regression analysis could be undertaken to investigate the relationship between the variables further.

(b) Regression Analysis on Shared Decision-Making and Service Delivery

Table 4.15 shared the regression analysis between shared decision making and service delivery.

Table 4.15: Regression Analysis on Shared Decision-Making and Service Delivery

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.534 ^a	.285	.282	.54421		
a. Predictors: (Constant), Shared decision-making						
ANOVA ^b						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	23.278	1	23.278	78.598	.000 ^a
	Residual	58.345	197	.296		
	Total	81.623	198			
Coefficients ^a						
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	1.936	.196		9.868	.000
	Shared decision-making	.481	.054	.534	8.866	.000

a. Predictors: (Constant), Shared decision-making

b. Dependent Variable: Service delivery by county Government workers

As shown in Table 4.15, the R Squared value of 0.285 shows that this regression model can explain 28.5% of the variability in the data. The F-test value ($F=78.598$, $P<0.001$) obtained was significant. This corroborates the findings from correlation analysis which showed positive relationship between Shared decision-making and service delivery.

The third univariate model was: $Y=\beta_0 + \beta_3X_3 + \epsilon$.

Where:

Y =Service Delivery

β_0, β_1 = Regression Coefficients

X_3 = Shared Decision-making

ε = Error Term

Based on the findings obtained the following fitted model equation was derived:

$$Y = 1.936 + 0.481X_3$$

Notably, the standardized B coefficient obtained was significant ($B=0.534$, $t=8.866$, $p<0.001$). This means that the increase of widespread communication by 1 unit would lead to the increase of service delivery by about 0.534 units when using standardized coefficient.

Based on these findings, the third null hypothesis (H_0 : shared decision-making has no positive significant influence on service delivery by county government workers in Kenya) was rejected. This shows that there is statistically significant relationship between the two variables. These findings corroborate those of agree Samha (2011) who opines that that involving all stakeholders (sharing) in decision- making can yield the best results. As such, county governments should have mechanisms for enhancing shared decision-making so as to achieve better service delivery.

4.8.4 Linear Relationship between Workforce Autonomy and Service Delivery

(a) Correlation Results on Workforce Autonomy and Service Delivery

The researcher went on to investigate the relationship between workforce autonomy and service delivery. The findings obtained are shown in Table 4.16.

Table 4.16: Correlation Results on Workforce Autonomy and Service Delivery

		Workforce autonomy
Service delivery by county Pearson Correlation		.617**
Government workers	Sig. (2-tailed)	.000
	N	192

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

The findings obtained show an r value of 0.617, $P < 0.01$. This shows that there is a relatively strong positive correlation between workforce autonomy and service delivery by county government workers. This makes regression analysis tenable so as to investigate the relationship further.

(b) Regression Analysis on Workforce Autonomy and Service Delivery

The researcher undertook regression analysis to investigate the relationship between workforce autonomy and service delivery. This is shown in the following section.

Table 4.17: Regression Analysis on Workforce Autonomy and Service Delivery

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.617 ^a	.381	.377	.50722		
ANOVA ^b						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	30.039	1	30.039	116.758	.000 ^a
	Residual	48.882	190	.257		
	Total	78.920	191			
Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients		Sig.
		B	Std. Error	Beta	t	
1	(Constant)	1.025	.246		4.171	.000
	Workforce autonomy	.702	.065	.617	10.805	.000

a. Predictors: (Constant), Workforce autonomy

b. Dependent Variable: Service delivery by county Government workers

The regression model accounts for the variability in the data by 38.1% (R Squared value of 0.381). This makes it a weak model. A significant F-test value ($F=116.758$, $P<0.05$) was obtained. This agrees with the findings from correlation analysis which showed positive relationship between workforce autonomy and service delivery.

The fourth invariant model was: $Y=\beta_0 + \beta_4X_4 + \varepsilon$.

Where:

Y =Service Delivery

β_0, β_1 = Regression Coefficients

X_4 = Workforce autonomy

ε = Error Term

Based on the findings obtained the following fitted model equation was derived:

$$Y = 1.025 + 0.702X_4$$

Lastly, the standardized B coefficient obtained was significant ($B=0.617$, $t=10.805$, $p<0.001$). This means that the increase of workforce autonomy by 1 unit would lead to the increase of service delivery by about 0.617 units.

As such, the fourth null hypothesis (H_0 : workforce autonomy has no positive significant influence on service delivery by county government workers in Kenya) was rejected. This shows that there is statistically significant relationship between the two variables. As such, county governments should put in place ways of enhancing workforce autonomy so as to strengthen service delivery. This agrees with Denisi *et al.* (2008) that workforce autonomy leads to high level of expertise, an attribute that can lead to enhanced service delivery.

4.8.5 Correlation Results on National Government Policies and Service Delivery

The researcher also undertook correlation analysis between national government policies and service delivery. The findings obtained were presented in Table 4.18.

Table 4.18: Correlation Results on National Government Policies and Service Delivery

		National Government policies
Service delivery by county government workers	Pearson Correlation	.360**
	Sig. (2-tailed)	.000
	N	199

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

From the findings obtained a Correlation value ($r=0.360$, $P<0.01$), was obtained. This shows that there was a fairly weak positive correlation between of national government policies and service delivery. These findings corroborate the work of Adelakun (2010) which shows that adherence to the stipulated mechanism for running devolved governments would enhance service delivery benefit hence leading to growth and development of the county. The study went on to undertake regression analysis to investigate the moderating influence of government policies on the relationship between the study variables.

4.8.6 Joint Influence of Study Variables on Service Delivery

(a) Test of Multicollinearity

In the bid to determine if the Multicollinearity levels would pose a challenge to the study, the researcher conducted regression analysis to generate the Variance Inflation Factor (VIF) value as well as the tolerance levels. The results obtained show that the all the VIF values for shared responsibility, widespread communication, shared decision making, workforce autonomy and government policies in the three models were less than 10 and that the tolerance levels were all more than 0.1. This means that there was no Multicollinearity problem. As posited by Bryman (2012) VIF values of more than 10 indicates Multicollinearity problem. The results were presented together with multiple regression results.

(b) Multiple Regression Analysis

The researcher carried out multivariate regression between the study variables and the dependent variable without moderating variable. The findings obtained are presented in Table 4.19.

Table 4.19: Joint Influence of the Study Variables on Service Delivery

Model Summary								
Model		R	R Square	Adjusted R Square	Std. Error of the Estimate			
1		.699 ^a	.488	.477	.46570			

ANOVA ^b								
Model		Sum of Squares	df	Mean Square	F	Sig.		
1	Regression	38.313	4	9.578	44.165	.000 ^a		
	Residual	40.122	185	.217				
	Total	78.435	189					

Coefficients ^a								
Model		Unstandardized Coefficients		Standardized Coefficients		T	Sig.	Collinearity Statistics
		B	Std. Error	Beta				
1	(Constant)	.463	.253			1.831	.069	Tolerance VIF
	Shared responsibility	.047	.061	.050		.772	.441	.662 1.511
	Widespread communication	.335	.078	.333		4.277	.000	.459 2.180
	Shared decision-making	.109	.066	.120		1.653	.100	.529 1.889
	Workforce autonomy	.360	.084	.314		4.310	.000	.512 1.953

a. Predictors: (Constant), Workforce autonomy, shared responsibility, Shared decision-making, Widespread communication

b. Dependent Variable: Service delivery by county Government workers

As shown by the R Squared value of 0.488, the model can explain the variability in the data by 48.8%. However, a significant F-test value ($F=44.165$, $P<0.001$) was obtained. This shows that there was significant relationship between all the study variables and the dependent variable. However, under the t-test values, only shared responsibility and workforce autonomy had significant t-test variables. This means the overall multivariate regression model cannot be used to predict the contribution of all the variables on the dependent variables. Some of the variables (widespread communication and shared decision making) would have to be left out of the model since they do not pass the significance level criteria.

The multivariate model in the study was:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon$$

As such, the following fitted model equation was derived:

$$Y = 0.463 + 0.047X_1 + 0.335X_2 + 0.109X_3 + 0.360X_4$$

Since only the standardized B coefficients of shared responsibility and workforce autonomy were significant ($B=0.333$, $t=4.277$, $p<0.001$ and; $B=0.314$, $t=4.310$, $p<0.001$ respectively), it can be deduced that increase of shared responsibility and workforce autonomy by 1 unit each, would lead to the increase of service delivery by about 0.333 and 0.314 units respectively in terms of standardized coefficients. These findings show that these two variables are the major predictors of service delivery by county government workers under this model.

4.9 Moderating Effects of Government Policies on Relationship between the Study Variables and Service Delivery

To address multicollinearity and the moderator, the dependent variable and the moderator were centered (subtracting the mean) before fitting the regression models hierarchically.

4.9.1 Moderating Effects of Government Policies on Relationship between Shared Responsibility and Service Delivery

The first variable was entered first, followed by the moderator in stage two and finally the interaction term of the first variable shared responsibility and the moderator. The three models were significant ($P < 0.001$) in all cases as shown in Table 4.20.

