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COLLEGE OF BUSINESS AND ECONOMICS DEPARTMENT OF PUBLIC ADMINISTRATION AND DEVELOPMENT MANAGEMENT

***An Assessment of Service Delivery Practices in Angolelaena Tera
Woreda Educational Office of North Showa Zone, Amhara Region***

Prepared by: Endris Mohammed -- GSE/1130/07

Advisor:-: Mulugeta Abebe (Ph.D)

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Addis Ababa University
College of Business and Economics
Department of Public Administration and
Development Management

**An Assessment of Service Delivery Practices in *Angolelaena Tera*
Woreda Educational Office of North *Showa* Zone, *Amhara* Region**

Endris Mohammed Awel

**This Thesis is Submitted to the College of Business and Economics in Partial
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Addis Ababa University
Department of Public Administration and
Development Management

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Endris Mohammed Awel

Approval of the Board of Examiners

1. Advisor

Name **Mulugeta Abebe(PhD)** Signature _____ Date _____

2. Internal Examiner

Name _____ Signature _____ Date _____

3. External Examiner

Name _____ Signature _____ Date _____

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ACRONYMS

ANRS	Amhara National Regional State
CS	Civil Servant
DPSA	Department of Public Service Administration
E.C	Ethiopian Calendar
EPRDF	Ethiopian People’s Revolutionary Democratic Front
FDRE	Federal Democratic Republic of Ethiopia
GEAR	Growth Employment and Redistribution
LG	Local Government
MoFED	Ministry of Finance and Economic Development
RDP	Reconstruction and Development Program
TDS	Teachers, Directors and Supervisors
Woreda	Local Name for administrative use

ABSTRACT

Ethiopian government has implemented Education for All to improve the human capacity status of the citizen in order to have skilled man power. One of the area to produce skilled manpower is primary, secondary and preparatory Schools under the coordination and supervising of *Woreda* Education Office. The main focus of the study was to undertake how service delivery Practices implement in *Angolelaena Tera Woreda* Educational Office for their internal customers.

As to the research methodology, descriptive method was used. Purposive based on geographical location to select sample school. Five (5) primary schools, two (2) secondary schools and one (1) preparatory school were purposively selected from the *Woreda*. From these schools a total of 130 teachers were randomly chosen. Purposive sampling was utilized to select *Woreda* Office Administrators.

Observations and interview were applied to obtain first-hand information. Furthermore, the data were collected through closed and open ended questionnaires, interviews and document review. Thus, questionnaires were analyzed using descriptive methods which mainly focused on data presentation and analysis using frequencies and percentiles.

To this end, the major findings were the service delivery which is given in *Woreda* Educational Office for their internal customer has some shortage like doing things based on standard, with written and transparency information for all teachers which are working indifferent schools.

Speeding up the service delivery on education standards, transparently, free communication, human capacity building for teachers and administrative bodies the major recommendations put forwarded.

CHAPTER ONE: INTRODUCTION

1.1 Background of the Study

Service is a shared understanding of the nature of the service provided and received. Service concept is a key tool that can communicate the set of benefits, outcomes, experience and operation together with the psychological benefits to the customer in order to demonstrate the potential value of the service (Robert and Graham, 2008). Service Delivery is concerned with the development and introduction of compressive service delivery policy, complaints handling mechanisms, and service standards to facilitate positive changes in the culture, attitude and work practice of government official towards the provision of effective and equitable public service (MoFED, 2006).

Customer service is the interaction between the customer and a representative of the organization and is not limited to a single function or job type within the organization. In relation with this Smith (1998) defines customer service as “Meeting the needs and expectation of the customer, as define by the customer”. The customer is the judge of quality customer service, based on the expectation he or she has for the service. Service quality is a global judgment or attitude relating to a particular service: the customer’s overall impression of the relative inferiority or superiority of the organization and its service. In public organization, the quality and level of customer service delivery has decreased due to the lack of support or understanding at the executive and middle management level of an organization and/or a customer service policy (Lawrence, 2006).

Ethiopia civil service reform was designed in the office of the prime minister to improve the quality of service provided by public sector (Pauloschanie, 1997). The reform includes the establishment of compliant-handling mechanism, which has made civil service institution follow an appropriate and improved system of service delivery so as to give service to the public in an effective, efficient, transparent, and impartial manner (Pauloschanie, 1997). The employees of the civil service institutions have the responsibility and obligation to provide quality service to the public (Pauloschanie, 1997). The issue of service delivery is a global concern that needs a continuous improvement in order to fit the turbulent environment and customer needs and expectation.