Table 4.20: Model Summary for Regression Analysis on the Moderating Effect of Government Policies on the Relationship between the X1 & Y

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.413 ^a	.170	.166	.58495	.170	40.475	1	197	.000
2	.496 ^b	.246	.239	.55894	.076	19.757	1	196	.000
3	.546 ^c	.298	.288	.54070	.052	14.445	1	195	.000
a. Predictors: (Constant), Shared responsibilities									
b. Predictors: (Constant), Shared responsibilities, Government Policies									
c. Predictors: (Constant), Shared responsibilities, Government Policies, Shared responsibility*Government policies									
ANOVA ^d									
Model	Sum of Squares			df	Mean Square	F	Sig.		
1	Regression			13.849	1	13.849	40.475	.000 ^a	
	Residual			67.406	197	.342			
	Total			81.255	198				
2	Regression			20.021	2	10.011	32.043	.000 ^b	
	Residual			61.234	196	.312			
	Total			81.255	198				
3	Regression			24.245	3	8.082	27.642	.000 ^c	
	Residual			57.010	195	.292			
	Total			81.255	198				
Coefficients ^a									
Model		Unstandardized Coefficients		Standardized Coefficients		Collinearity Statistics			
		B	Std. Error	Beta	t	Sig.	Tolerance	VIF	
1	(Constant)	3.633	.041		87.593	.000			
	Shared responsibilities	.398	.063	.413	6.362	.000	1.000	1.000	
2	(Constant)	3.630	.040		91.584	.000			
	Shared responsibilities	.338	.061	.351	5.519	.000	.952	1.051	
	Government Policies	.238	.054	.283	4.445	.000	.952	1.051	
3	(Constant)	3.660	.039		93.560	.000			
	Shared responsibilities	.313	.060	.325	5.245	.000	.940	1.064	
	Government Policies	.225	.052	.267	4.331	.000	.948	1.055	
	Shared responsibility*Government policies	-.260	.068	-.230	-3.801	.000	.979	1.021	
a. Dependent Variable: Service delivery by county Government workers									

On adding the moderator to the model containing X_1 , the F change was significant (F Change =19.757, $P<0.001$). On adding the interaction term, the F-change was significant (F change =14.445, $P<0.001$). This implies that Government policies on resource distribution, monitoring and evaluation significantly moderates the relationship between X_1 (shared responsibility) and Y (Service Delivery). The first null hypothesis (H_0 : shared responsibility shared responsibility shared responsibility has no positive significant influence on service delivery by county government workers in Kenya) is therefore rejected. This implies that the moderator significantly moderates the relationship between (shared responsibility) and Y (Service Delivery).

The relationship is depicted in Figure 4.13.

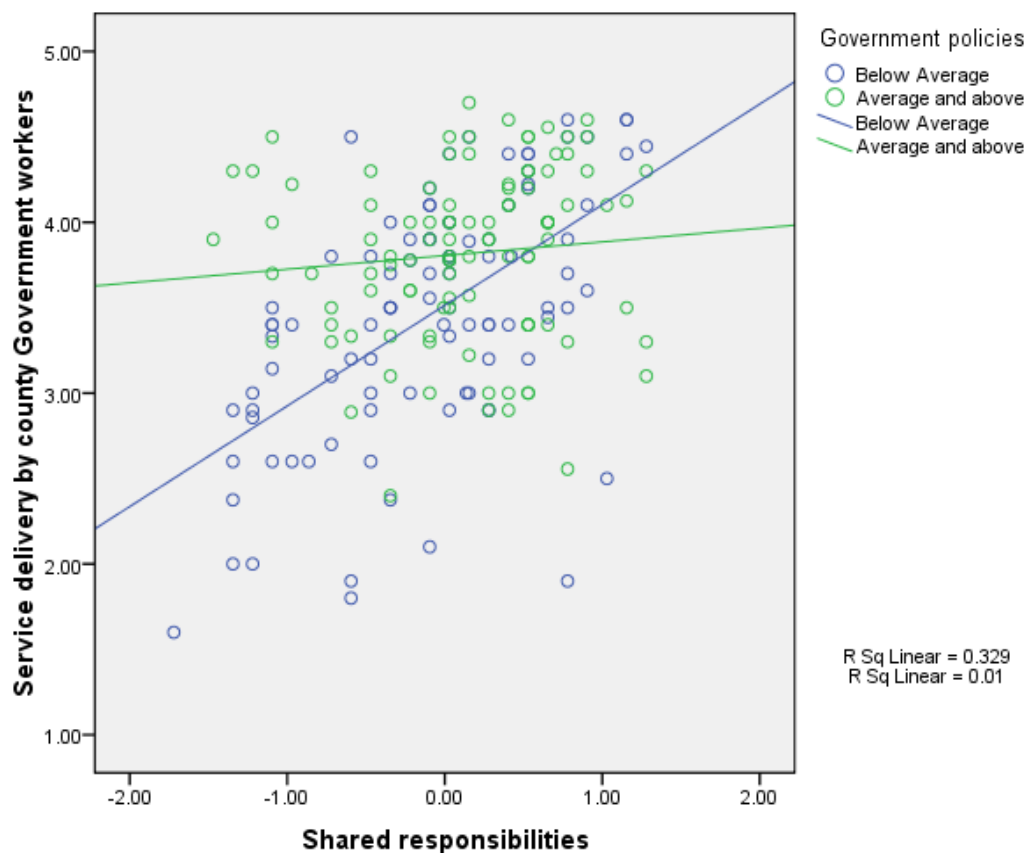


Figure 4.7: Moderating Effect of Government Policies on Relationship between Shared Responsibilities and Service Delivery

The figure 4.7 indicate that service delivery is more when there are shared responsibilities without government policies than when responsibilities are shared and controlled by government policies at the same time. This supports the verdict from the regressions that government policies moderate the service delivery in county governments when there is sharing of responsibilities.

4.9.2 Moderating Effects of Government Policies on Relationship between Widespread Communication and Service Delivery

The researcher went on to investigate the relationship between X_2 (Widespread Communication) and Y (Service delivery). The three models were significant ($P < 0.001$) in all cases as shown in Table 4.21.

Table 4.21: Model Summary for Regression Analysis on the Moderating Effect of Government Policies on the Relationship between the X2 & Y

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.607 ^a	.368	.365	.51171	.368	113.489	1	195	.000
2	.618 ^b	.382	.375	.50733	.014	4.383	1	194	.000
3	.641 ^c	.410	.401	.49681	.028	9.303	1	193	.000
ANOVA ^d									
Model	Sum of Squares			Df	Mean Square	F	Sig.		
1	Regression			29.717	1	29.717	113.489	.000 ^a	
	Residual			51.061	195	.262			
	Total			80.778	196				
2	Regression			30.845	2	15.423	59.920	.000 ^b	
	Residual			49.933	194	.257			
	Total			80.778	196				
3	Regression			33.141	3	11.047	44.757	.000 ^c	
	Residual			47.636	193	.247			
	Total			80.778	196				
a. Predictors: (Constant), Widespread Communication									
b. Predictors: (Constant), Widespread Communication, Government Policies									
c. Predictors: (Constant), Widespread Communication, Government Policies, Widespread responsibility*Government policies									
c. Dependent Variable: Service delivery by county Government workers									
Coefficients ^e									
Model		Unstandardized Coefficients		Standardized Coefficients		t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta				Tolerance	VIF
1	(Constant)	3.596	.037			97.970	.000		
	Widespread Communication	.603	.057	.607		10.653	.000	1.000	1.000
2	(Constant)	3.598	.036			98.836	.000		
	Widespread Communication	.548	.062	.551		8.828	.000	.818	1.222
	Government Policies	.110	.053	.131		2.094	.038	.818	1.222
3	(Constant)	3.643	.039			94.524	.000		
	Widespread Communication	.483	.064	.486		7.511	.000	.730	1.370
	Government Policies	.108	.052	.129		2.106	.036	.818	1.222
	Widespread responsibility*Government policies	-.189	.062	-.181		-3.050	.003	.868	1.152
a. Dependent Variable: Service delivery by county Government workers									

On adding the moderator to the model containing X_2 , the F change was significant (F Change = 4.383, $P < 0.001$). This implies that Government policies on resource distribution, monitoring and evaluation significantly moderates the relationship between X_2 (Wide Spread Communication) and Y (Service Delivery). The second null hypothesis (H_0 : widespread communication has no positive significant influence on service delivery by county government workers in Kenya) is therefore rejected. The relationship is depicted in Figure 4.8

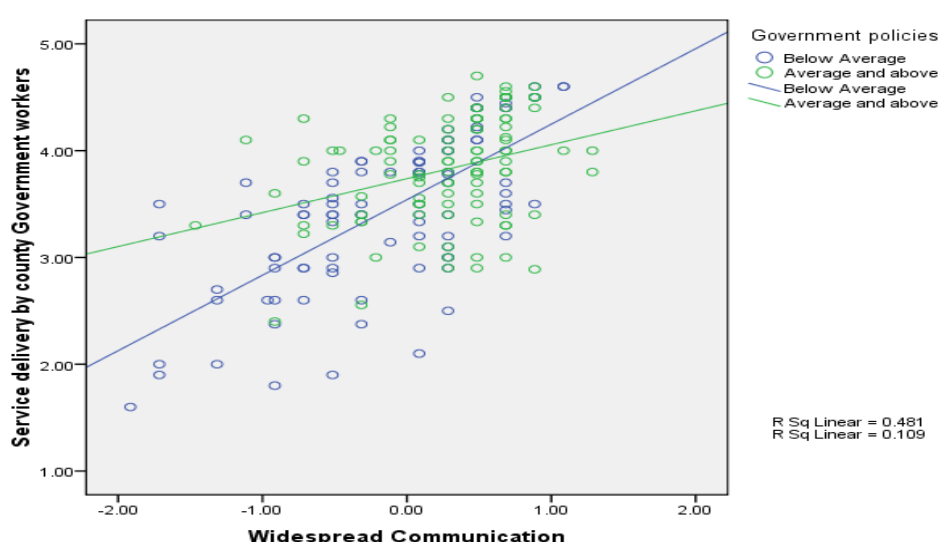


Figure 4.8: Moderating Effect of Government Policies on Relationship between Widespread Communication and Service Delivery.

As shown in figure 4.8 above, service delivery is more when there is widespread communication without government policies than when such communication is controlled by government policies at the same time.

4.9.3 Moderating Effects of Government Policies on Relationship between Shared Decision Making and Service Delivery

Thirdly, the researcher investigated the relationship between X_3 (Shared Decision Making) and Y (Service delivery). The three models were significant ($P < 0.001$) in all cases as shown in Table 4.22.

Table 4.22: Model Summary for Regression Analysis on the Moderating Effect of Government Policies on the Relationship between the X3 & Y

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			
						F Change	df1	df2	Sig. F Change
1	.531 ^a	.282	.278	.54551	.282	76.826	1	196	.000
2	.554 ^b	.307	.300	.53705	.026	7.218	1	195	.000
3	.568 ^c	.323	.312	.53243	.015	4.402	1	194	.000

ANOVA ^d						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	22.862	1	22.862	76.826	.000 ^a
	Residual	58.325	196	.298		
	Total	81.187	197			
2	Regression	24.944	2	12.472	43.241	.000 ^b
	Residual	56.243	195	.288		
	Total	81.187	197			
3	Regression	26.191	3	8.730	30.797	.000 ^c
	Residual	54.995	194	.283		
	Total	81.187	197			

a. Predictors: (Constant), Shared Decision Making

b. Predictors: (Constant), Shared Decision Making, Government Policies

c. Predictors: (Constant), Shared Decision Making, Government Policies, Shared decision making*Government policies

d. Dependent Variable: Service delivery by county Government workers

Coefficients ^a								
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	3.599	.039		92.221	.000		
	Shared Decision Making	.480	.055	.531	8.765	.000	1.000	1.000
2	(Constant)	3.602	.038		93.710	.000		
	Shared Decision Making	.417	.059	.461	7.092	.000	.841	1.189
	Government Policies	.148	.055	.175	2.687	.008	.841	1.189
3	(Constant)	3.633	.041		88.993	.000		
	Shared Decision Making	.390	.060	.432	6.554	.000	.804	1.244
	Government Policies	.138	.055	.163	2.513	.013	.834	1.199
	Shared decision making*Government policies	-.132	.063	-.129	-2.098	.037	.924	1.082

a. Dependent Variable: Service delivery by county Government workers

The findings show that adding the moderator to the model containing X_3 , the F change was significant ($F \text{ Change} = 7.218, P < 0.001$). This implies that Government policies on resource distribution, monitoring and evaluation significantly moderates the relationship between X_3 (Shared Decision Making) and Y (Service Delivery). The third null hypothesis (H_0 : Shared Decision Making has no positive significant influence on service delivery by county government workers in Kenya) is therefore rejected. This means that the moderator significantly moderates the relationship between X_3 (Shared Decision Making) and Y (Service Delivery).

The interaction is shown in Figure 4.9 below.

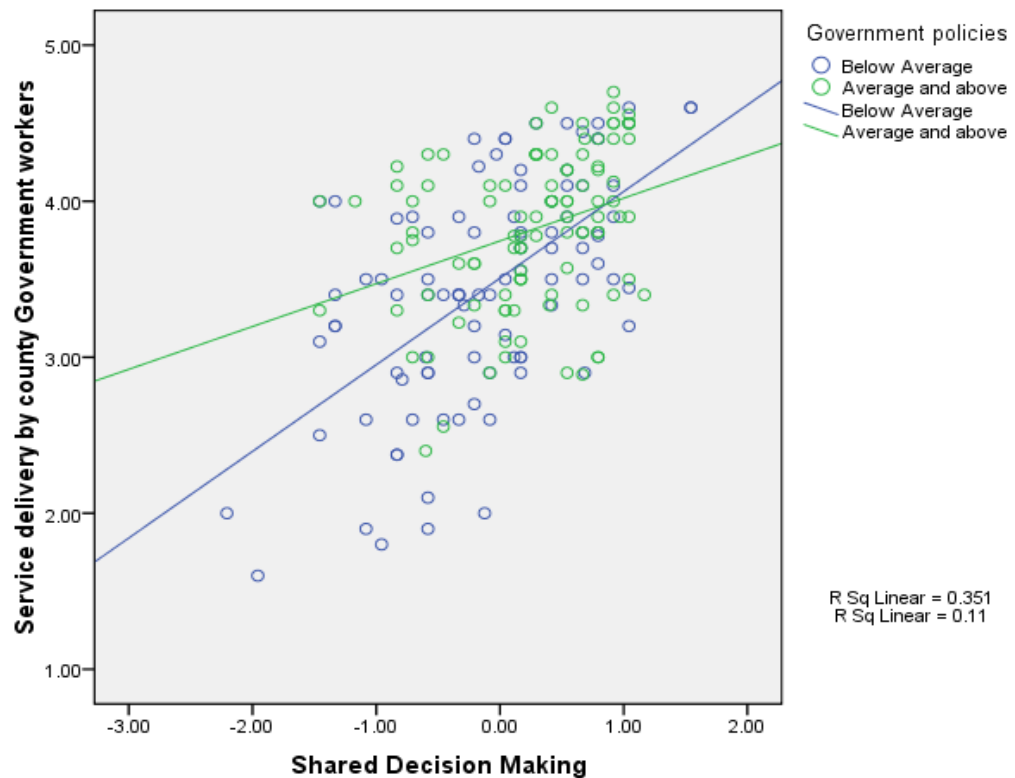


Figure 4.9: Moderating Effect of Government Policies on Relationship between Shared Decision Making and Service Delivery

The findings as depicted in the figure 4.9 above show that service delivery is more when there is shared decision making without government policies than when there is shared decision making and government policies at the same time.

4.9.4 Moderating Effects of Government Policies on Relationship between Workforce Autonomy and Service Delivery

The researcher investigated the relationship between X_4 (Workforce Autonomy) and Y (Service delivery). The three models were significant ($P < 0.001$) in all cases as shown in Table 4.23. (ANOVA Section).

Table 4.23: Model Summary for Regression Analysis on the Moderating Effect of Government Policies on the Relationship between the X4 & Y

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.619 ^a	.384	.380	.50597	.384	117.613	1	189	.000
2	.630 ^b	.397	.391	.50164	.014	4.276	1	188	.000
3	.647 ^c	.419	.410	.49380	.022	7.021	1	187	.000
ANOVA ^d									
	Model	Sum of Squares		df	Mean Square		F	Sig.	
1	Regression	30.110		1	30.110		117.613	.000 ^a	
	Residual	48.385		189	.256				
	Total	78.495		190					
2	Regression	31.186		2	15.593		61.964	.000 ^b	
	Residual	47.309		188	.252				
	Total	78.495		190					
3	Regression	32.898		3	10.966		44.972	.000 ^c	
	Residual	45.597		187	.244				
	Total	78.495		190					
a. Predictors: (Constant), Workforce Autonomy									
b. Predictors: (Constant), Workforce Autonomy, Government Policies									
c. Predictors: (Constant), Workforce Autonomy, Government Policies, Workforce Atonomy*Government policies									
d. Dependent Variable: Service delivery by county Government workers									
Coefficients ^a									
Model		Unstandardized Coefficients		Standardized Coefficients		t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta				Tolerance	VIF
1	(Constant)	3.562	.037			95.208	.000		
	Workforce Autonomy	.703	.065	.619		10.845	.000	1.000	1.000
2	(Constant)	3.566	.037			96.003	.000		
	Workforce Autonomy	.647	.070	.571		9.306	.000	.853	1.173
	Government Policies	.107	.052	.127		2.068	.040	.853	1.173
3	(Constant)	3.605	.039			91.489	.000		
	Workforce Autonomy	.591	.072	.521		8.244	.000	.778	1.286
	Government Policies	.112	.051	.133		2.196	.029	.851	1.175
	Workforce Autonomy*Government policies	-.193	.073	-.155		-2.650	.009	.906	1.104
a. Dependent Variable: Service delivery by county Government workers									

On adding the moderator to the model containing X_4 , the F change was significant (F Change = 7.218, $P < 0.001$). This means that Government policies on resource distribution, monitoring and evaluation significantly moderates the relationship between X_4 (Workforce Autonomy) and Y (Service Delivery). The fourth null hypothesis (H_0 : Workforce Autonomy has no positive significant influence on service delivery by county government workers in Kenya) is therefore rejected. This means that the moderator significantly moderates the relationship between X_3 (Shared Decision Making) and Y (Service Delivery). This means that the moderator significantly moderates the relationship between X_4 (Workforce Autonomy) and Y (Service Delivery).