Any organization either profit- oriented or not, has to give emphasis to quality service delivery in order to create smooth relationship with its customer. In line with that, the student researcher intended to investigate the provision of service delivery in *Angolelaena Tera Woreda* Education Office. The *Angolelaena Tera Woreda* Education Office is one of the local government organizations found in *Amhara* regional state, North *showa* zone, 110 km far from Addis Ababa, 20 km from the capital of North *showa* Debreberhan. The *Woreda* has 110.000 people with 19 rural and 2 town *kebeles*. *Angolelaena Tera Woreda* Education Office was established after EPRDF came to power in 1985 E.C.

According to *Angolelaena Tera Woreda* Education Office strategic plan of 2007/8, there is a mission, that is: to create the productive and accountable citizen to the country that brings sustainable development and growth by using current technology, to cover the primary education opportunity for all, and providing quality and standard education. There is also a vision that, to see every citizen that are: avoid illiterate by gaining primary education, have a capacity to create new technology (innovation), and participation in the country's development by using current information technology

Like other civil service institutions, this office also gives service to the society at local level. It serves the community in addressing education opportunity and training requirement. The office has its own institutional vision, mission and objective that give focus on expanding the education opportunity and training, to keep the quality and to improve the standard of education and training. Currently, it administers 45 first cycle and second cycle primary schools, 2 general secondary schools, and 1 preparatory school. In order to accomplish its intended objective, the office has 22 staff members and 654 teachers of primary, secondary, and preparatory schools. Thus, this study tries to assess the service delivery practices of the office in administering those schools.

1.2 Statement of the Problem

The civil service institutions have to provide quality service, fairly, equitably, honestly, efficiently and effectively for their internal and external customers. According to Steve (2001), performance measurement system also need to focus on service quality and customer satisfaction, and has been profoundly affected by changes in customer requirement, particularly for reliability, speed and quality.

The difficulty, encountered to measure quality service is that it may be abstract, transient, and subjective rather than physical, permanent, and objective respectively. Another challenge to service provides institution is to close the gap between the services the public expects from the government and their satisfaction with the service they receive (Steve, 2001).

The service delivery process, the content of plan how service delivery standard was set, the way of measuring service quality, the system of complaint handling mechanism and the actions taken by the office to improve the quality of service delivery between the administrative body and teachers will be the concern of this study.

1.3 Research Questions

To make clear what service must be delivered and how the recipients recognize them the problems related with service delivery practices should be clearly known. Therefore, this study tries to answer the following research questions of the mentioned education office.

1. What does the service delivery process of the office look like?
2. How does the office set the standard for delivery of service?
3. To what extent does the service delivery affect the teaching learning process?
4. What type of complaint handling mechanisms does the office use to handle customer complaints?
5. What should be done to improve service delivery performance?

1.4 Objectives of the Study

This study has general and specific objectives

1.4.1 General Objective

The general objective of this research is to assess the practice of service delivery in *Angolelaena Tera Woreda* Education Office and to suggest the possible solution for the problem identified.

1.4.2 Specific Objective

1. To assess the service delivery process of the office.
2. To examine the office's service delivery standard and its impact.
3. To identify the extent to which service delivery affect the teaching and learning process in the *Angolelaena Tera Woreda*.
4. To examine the way of complaint handling mechanism of the office.
5. To suggest mechanisms of improving service delivery performance.

1.5. Significance of the Study

Public service delivery directs citizens to know their expectations, perceptions and priorities, and involving them in service delivery improvement (Robert and Graham, 2008). This research were an important means: to create awareness about the problem for the office and the employees, to extend the scope of knowledge to the researcher and to provide possible solutions to the problems identified through this study on service delivery practice.

Therefore employees, customers, the office and the society are the beneficiaries from the output of the study to concerning service delivery practice in *Angolelaena Tera Woreda* Education Office.

1.6 Delimitation of the Study

Service delivery encompasses all aspects of service delivery practice in any government and non-government organization as well as business organization as a whole. However, due to time constraints, this study is delimited to conduct with 3 administrative employees at education office, 5 representative schools from 45 primary schools, 2 secondary schools, and 1 preparatory school found in the *Angolelaena Tera Woreda*.