The relationship is depicted in Figure 4.10

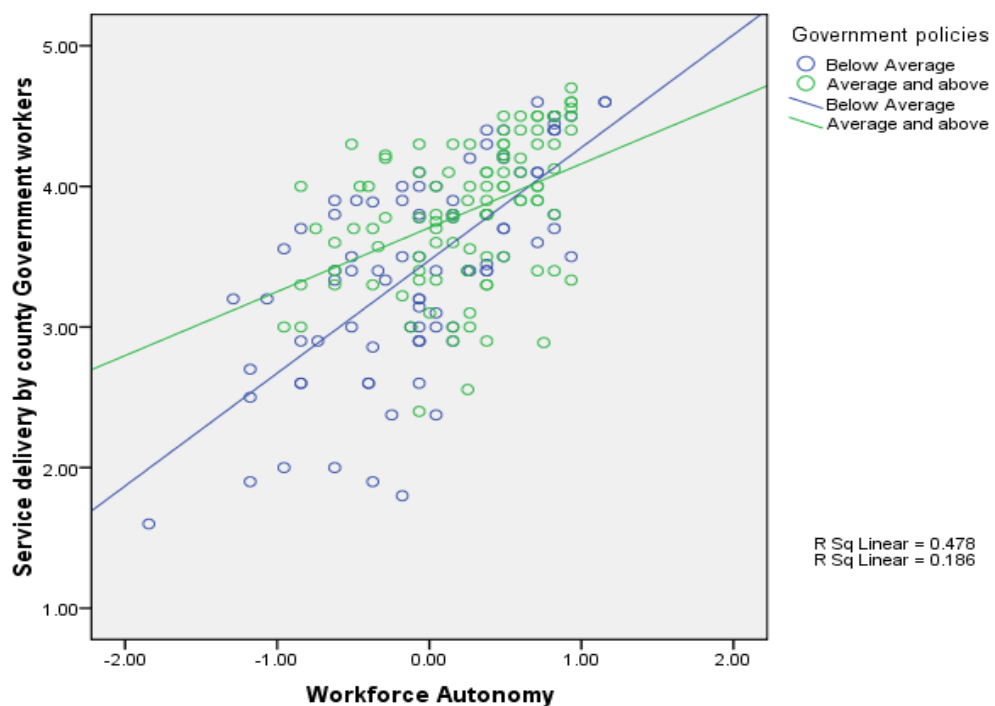


Figure 4.10: Moderating Effect of Government Policies on Relationship between Workforce Autonomy and Service Delivery

The figure 4.10 above indicate that service delivery is more when there is workforce autonomy without government policies than when there is workforce autonomy and government policies at the same time.

4.9.5 Moderation of all the Four Variables

The researcher went on to determine the moderating influence of national policies on the relationship between all the four independent variables and the depended variable (service delivery by county governments).

Table 4.24: Moderation of all the Four Variables

Model Summary										
					Change Statistics					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change	
1	.698 ^a	.487	.475	.46655	.487	43.598	4	184	.000	
2	.699 ^b	.488	.474	.46717	.001	.514	1	183	.474	
3	.721 ^c	.519	.495	.45776	.031	2.900	4	179	.023	
ANOVA ^d										
Model	Sum of Squares			df	Mean Square		F	Sig.		
1	Regression			37.960	4	9.490		43.598		.000 ^a
	Residual			40.052	184	.218				
	Total			78.012	188					
2	Regression			38.072	5	7.614		34.889		.000 ^b
	Residual			39.940	183	.218				
	Total			78.012	188					
3	Regression			40.503	9	4.500		21.477		.000 ^c
	Residual			37.509	179	.210				
	Total			78.012	188					
Coefficients ^a										
			Unstandardized Coefficients		Standardized Coefficients		Collinearity Statistics			
Model			B	Std. Error	Beta	T	Sig.	Tolerance	VIF	
1	(Constant)		3.563	.035		102.141	.000			
	Shared responsibilities		.046	.062	.049	.754	.452	.662	1.511	
	Widespread Communication		.332	.079	.330	4.226	.000	.459	2.180	
	Shared Decision Making		.105	.066	.115	1.581	.116	.529	1.889	
	Workforce Autonomy		.366	.084	.320	4.339	.000	.512	1.953	
2	(Constant)		3.564	.035		101.858	.000			
	Shared responsibilities		.049	.062	.052	.797	.427	.659	1.517	
	Widespread Communication		.321	.080	.318	3.995	.000	.441	2.269	
	Shared Decision Making		.098	.067	.107	1.464	.145	.519	1.926	
	Workforce Autonomy		.359	.085	.314	4.217	.000	.505	1.981	
	Government Policies		.036	.050	.043	.717	.474	.781	1.281	
3	(Constant)		3.606	.038		95.016	.000			
	Shared responsibilities		.049	.061	.051	.797	.426	.644	1.553	
	Widespread Communication		.269	.082	.267	3.262	.001	.402	2.487	
	Shared Decision Making		.114	.067	.125	1.686	.093	.492	2.034	
	Workforce Autonomy		.323	.086	.282	3.769	.000	.478	2.090	
	Government Policies		.037	.050	.044	.731	.466	.750	1.333	
	Shared responsibility*Government policies		-.123	.070	-.111	-1.761	.080	.679	1.472	
	Widespread responsibility*Government policies		-.124	.098	-.118	-1.270	.206	.309	3.239	
	Shared decision making*Government policies		.012	.077	.012	.158	.875	.470	2.126	
	Workforce Autonomy*Government policies		.013	.115	.010	.111	.912	.312	3.209	

a. Dependent Variable: Service delivery by county Government workers

a. Dependent Variable: Service delivery by county Government workers

The four variables were regressed on Y and the model (Multiple regression) was significant ($F(4, 184) = 43.598, P < 0.001$). On adding M to the model containing the four study variables, the change in F was not significant ($F \text{ change} = 0.514, df = 1, P = 0.474$). This implies that M is not a significant predictor of Y in the joint model. On adding the four interaction terms (shared responsibilities, widespread communication, shared decision making and workforce autonomy), the change in F was significant ($F \text{ change} = 2.9, df = 4, P = 0.023$). This implies that M significantly moderates the relationship between the four variables and Y. However, it was not possible to pick which variable was being moderated because the P value for interaction terms were not significant.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the findings, conclusions, recommendations and suggestions on areas for further research as guided by the specific objectives. Five objectives were set for the study from which five hypotheses were formulated.

5.2 Summary of the Findings

The main objective of the study was to establish the influence of shared leadership on service delivery by county Government workers in Kenya. Further, the study examined the relationship between shared responsibilities, widespread communication, shared decision-making, and workforce autonomy and service delivery. The study also sought to evaluate the moderating effect of national government policies on resource distribution, monitoring and evaluation on service delivery by county Government workers in Kenya.

5.2.1 The effect of shared responsibility on service delivery by county Government workers in Kenya

The first objective of the study was to determine the influence of shared responsibility on service delivery by county government workers. The results obtained availed important findings on the influence of shared leadership on service delivery by government workers in Kenya. These findings could have great significance to national and devolved governments in Kenya. From this objective, it was hypothesized that shared responsibility has no influence on service delivery by county government workers in Kenya. The findings show that there was moderately strong positive correlation between shared responsibility and service delivery (Pearson Correlation value ($r=0.416$, $P<0.01$) as shown in Table 4.12. Furthermore, and as presented in Table 4.13, an R Squared value of 0.173 was obtained in the invariant regression between shared responsibility and service delivery.

A significant F-test value ($F=41.510$, $P<0.05$) was also obtained. In addition, a significant standardized Beta coefficient was obtained. This means that the coefficients obtained in the regression model can be used to predict the level to which shared responsibility influences service delivery among county government workers. Based on these findings, the first null hypothesis (H_0 : shared responsibility has no positive significant influence on service delivery by county government workers in Kenya) was rejected. This reveals that there is statistically significant relationship between the two variables. This shows that county governments should increase shared responsibility in its processes so as to achieve better service delivery.