1.7 Limitation of the Study

Even if the researcher designed and planned the study carefully, there were certain constrains that might hinder the researcher's effort from doing the research.

Some are considered as limitations like lack of time, lack of financial resource, difficulties to easily obtain the required administrative body in the office due to the field works and reluctance on the part of some respondents to provide details in the questionnaire.

1.8 Research Design and Methodology

1.8.1 Research Design

This study was intended to investigate the existing situation and practices of customer service delivery in *Angolelaena Tera Woreda* Education Office. Descriptive research and case study type were attempted to describe the profile of service delivery problem, respondents and typical characteristics of the sample. The study includes the collection of data and the researcher's observation of the event.

Therefore, descriptive design describes the current situation of service delivery practice in *Angolelaena Tera Woreda* Education Office.

1.8.2 Data Source

The valuable information or data source, which is crucial for this study were be collected from primary and secondary data. The primary data were collected from teachers through questionnaire and interview conducted to administrative employees, but the secondary data were being from different documents available in the office.

1.8.3 Sample Size and Sampling Techniques

To get depth information small numbers of participants were purposively selected. Its primary consideration in purposive sampling is the judgment of the researcher as to who can provide the best information to achieve the objective of the study. This type of sampling is useful when to describe and explore a phenomenon in details (Kumar, 2005).

Therefore, two sampling methods were used for the study, purposive for *Angolelaena Tera Woreda* Education Offices and simple random sampling for teachers who are working in the school.

All administrative employees and teachers were the target population. There are 22 administrative employees and 654(teachers, supervisors, principals) in the *Angolelaena Tera Woreda*. Out of 22 administrative employees 3 were selected purposively for interview and out of 654(teachers, supervisors, principals) as Kumar (2005) stated(20%)that is 130 respondents also selected from 5 primary schools, 2 secondary schools, and 1 preparatory school. The five primary schools were selected from 45 primary schools purposively based on geographical location and representiveness of the school.

The respondents in the five primary schools mentioned were selected for questionnaire purpose as follows (38 from *chacha*, 24 from *cheki*, 26 from *kotu*, 21 from *boren*, and 16 from *diremeda*) according to their population. In addition to this, 5respondents were selected purposefully from two secondary (*chacha ena kotu*) and one preparatory school (*chacha*).

1.8.4 Data Gathering Tools

In this paper utilizes both interview and questionnaire especially for primary data. The interviews were used for administrative employees, but questionnaire that is closed end and open-ended were conducted to teachers, supervisors and principals. On the other hand, secondary data, which used in this research paper obtained from different books and documents.

Questionnaire

In order to obtain the intended data from sample respondents both open and closed-ended questionnaires were distributed to 130 respondents. Two kinds of questionnaire were prepared in English which are for questionnaire and for interview.

Interviews

Interviews were conducted with the *Angolelaena Tera Woreda* Education Administrative employees with selected questionnaires which prepared in English and then translated in to Amharic to be more discussed with interviewer.

1.8.5 Method of Data Analysis

The data collected through questionnaire and interviews were organized, coded analyzed and interpreted by means of percentage and figures.

1.9 Organization of the Thesis

This paper comprises five chapters:- Chapter one deals with background of the study, statement of the problem, objective of the study, significant of the study, scope of the study, limitation of the study, methodology of the research and organization of the paper. The next chapter deals with review of related literature of the research. Chapter 3 presents the empirical results and data discussion of the research. Chapter 4 contains the interpretation analysis of data that describe in chapter three. Chapter 5 consists of summary of finding, conclusion and recommendations. List of bibliography, questionnaire and interview also attached.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1 The Service and Service Concept

2.1.1 Service

The concept of service has many different contexts. From the customer perspective, service is the combination of the customer's experience and their perception of the outcome of the service.

Service Experience: is the customer's direct experience of the service process and concerns the way the customer is deal with the service provider. It contains aspects of how customer-facing staff interacts with customers and the customer's experience of the organization and its facilities (Robert and Graham, 2008).

Service Outcome: the term service outcome is to describe the result for the customer of service delivery. The outcomes for a service will include benefits, emotions, judgments and intentions. One key and important output is the "expected" and often tangible output of the service. The outcomes outlined are from a customer perspective. There are also important outcomes from the organization's perspective. Organizational outcomes will be concerned with meeting and objectives (Robert and Graham, 2008).

2.1.1.1 Types of Service

There are broadly five different types of service according to Robert and Graham (2008):-

1. Business-to-business service.
2. Business-to- customer service.
3. Internal service.
4. Public service (government-to-customer).
5. Not-for-profit service.

Public Service: Federal or local government for the community at large; example hospital and education (Robert and Graham, 2008) provides these services.

Challenges for public sector service include:-

- The provision of "best value" service: public service are under continual scrutiny,
- Rationing supply of service: public sector organizations cannot use the pricing mechanism to regulate demand,
- Multiple stakeholders: public sector suffer from having many" customer", and

- A confused service concept: the service concept provides direction for the organization (Robert and Graham, 2008).

Public Service

A public service is a product delivered or activity that is carried out that meets the needs of a wide section of users. An effective public service is one based on an undertaking by the provider to understand needs of the users by providing information; products and advice are tailored to the specific needs of the users (Mutabwire, 2013).

Public services are not a privilege in a civilized and democratic society: they are a legitimate expectation. That is why meeting the basic needs of all citizens is one of the five key programs of the Government's Reconstruction and Development Programmed (RDP). It is also the reason why the Government's macro-economic strategy called Growth, Employment and Redistribution (GEAR) calls, among other things, for the reduction in government consumption and the release of resources for productive investment and their redirection to areas of greatest need. This means that government institutions must be reoriented to optimize access to their services by all citizens, within the context of fiscal constraints and the fulfillment of competing needs (transpubservice, 1997).

2.1.2 The Service Concept

Service concept is a critical element in knowing and defining what the organization is providing and the customer using. The service concept is a shared understanding of the nature of the service provided and received, which should encapsulate information about:-

- The organization idea: the essence of the service bought, or used, by the customer.
- The service experience: the customer's direct experience of the service process, which concerns the way the service provider deals with the customer.
- The service outcomes: the result for the customer of the service.
- The service operation: the way in which the service will be delivered
- The value of the service: the benefit that the customer perspective to be inherent in the service weighted against the cost of the service. The service concept represents the nature of the service offering, which guide operations staff and administrators to know what to deliver and how to deliver it. It acts as "service specification" (Robert and Graham, 2008).

2.2 Service Delivery

According to Mutabwire (2013) Service delivery refers to a relationship between policy makers, service providers, and consumers of those services, and encompasses both services and their supporting systems. Service delivery is a mechanism used by an organization to meet the needs and aspirations of the people it is meant to serve. Political and Technical Assessments of the effectiveness of public organizations such as Local Governments (LGs) occur continuously in most Countries. These review how effectively local governments meet the service delivery standards of the country. Confidence in local governments derives from demonstrated capability to deliver services in a way that meets national and public needs. These should address the needs of the community by providing quality services.

The ability of a local government to meet national service delivery needs is a source of credibility on their part. Conversely, local governments face a critical test when they fail to meet peoples' expectations. At the center of service delivery is accountability, value for money, efficient and effective use of resources, improved communication and decision-making processes. If the accountability process is weak, value for money will not be realized. Effective service delivery is about providing the services that meet the needs of the users in the most efficient and effective ways. Sharing best practices leads to effective and efficient service designs and implementation.

2.2.1 International Principles Guiding Effective Service Delivery

- i. **Availability:** A service should be available at the time and scale that the user needs it.
- ii. **Dependability:** A service should be delivered regularly and on time.
- iii. **Usability:** A service should be presented in user specific formats so that the client can fully understand.
- iv. **Usefulness:** A service should be designed to respond appropriately to user needs.
- v. **Credibility:** A service is designed in such a way that the user can confidently and conveniently apply it in solving his/her problem or need.
- vi. **Authenticity:** A service should be delivered in such a way that entitles it to be accepted by stakeholders in given decision-making contexts.
- vii. **Responsive and flexible:** A service should directly respond to the evolving user needs.

- viii. **Sustainability:** A service should be affordable and consistent over time.
- ix. **Expandability:** A service should be applicable to different kinds of approaches are principles of (Mutabwire,2013).