5.2.2 The effect of widespread communication on service delivery by county Government workers in Kenya.

The second objective of the study was to determine the influence of widespread communication on service delivery by county government workers. It had been hypothesized that widespread communication has no influence on service delivery by county government workers in Kenya. Descriptive, correlation and regression analysis was undertaken. In correlation analysis, a positive and relatively strong Pearson correlation ($r=0.416$, $P<0.01$) was obtained. This shows that there was fairly strong positive correlation between widespread communication and service delivery. Table 4.13 presents the results obtained regarding regression analysis on widespread communication and service delivery. The R Squared value of obtained was 0.371. This means that the regression model accounted for 37.1% of variability in the data; making it a weak model.

A significant F-test value ($F=115.553$, $P<0.05$) was also obtained. This verifies the findings from correlation analysis which showed positive relationship between shared responsibility and service delivery. Furthermore, the standardized B coefficient was significant ($B=0.609$, $t=10.750$, $p<0.001$). This means that the increase of widespread communication by 1 unit would lead to the increase of service delivery by about 0.609 units. Based on these findings, the second null hypothesis (H_0 : widespread communication has no positive significant influence on service delivery by county government workers in Kenya) was rejected. This shows

that there is statistically significant relationship between the two variables. As such, county governments should enhance communication processes so as to achieve better service delivery.

5.2.3 The effect of shared decision-making on service delivery by county Government workers in Kenya.

The third objective of the study was to evaluate the influence of shared decision-making on service delivery by county government workers. It had been hypothesized that shared decision-making has no influence on service delivery by county government workers in Kenya. Findings on the correlation between shared decision-making and service delivery as presented in Table 4.22 shows a Pearson Correlation value of $r=0.534$, $P<0.01$. This shows that there was a strong positive correlation between shared decision making and service delivery. In regression analysis, the R Squared value obtained was 0.285. This shows that this regression model can explain 28.5% of the variability in the data. This makes it a weak model. The F-test value ($F=78.598$, $P<0.05$) obtained was significant. This corroborates the findings from correlation analysis which showed positive relationship between Shared decision-making and service delivery.

Furthermore, the standardized B coefficient obtained was significant ($B=0.534$, $t=8.866$, $p<0.001$). This means that the increase of shared decision making by 1 unit would lead to the increase of service delivery by about 0.534 units. Based on these findings, the third null hypothesis (H_0 : shared decision-making has no positive significant influence on service delivery by county government workers in Kenya) was rejected. This shows that there is statistically significant relationship between the two variables. As such, county governments should have mechanisms for enhancing shared decision-making so as to achieve better service delivery.

5.2.4 The effect of Workforce Autonomy on service delivery by county Government workers in Kenya.

The fourth task was to evaluate the influence of Workforce Autonomy on service delivery by county government workers. It had been hypothesized that Workforce Autonomy has no influence on service delivery by county government workers in Kenya. The results obtained show that r value of 0.617, $P < 0.01$. This indicates that there is a relatively strong positive correlation between workforce autonomy and service delivery by county government workers. As shown in Table 4.28 on regression analysis on workforce autonomy and service delivery, the regression model adopted for these two variables accounts for the variability in the data by 38.1% (R Squared value of 0.381). This makes it a weak model. A significant F-test value ($F = 116.758$, $P < 0.05$) was obtained. This agrees with the findings from correlation analysis which showed positive relationship between workforce autonomy and service delivery.

Lastly, the standardized B coefficient obtained was significant ($B = 0.617$, $t = 10.805$, $p < 0.001$). This means that the increase of workforce autonomy by 1 unit would lead to the increase of service delivery by about 0.617 units. As such, the fourth null hypothesis (H_0 : workforce autonomy has no positive significant influence on service delivery by county government workers in Kenya) was rejected. This shows that there is statistically significant relationship between the two variables. As such, county governments should put in place ways of enhancing workforce autonomy so as to enhance service delivery.

5.2.5 The Moderating effect of National Government Policies on Resource Distribution, Monitoring and Evaluation on service delivery by county Government workers in Kenya.

The fifth and the last specific objective of the study was to establish the moderating influence of the national government policies on resource distribution, monitoring and evaluation. It had been hypothesized that national government policies on resource distribution, monitoring and evaluation has no moderating influence on the

relationship between shared leadership and service delivery by county government workers in Kenya. Apart from descriptive statistics, the researcher also undertook correlation analysis between national government policies and service delivery. Table 4.32 show correlation value of $r=0.360$ and $P<0.01$. This indicate that there was a fairly weak positive correlation between national government policies and service delivery. The study went on to undertake regression analysis to investigate the moderating influence of government policies on the relationship between the study variables.

As presented in Table 4.33 an R Squared value obtained was 0.519. This shows that the moderated model was fairly strong and could show the variability in data by 51.9%. A significant F-test value of 21.477, $P<0.005$ was obtained. This leads one to reject the fifth null hypothesis (national government policies on resource distribution have no moderating influence on service delivery by county governments workers in Kenya. As such, it can be deduced that there was such an influence. There was thus need to harmonize such policies with the priority needs of the county so as to enhance service delivery. All the t-values in the moderated regression model are not significant ($P>0.05$). As such, the model cannot be used to predict the relationship between independent variables and the depended variable under the moderating influence of national government policies on resource distribution, monitoring and evaluation.

5.3 Conclusion

The following conclusions can be from the findings of this study.

5.3.1 Shared Responsibility and Service Delivery

The results ascertain that there is a statically significant influence of shared responsibility on service delivery by County government's workers in Kenya. It was possible to infer that the relationship between shared responsibility and service delivery is significant and positive from the statistically analyzed data. The study concluded that shared responsibility is significant in explaining service delivery by

county government workers. The findings show that there was moderately strong positive correlation between shared responsibility and service delivery. This shows that the sharing of responsibility positively contributes to service delivery. The study further concluded that shared responsibility is being practiced in the county governments though there is a need to enhance its practice. The findings concur with those of Laura (2014) who opined that when working in a team towards a common goal, the workload is shared among all team members. In a perfect scenario, this work should be shared equally and be distributed according to the strengths of each member.

5.3.2 Widespread Communication and Service Delivery

The study concluded that there exists a positive significant relationship between widespread communication and service delivery by County government's workers in Kenya. The findings show that there was positive correlation between widespread communication and service delivery. This shows that there is statistically significant relationship between the two variables and that wide spread communication is noted as key component in service delivery and that it is practiced by county government workers. These results agree with the opinion of David (2016) who underscores the importance of communication as a two-way process in which there is an exchange of thoughts, opinions or information by speech, writing or symbols towards a mutually accepted goal or outcome.

5.3.3 Shared decision making and Service Delivery

The findings confirm that there is a statistically significant influence of shared decision making on service delivery by county government workers in Kenya. It was possible to infer that the relationship between shared decision making and service delivery is significant and positive. Findings on the correlation between shared decision-making and service delivery shows that there was a strong positive correlation between the two variables. Using the findings, the study concluded that shared decision making was statistically significant in explaining service delivery by county government workers in Kenya and that it was being practiced in county

governments though there is a need to strengthen its practice for better service delivery. This is in line with Zainnudin & Isa (2011) who states that the overriding rule in decision making is that the decision maker ought to have legitimacy and authority over the people who he or she is deciding upon. In other words, decision makers succeed only when their decisions are honored and followed by the people or groups that the decision impacts.

5.3.4 Workforce Autonomy and Service Delivery

The study concluded that there is a statistically significant influence of workforce autonomy on service delivery by county government workers in Kenya. Findings go on to show that there is a relatively strong positive correlation between workforce autonomy and service delivery by county government workers and therefore possible to infer that the relationship between workforce autonomy and service delivery is significant and positive. The results reveal that there is a statistically significant relationship between the two variables and that work force autonomy is being practiced by the county government workers to some extent. These findings support the views of Naqvi, Ishtiaq & Ali (2013) who opines that workforce autonomy is generally associated with workers' choice and freedom that exist in the job to perform variety of task which enriches the job domain and develop workers' competency in terms of creativity and problem resolution. Again, according to Elatta, 2014 in an agile organization, the role of a formal leader shifts from taking care of all details to coaching and empowering subordinates. Formal leaders focus on developing people and improving processes.

5.3.6 Moderating Effect of moderating National Government Policies on Resource Distribution, Monitoring and Evaluation and Service Delivery

Finally, the study further concluded that there was weak positive correlation between national government policies and service delivery by county government workers. Regarding the moderating role of national government policies on resource distribution, monitoring and evaluation on service delivery, the findings obtained show that there was such influence. All the t-values in the moderated regression

model are not significant, this means that the moderated model could not be used to predict the relationship between independent variables and the dependent variable. The study therefore, concluded that national government policies on resource distribution, monitoring and evaluation does not have a moderating influence on the relationship between the study variables and service delivery by county government workers. This conclusion contradicts Mwangi (2013) who states that the Commission on Revenue Allocation has developed a method for sharing of the resources vertically between the two levels of government and horizontally between the 47 county governments which can be used in facilitating sharing of responsibility, widespread communication, shared decision making and workforce autonomy.

5.4 Recommendations

Based on the study findings it is clear that shared leadership had a significant positive effect on service delivery by county government workers in Kenya. Specifically, the study found that shared responsibility has a positive statistical significant relationship on service delivery by county government workers. The study recommends that the county governments should increase shared responsibility in their processes so as to achieve better service delivery. This can only be tenable with the presence of clear work guidelines and organizational structures that enhance delegation and empowerment of all workers to put in their best without meddling and patronage by senior officials.

The study established that widespread communication influences service delivery by county government workers in Kenya. It was confirmed that there exists a positive significant relationship between widespread communication and service delivery by county government workers in Kenya. The study therefore recommends that both national and county governments should enhance communication processes so as to achieve better service delivery. Communication strategies should be drawn, enforced and marched with the right resources so as to ensure streamlined execution of government businesses.

Further the findings of the study confirmed that shared decision-making influences service delivery by county government workers in Kenya. The study results establish that there exists a positive significant relationship between shared decision-making and service delivery by county government workers in Kenya. The study thus recommends that county governments should have mechanisms for enhancing shared decision-making so as to achieve better service delivery. Decision making processes ought to be consultative. In this regard, all the opinions of workers who are directly affected by the decision should be put into consideration as much as possible.

From the study findings it was clear the workforce autonomy influenced service delivery by county government workers in Kenya. The study results confirmed that there exists a positive significant relationship between workforce autonomy and service delivery by county government workers in Kenya. As a result, the study recommends that county governments should put in place ways of enhancing workforce autonomy so as to strengthen service delivery. Workers should be empowered to be autonomous and to put in their best without pressure of over-supervision so as to deliver more. This would lead to improved service delivery in county government.

Regarding influence of national government policies on resource distribution, monitoring and evaluation on the relationship between shared leadership and service delivery by county government workers, the study findings confirmed that there is no moderating effect. The study thus recommends that there is need to harmonize national policies on resource distribution with the needs of the county so as to enhance service delivery. Government policies need to be followed closely. The mechanisms for enforcing the extant law on resource use and allocation should be invigorated. Lastly, there is need for county government workers to set job targets to be achieved within set timeline and also to have indicators for service delivery. The most important should be completion of projects according to plan. If this is done, service delivery could be enhanced among county government workers.

5.5 Suggestion for Further Research

This study focused on county government in the Lower Eastern Region of Kenya, there is need to carry out comparative studies using the same study design focusing on other regions of Kenya. There is also a need to carry out detailed studies on other emergent variables that influence service delivery by government workers such as political influence, nepotism, tribalism, employee motivation, corruption among others. The study findings indicated that shared responsibility and workforce Autonomy highly influenced service delivery by county government workers in Kenya. As a result, there is a need for further research to establish the degree of their influence.

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APPENDICES

Appendix 1: Request Letter for Authorization

Margaret N. Mutuma,

P.O. Box 296-60200,

Meru.

Kenya.

Email: margaretnkatha296@gmail.com

To,

His Excellence the Governor,

..... County,

P. O. Box.....

RE: Research on “Influence of shared Leadership on Service Delivery by County Government Workers in Kenya”

I am a student pursuing a doctorate degree in Governance and Leadership at Jomo Kenyatta University of Agriculture and Technology (JKUAT). I’m undertaking a research thesis as partial fulfillment for the award of this degree. My research topic is aforementioned above.

The purpose of this letter therefore is to request you to grant me permission to collect relevant data from some of your county government officers who are selected as my respondents. I assure you that all the data collected will be used for the purposes of this research only. I look forward to a cordial working relationship during project time for the success of this research work.

Yours Faithfully,

Margaret Mutuma

Appendix 11: Letter of Introduction

Date.....

To.....

.....

Dear Sir/ Madam,

RE: COLLECTION OF RESEARCH DATA

I am a postgraduate student currently pursuing a doctorate degree in Governance and Leadership at Jomo Kenyatta University of Agriculture and Technology (JKUAT). The title of my thesis is **Influence of shared Leadership on Service Delivery by County Government Workers in Kenya**". A questionnaire has been developed addressing factors related to shared Leadership and service delivery at the county. You have been selected as a respondent in this research work based on your work experience, knowledge and skills.

The questions have been simplified for you to indicate the extent to which you agree or disagree with a given statement provided. I wish to assure you that the information you provide will be used purely for academic purposes and will be treated with utmost **confidentiality**. As instructed, please do not write your name in the questionnaire. In case you have any concerns or need for further clarification do not hesitate to contact me using the cell phone number given below. May I take this opportunity to thank you in advance for your support and cooperation.

Yours Faithfully,

Margaret Mutuma

Cell: 0723282201

Appendix I11: County Government Officers Questionnaire

This questionnaire is to assist the researcher to gather information on her PhD thesis whose title is **“Influence of shared leadership on service delivery by county Government workers in Kenya.”** Please complete the following questions by ticking or writing down your correct answers. The information you provide will be used for academic purposes only and will be treated with utmost confidentiality.

Section A: General Information

1. Name of the respondent(optional).....
2. Name of your County.....
3. Please tick your gender Male ☐ Female ☐
4. Please tick your age bracket

18-25Years ☐ 26-35Years ☐ 36- 50 Years ☐ Above 55 Years ☐

5. Your highest academic level.

Post graduate ☐ Graduate ☐ Diploma ☐ Certificate ☐

6. Please tick (✓) your current post in the table provided below;

Area of Authority	Tick (✓)
County Departmental Secretary	
County Chief Officer	
County Departmental Director	
Sub- County Administrator	
Member of County Assembly	

7. Please indicate your previous post_____.
8. Working experience as a leader or in leadership position_____ years.

SECTION B: Shared Responsibility Related Statements

9. This section has statements regarding shared Responsibility. Please tick (✓) as appropriate in the boxes below.

Use the scale labeled **SA= Strongly Agree, A=Agree, N=Neither Agree nor Disagree, D= Disagree, SD=Strongly Disagree**

Statement	SA	A	N	D	SD
a) The style adopted by leaders in my department is always participatory					
b) Shared Leadership qualities are often visible in service delivery in my department					
c) There is always proper co-ordination between the departments					
d) Responsibilities in my department are fairly distributed according to skills, knowledge and experience.					
e) Workers are fairly empowered to be creative and innovative in their duties					
f) There is always good guidance to the staff in executing their duties by supervisors					
g) Proper delegation of responsibilities in the department is done effectively					
h) Duplication of responsibilities is often visible in my department					

2. What challenges do you experience as a department in relation to sharing of responsibilities? -

3. Suggest ways on how you can overcome challenges mentioned above?

SECTION C: Widespread Communication

10. This section has statements regarding widespread communication.

Please tick (✓) as appropriate in the boxes below.

Use the scale labeled **SA=Strongly Agree**, **A= Agree**, **N=Neither Agree nor Disagree**, **D= Disagree**, **SD=Strongly Disagree**

Statement	SA	A	N	D	SD
a) There exist a clear policy on communication in my department					
b) Our departmental structure is both Top – down and Horizontal					
c) Verbal mode of communication is highly adopted in my department.					
d) Communication is highly effective in my department and this affects positively service delivery.					
e) All sub- departments always respond promptly to information.					
f) Frequency of promoting High standard discussions by members in my department is not visible					

1. Mention some of the challenges that are faced by your department in relation to communication?

2. Suggest ways on how communication can be improved in your department_____

SECTION D: Shared Decision-making

11. Indicate with a tick (✓) your level of agreement about the following issues related to shared decision- making in your department.

Use the scale labeled **SA=Strongly Agree, A=Agree, N=Neither Agree nor Disagree, D= Disagree, SD= Strongly Disagree**

Statement	SA	A	N	D	SD
a) There exist a clear policy on shared decision-making in my department					
b) County departmental members are always fully involved in all decision making activities					
c) Departmental members are always satisfied by decisions made					
d) Departmental decisions and actions are fair always and impartial					
e) My department often outsource technical support in decision making					

f) A decision support system is always used in my department to aid in decision making					
g) Decision support systems would always lead to improved service delivery					
h) Workers views are not often taken into consideration in departmental management					

1. Mention some of the problems that are encountered in your department in relation to decision making

2. How can your department overcome the above mentioned problems?_____

SECTION E: Workforce Autonomy

12. Indicate with a tick (✓) your level of agreement about the following issues related to **Workforce Autonomy** in your department.

Use the scale labeled **SA=Strongly Agree, A=Agree, N=Neither Agree nor Disagree, D=Disagree, SD= Strongly Disagree**

Statement	SA	A	N	D	SD
a) There exist a clear departmental policy on workforce autonomy					
b) My department have vision, mission and core values.					
c) Departmental mission and core values are all focused to the county vision mission and core values.					

d) To improve service delivery in the department members are always facilitated to exercise innovation and creativity.					
e) Majority of members in my department are always competent and confident when executing their duties					
f) Service delivery of an individual always depends on competency in carrying out duty					
g) A special committee monitors effectively how duties are executed.					
h) There is a committee that often evaluates service delivery of individuals in my department					
i) Departments always evaluate implementation of policies on quarterly basis					
j) Departments do not evaluate implementation of policies in my department					

2. Give some of the challenges that your department may be facing in relation to workers' autonomy.

3. Suggest ways in which individual and departmental autonomy can be enhanced in the county leadership_____

SECTION F: National Government policies on resource distribution, monitoring and evaluation

13. Indicate with a tick (✓) your level of agreement about the following issues related to **distribution of resources** by the national government in your department.