2.2.2 Elements of Service Delivery Designs in Local Governments

According to Mutabwire (2013) Local governments (LGs) should improve service delivery as part of their responsibility to the people. Hence, local governments should:

- i. Evaluate citizens' needs, priorities and decisions;
- ii. Increase understanding and act upon socio-economic needs of the citizens in order to design appropriate service delivery mechanisms;
- iii. Improve decision-making capacity of leaders at all levels;
- iv. Continuously improve service delivery mechanisms to meet changing needs and demands of the citizens;
- v. Provide relevant, timely, cost-effective and useful services that are beneficial to the people;
- vi. Increase collaboration and cooperation between local governments and central Government agencies;
- vii. Define the outcome, effectiveness and relevance of each mechanism to be used;
- viii. Effectively use performance management approaches, tools and methods to evaluate the services delivered;
- ix. Ensure that the information received is acted upon;
- x. Increase participation of people in decision-making for service delivery;
- xi. Learn from successful and unsuccessful outcomes; and
- xii. Share responsibility with all actors engaged in local government service delivery

2.2.3 Service Delivery Process

A service process is the set of interesting tasks or activities that together in an appropriate sequence create the service. These process not only “process” customer but they also process material, information and even staff. Many service process, departments, people, decision and activities.

According to Robert and Graham (2008)“Good” service process is not only create satisfied customer but also reduce costs, enhance value-added and underpin in financial performance. Process must be understood and managed end-to-end in order to provide the desired outcomes

and experience for customers. The services cape is a key ingredient of service process design and has a significant impact on customers and employees.

2.2.4 Service Delivery Plan

The plan is a document, written in advance of service delivery that sets forth the goal and objectives of service delivery and directs the activities necessary to reach them. The plan also serves as justification for services by showing that they meet the identified needs and will lead to desired outcomes. More specifically, a plan describes the service to be provided, who will be responsible for its provision, and when service delivery will occur “Marian and Tricia, 2006”.

2.2.5. Service Delivery Coordination

According to Marianne and Tricia (2006:213) service coordination becomes key one that the customer and the manager have agreed on a plan of service and determined what services will be provided by someone. Then three basic activities are:

- ❖ Locate resource in the community.
- ❖ Arrange for the client to make use of them and
- ❖ Support the client in using them.

Service coordination promotes effective and efficient service delivery. In coordinating service, the manager engages in linking, monitoring, and advocating while building on the assessment and planning. For services that will be provided by others follows the following steps:

1st step: review previous contacts with service providers.

2nd step: referral the connection of a customer with a service provider.

3rd or final step: monitoring service delivery over time and following up to make sure the service has been delivered appropriately.

2.2.6 Service Delivery Improvement

According to Marianne and Tricia (2006) in recent years, there has been an increasing emphasis on providing quality service. This has been resulted in the use of four processes.

- Linking out comes to costs to cost,
- Conducting utilization review,
- Planning quality assurance program, and
- Promoting continuous improvement.

Batho Pele Principles

The Department of Public Service and Administration (DPSA) in 1998 published the White Paper on transforming Public Service Delivery and in it outlined the eight principles popularly known as Batho Pele Principle. Batho Pele literally means “*People First*”. The principles that underpin the Batho Pele are as follows:

Consultation: the citizens/ consumers will be consulted on the level and quality of service that they receive and on matters that affect them.

Service standard: Citizens shall be made aware of the level and quality of service that they will receive.

Access: All citizens shall have equal access to services and shall not be discriminated against on any grounds.

Courtesy: All public officials shall behave in a polite and altruistic manner when interacting with and rendering service to the public. This can translate into a warm and caring attitude towards customers.

Information: Citizen should be given information about the level and quality of service. Citizens should not only be given feedback when there is good news but they have to be kept abreast even when there are challenges.

Openness and Transparency: All government operations should be undertaken in an open and transparent manner, unless if such undertakings are of a sensitive nature. This will ease the minds of citizens and minimize fraud and corruption.

Redress: The Apartheid government rendered quality service to a particular segment of the population. The Black and rural communities remained under-serviced. The Government of the day is committed in rectifying the inequalities of the past. This could be achieved by prioritizing the needs of the previously disadvantaged in the delivery of services.

Value for Money: This principle emphasizes effectiveness and efficiency. Resources are never abundant; the available resources should be put to good use. This translates into better results and efficient service delivery at minimal costs which are stated in (Zuban,2011).