Use the scale labeled **SA= Strongly Agree, A= Agree, N= Neither Agree nor Disagree, D= Disagree, SD= Strongly Disagree**

Statement	SA	A	N	D	SD
a) There exist a clear policy on resource allocation					
b) Resources are always allocated to all the departments fairly and equitably					
c) There exist an effective anti-corruption policy					
d) Resources and Revenue collected are usually used free from political interference					
e) The county always collects adequate revenue to sustain itself					
f) There is always high level of accountability and transparency in this county					
g) Revenue potential assessment studies are often regularly done					
h) Proper monitoring of funds and resources is not done in all departments by the national government.					

2. State some of the challenges which National Government may be facing in relation to resource distribution, monitoring and evaluation.

3. Suggest ways on how the above stated challenges can be solved for better service delivery in the counties _____

SECTION G: Service Delivery by County Government Workers

14. Indicate with a tick (✓) your level of agreement about the following issues related to **service delivery by county government workers**.

Use the scale labeled **SA=Strongly Agree, A= Agree, N=Neither Agree nor Disagree, D= Disagree, SD=Strongly Disagree**,

Statement	SA	A	N	D	SD
a) I am aware that the county has an effective policy on service delivery					
b) The county often undertakes periodical monitoring and evaluation to ensure compliance with the budget					
c) The county funds are usually utilized on programmed activities					
d) The county often undertakes periodical monitoring and evaluation to ensure compliance with the strategic plan and budget					
e) The county has a good strategic plan					
f) Workers in my department usually meet deadlines in					

execution of duty					
g) Improvement on shared leadership can often lead to better service delivery					

2. Mention some of the challenges that are faced by county workers as they offer their services to county residents.

h) County residents are always satisfied with the services offered in terms of water supply ,health services, rural roads, education and food production					
i) There are usually no conflicts among county government workers in my department					
j) There are usually no demos and go- slows by county workers and residents over service delivery.					

3. Suggest ways on how the above mentioned challenges can be solved.

4. Identify some of the indicators of service delivery by County Government workers in your county.

END – THANKS

Appendix IV: Highest Academic Level of Respondents

Highest Academic Level	Frequency	Percent
Post graduate	22	10.6
Graduate	120	57.7
Diploma	46	22.1
Certificate	7	3.4
Missing	13	6.2
Total	208	100

Appendix V: Area of Authority/Profession/Specialization

Area of Specialization	Frequency	Percent
Programme officer	21	11.9
Secretary	10	5.6
Accountant	9	5.1
Finance office	8	4.5
Health	8	4.5
Auditor	7	4.0
Engineer	6	3.4
Administration	6	3.4
ICT	6	3.4
Legal	5	2.8
Logistics	5	2.8
Clerk	5	2.8
Project coordinator	5	2.8
Research	4	2.3
MCA leader ministry	4	2.3
Director	4	2.3
Nurse	3	1.7
Customer desk	3	1.7
Financial & sectorial	3	1.7
Supply chain management	3	1.7
Procurement	3	1.7
Economic planning	3	1.7
Business	3	1.7
Recruitment officer	3	1.7
Ass. HR	3	1.7
Veterinary	3	1.7
Law	2	1.1
Environment	2	1.1
Agriculture	2	1.1

Senior driver	2	1.1
Monitoring and evaluation officer	2	1.1
Assistant auditor	2	1.1
Delivery	2	1.1
C/O	2	1.1
Police officer	2	1.1
Technical advisor	2	1.1
Clinical officer	2	1.1
Architect	2	1.1
Technician	2	1.1
Missing	8	4.5
Total	177	100.0

Appendix V1: Previous Posts

Area of Specialization	Frequency	Percent
ICT	13	7.2
Teacher	11	6.1
Accountant	11	6.1
Procurement	10	5.5
Law	7	3.9
Auditor	6	3.3
Engineer	5	2.8
Administration	5	2.8
Legal	5	2.8
Secretary	5	2.8
Logistics	5	2.8
Research	4	2.2
Director	4	2.2
Ass.Director	4	2.2
Nurse	3	1.7
Senior driver	3	1.7
Programme officer	3	1.7
Banker	3	1.7
Project coordinator	3	1.7
Journalist	3	1.7
Pharmacists	3	1.7
Clinical officer	3	1.7
Veterinary	3	1.7
Management	2	1.1
Environment	2	1.1
Student	2	1.1
Deputy director	2	1.1
C/O	2	1.1
Business	2	1.1
Clerk	2	1.1
Health	2	1.1
Missing	43	23.8
Total	181	100.0

Appendix V11: Leadership/ Working experience in years

Years	Frequency	Percent
2	31	14.9
3	40	19.2
3.5	2	1
4	64	30.8
5	23	11.1
6	8	3.8
7	7	3.4
8	2	1
9	1	0.5
10	8	3.8
11	2	1
12	1	0.5
14	2	1
15	1	0.5
16	2	1
17	2	1
20	1	0.5
21	1	0.5
Missing	10	4.8
Total	208	100

Appendix V111: Current Post

Area of Authority	Frequency	Percent
Departmental Chief Officer	21	10.1
Departmental County Director	59	28.4
Sub-County Administrator/Deputy	1	0.5
Member of County Assembly	124	59.6
Missing	3	1.4
Total	208	100

Appendix 1X: Challenges faced by county governments Workers in relation to Widespread Communication

Challenges Faced in Widespread Communication	Frequency	Percent
Lack of communication strategy	36	18.8
Delay in communicating issues	14	7.3
Poor network	14	7.3
Communication does no flow from top down	9	4.7
No clear structure	9	4.7
Communication procedure not adhered to	5	2.6
Lack of ICT equipment	5	2.6
Mistrust	5	2.6
Poor	4	2.1
Improved response to information	3	1.6
Use of vernacular language in office	3	1.6
Delay in response	3	1.6
Inaction to message relayed	3	1.6
Poor website	3	1.6
Timing	3	1.6
Lack of PABX phones	2	1.0
Poor infrastructure	2	1.0
Rigid systems	2	1.0
Political interference	2	1.0
Limited courage	2	1.0
Fear of intimidation	2	1.0
Missing	61	31.8
Total	192	100.0

Appendix X: Ways of improving Communication in the county

Ways of Overcoming Challenge	Frequency	Percent
Formulation of communication policy	30	15.5
Use of ICT technologies	18	9.3
Communication structure to all departments	11	5.7
Clear structure and chain of command	8	4.1
Improve on network	7	3.6
Immediate communication	5	2.6
Use of PABX phones	4	2.1
Take all views into consideration	4	2.1
Improve on response	4	2.1
Improve on network coverage	4	2.1
Capacity building at all levels	3	1.6
Transparency	3	1.6
Improve on the website	3	1.6
Communication desk	2	1.0
Policy developed and implemented	2	1.0
Invest in infrastructure	2	1.0
Avoid political interference	2	1.0
Proper funding	2	1.0
Openness	2	1.0
Proper delegation	2	1.0
Proper documentation	2	1.0
Missing	73	37.8
Total	193	100.0

Appendix X1: Problems encountered by County Assembly in relation to Shared Decision Making

Challenge in Relation to Shared Decision Making	Frequency	Percent
Top-down decision making	15	8.1
Centralized to a few people	13	7.0
Not taking workers decision seriously	10	5.4
Delayed consideration	8	4.3
Clear structures	7	3.8
No proper consultation	6	3.2
Politics	5	2.7
Long procedure	5	2.7
Include all workers	5	2.7
Not accommodating divergent views	4	2.2
Personal bias	3	1.6
Lack of autonomy	3	1.6
Discrimination	3	1.6
Unjustified Opposition	3	1.6
Dictatorship	3	1.6
Resistance due to self-interests	2	1.1
Proper procedures	2	1.1
Bureaucracy	2	1.1
Lengthy discussion	2	1.1
Only done by seniors	2	1.1
Lack of coordination	2	1.1
Weak enforcement	1	0.5
Missing	80	43.0
Total	186	100.0

Appendix X11: Ways of overcoming problems of Shared Decision Making

Ways of Overcoming Challenge	Frequency	Percent
Include all workers	43	22.2
Ensure decision making is not centralized	14	7.2
Participation of all members	8	4.1
Horizontal decision making	6	3.1
Consult before implementing projects	6	3.1
Accommodating all views	6	3.1
Shorter the procedure	5	2.6
Reduce politics	5	2.6
Team work	4	2.1
Clear management	3	1.5
Considering views	3	1.5
Use of modern technology	2	1.0
Authority follow-up	2	1.0
Respect and maturity	2	1.0
Openness	2	1.0
Missing	83	42.8
Total	194	100.0

Appendix X111: Challenges facing County Assembly in relation to Workforce Autonomy

Challenge	Frequency	Percent
Lack of autonomy	6	3.2
Incompetence	6	3.2
Lack of human resources policies	5	2.7
Workers performance	5	2.7
Politics	4	2.2
Inconsideration of decisions	4	2.2
No clear policy	4	2.2
Vision documents	4	2.2
Insufficient funds	4	2.2
Overworking	3	1.6
No clear structures & procedures	3	1.6
Reliance on top management	3	1.6
Poor motivation	3	1.6
Flexibility is required	3	1.6
Lack of IT	2	1.1
Poor monitoring	2	1.1
Inferiority complex	2	1.1
Over supervision	2	1.1
Dictatorship	2	1.1
Poor coordination from members	1	0.5
Missing	118	63.4
Total	186	100.0

Appendix X1V: Ways of overcoming challenges of Workforce Autonomy

Ways of Overcoming Challenge	Frequency	Percent
Allow accommodation of all views	10	5.3
Motivation	8	4.3
Consideration on their workers	8	4.3
Training staffs	5	2.7
Educating on autonomy	5	2.7
Provide clear structures	4	2.1
Hiring qualified staff	3	1.6
Specification of duties	3	1.6
Less supervision	3	1.6
Workers activities	3	1.6
Disbursement of funds	2	1.1
Ensure human policies are in place	2	1.1
Each participant to understand their roles	2	1.1
Reduce overworking	2	1.1
Better salaries	2	1.1
Good work description	2	1.1
Separation of departments	2	1.1
Missing	121	64.7
Total	187	100.0

Appendix XV: Challenges faced by the National Government in relation to Resource Distribution, Monitoring and Evaluation

Challenge Faced by the National Government	Frequency	Percent
Corruption	31	15.8
Monitoring of resources	18	9.2
Politics	13	6.6
Resources not evenly distributed	10	5.1
Timely disbursement of funds	5	2.6
Poor monitoring	5	2.6
Late allocation of resources	4	2.0
Lack of public participation	4	2.0
Misuse of funds	3	1.5
Lack of coordination	3	1.5
Inadequate funding	2	1.0
Mode of disbursement is not up to standard	2	1.0
Failure to meet budget projections hence allocations delaying services delivery	2	1.0
Insufficient funding	2	1.0
Manipulation	2	1.0
Lack of accountability	2	1.0
Mismanagement	2	1.0
Clear laydown structures in counties	2	1.0
Incompetence workers	2	1.0
Poor road network	2	1.0
Inequality distribution	2	1.0
Weak controls	2	1.0
Make follow up	2	1.0
Inadequate workforce	2	1.0
Missing	72	36.7
Total	196	100.0

Appendix XVI: Ways of overcoming challenges faced by the National Government in relation to Resource Distribution, Monitoring and Evaluation.

Ways of Overcoming Challenge	Frequency	Percent
Proper utilization of funds	15	7.8
Reduce corruption	14	7.3
Proper monitoring	11	5.7
Public participation	6	3.1
Ensure proper utilization of resources	5	2.6
Avoid politicizing everything	5	2.6
Fairness	5	2.6
Sack all corrupt officials	4	2.1
Open procurement	4	2.1
Free from politics	4	2.1
Revenue assessment	3	1.6
Proper auditing	3	1.6
Charge suspected corrupt people	3	1.6
Having policies on guidelines on marginalized areas	2	1.0
Resources should be released with a tagged target	2	1.0
Tighten the grip on financial controls	2	1.0
Members should coordinate	2	1.0
Timely allocation of money	2	1.0
Accountability	2	1.0
Thorough check ups	2	1.0
Improved road network	2	1.0
Inadequate workforce	2	1.0
Dismantle all cartels	1	0.5
Missing	91	47.4
Total	192	100.0

Appendix XV1I: Challenges faced by County Government Workers as they offer their services

Challenge Faced in Service Delivery	Frequency	Percent
Low motivation	18	9.9
Inadequate facilitation	9	5.0
Poor working conditions	9	5.0
Lack of adequate resources	8	4.4
Political influence	8	4.4
Low wages	8	4.4
Poor communication	7	3.9
Delay in payments	5	2.8
Long working hours	5	2.8
Provide transport	5	2.8
Discrimination	4	2.2
Poor roads network	3	1.7
No clear strategic plan	3	1.7
Lack of autonomy	3	1.7
Lack of logistics	3	1.7
Few workers	3	1.7
Corruption	3	1.7
Lack of support	3	1.7
Nepotism	2	1.1
Threats while working	2	1.1
Power cartels	2	1.1
Cultural shocks	2	1.1
Bad perception about county workers	2	1.1
Duplication of duties	1	0.6
Missing	63	34.8
Total	181	100.0


Appendix XV11I: Ways of overcoming challenges faced by County Workers as they offer their services

Ways of Overcoming Challenge	Frequency	Percent
Clear guidance of duties	2	1.1
Assessment of employees	2	1.1
Streamlining resources	3	1.6
Resources be increased to enhance services	10	5.3
Effective communication system	4	2.1
Prompt payment	2	1.1
Motivation of workers	15	8.0
Locate more funds	3	1.6
Decentralization of service delivery	4	2.1
Review salaries	10	5.3
Honour labour laws	2	1.1
Improved working conditions	12	6.4
Empowering them	2	1.1
Provide transport	10	5.3
Reduce threats	2	1.1
Team building exercises	6	3.2
Reduce overworking staff	4	2.1
Effective HR management	3	1.6
Proper training	2	1.1
Harmonizing Relationship	2	1.1
Reduce corruption	5	2.7
Sharing of resources	3	1.6
Educate on autonomy	4	2.1
Depoliticizing operations	2	1.1
Support workers	2	1.1
Proper supervision	2	1.1
Missing	70	37.2
Total	188	100.0

Appendix XV111: Indicators of Service Delivery

Indicators of Service Delivery	Frequency	Percent
Improved road network	21	10.2
Completed projects on the ground	16	7.8
Improved access to healthcare	14	6.8
Improved services	8	3.9
Full completion of projects	8	3.9
Town street light	7	3.4
Water providers	5	2.4
Improved access to education	5	2.4
Clean environment	4	1.9
Improved security	4	1.9
Reduced complainants	4	1.9
Increasing literacy	3	1.5
Job creation	2	1.0
Increased food production	2	1.0
Electricity connectivity	2	1.0
Issuing of title deeds to people	2	1.0
Feedback from residents	2	1.0
Missing	97	47.1
Total	206	100.0

Appendix X1X: Letter of Introduction by JKUAT


**JOMO KENYATTA UNIVERSITY
OF
AGRICULTURE AND TECHNOLOGY
WESTLANDS CAMPUS**
OFFICE OF THE DIRECTOR

P. O. BOX 62000 NAIROBI 00200, KENYA • Tel. 020-4447769 • Fax. 020-4448679 • E-Mail: nbicentre@jkuat.ac.ke

JKU/04/ HD419-C003-3303/2014 **21st April, 2016**

TO WHOM IT MAY CONCERN

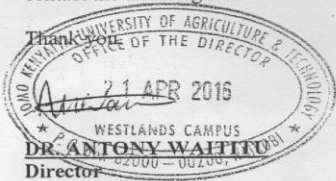
RE: MUTUMA MARGARET NKATHA


This is to confirm that the above named is a student at Jomo Kenyatta University of Agriculture & Technology – Westlands Campus, undertaking a degree in Doctor of Philosophy in Governance and Leadership.

It is a requirement that the student undertakes a research project in a relevant field in order to improve on her skills. Mrs. Mutuma's research is on **"Influence of shared leadership on service delivery by county government workers in Kenya"** This research is purely academic.


Any assistance given to her will be highly appreciated and if you need clarification please contact the undersigned.

Thank you


DR. ANTONY WAITITU
Director

 JKUAT is ISO 9001:2008 and 14001:2004 CERTIFIED
Setting Trends in Higher Education, Research and Innovation

Appendix XX: Letter of Authorization by NACOSTI



**NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION**

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NAIROBI-KENYA

Ref. No. **NACOSTI/P/16/59889/10843**

Date: **29th April, 2016**

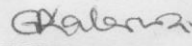
Margaret Nkatha Mutuma
Jomo Kenyatta University of Agriculture
And Technology
P.O. Box 62000-00200
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Influence of shared leadership on service delivery by county government workers in Kenya,"* I am pleased to inform you that you have been authorized to undertake research in **Embu, Kitui, Machakos, Makueni, Meru and Tharaka Nithi Counties** for the period ending **28th April, 2017**.

You are advised to report to **the County Commissioners and the County Directors of Education of the selected Counties** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.


**GODFREY P. KALERWA MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioners
Selected Counties.

The County Directors of Education
Selected Counties.

National Commission for Science, Technology and Innovation is ISO 9001:2008 Certified