2.3 Customer Satisfaction and Expectation

The customer is input resources for service operations and thus not only do we need to know how to manage customers but also we need to understand what they expect from the operation.

Most importantly, they are, the final judges as to how well the quality of the service matches up to requirement and, by their continued support, determine its long-term success.

This should be more than sufficient motivation for operations managers to ensure that is a match between expectations and service delivery in order to ensure that is a match between expectations and service delivery in order to satisfy or even delight our customers (Robert and Graham, 2008).

2.3.1 Customer Satisfaction

Simply satisfaction is the result of customers' assessment of a service based on a comparison of their perceptions of service delivery with their prior expectations. If customers' perception of the service, the experience and outcomes matches their expectations then they should be satisfied (at least satisfied). If their perception of the service exceeds their expectation then they will be more than satisfied, even delighted. If their perceptions of the service do not meet their expectations then they may be dissatisfied, even disgusted. Satisfaction is the outcome of the customer's evaluation of a service, which we sometimes refer to as perceived service quality and can be represented on a continuum from delight to extreme dissatisfaction (Robert and Graham, 2008).

Customer satisfaction and service quality

Since customer satisfaction has been considered to be based on the customer's experience on a particular service encounter, (Cronin & Taylor, 1992) it is in line with the fact that service quality is a determinant of customer satisfaction, because service quality comes from outcome of the services from service providers in organizations.

Another author stated in his theory that "definitions of consumer satisfaction relate to a specific transaction (the difference between predicted service and perceived service) in contrast with 'attitudes', which are more enduring and less situational-oriented," (Lewis, 1993, p. 4-12) This is in line with the idea of Zeithaml et al (2006, p. 106-107).

Regarding the relationship between customer satisfaction and service quality, service quality would be antecedent to customer satisfaction regardless of whether these constructs were cumulative or transaction-specific. Some researchers have found empirical supports for the view of the point mentioned above (Anderson & Sullivan, 1993; Fornell et al 1996; Spreng & Macky 1996); where customer satisfaction came as a result of service quality (JenetManyiAgbor, 2011).

2.3.2 Customer Expectations

Organizations need to understand expectations and, if appropriate, manage those expectations. Indeed it may be appropriate to try to rein in customers' expectations in order to keep them at right level that can be met or just exceeded by service delivery. This is a key challenge for service operations managers. Expectations exist somewhere on arrange or continuum, between ideal and intolerable.

Some points on the continuum could be defined as follows:

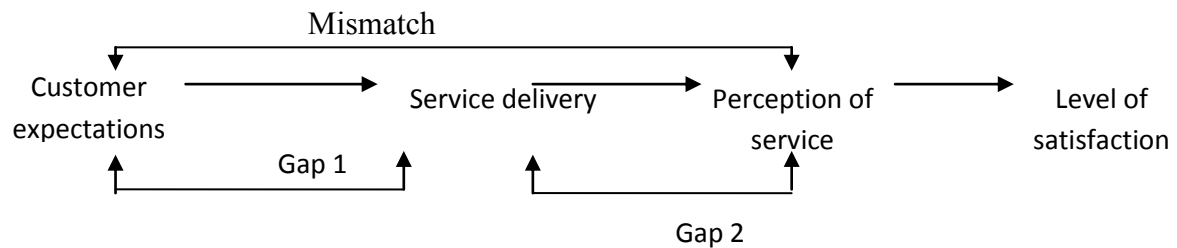
1. Ideal: the best possible.
2. Ideal feasibility: what should happen given the price or the industry stand?
3. Desirable: the standard that the customer wants to receive.
4. Deserved: the level of performance that the customer ought to receive, given the perceived costs.
5. Minimum tolerable: the minimum tolerable standards those that must be achieved.
6. Intolerable: the standard the customer should not receive.

(Robert and Graham, 2008).

2.3.3 Service Quality

Service quality is often used to mean different things. Some managers use the term to mean how the customer is treated. This is perhaps more accurately called quality of service, as opposed to service quality, which can mean the entirety of outcome and experience. Other definitions of service quality include:

1. Satisfaction: sometimes service quality is used to mean the same as satisfaction, i.e. perceived service quality.
2. A relative impression of the organization and its service: defined service quality as "the customer's overall impression of the relative inferiority or superiority of the organization and its service".
3. Quality delivery: mean the quality of service we deliver. This, of course, maybe different to how a customer sees the service (their perceived service quality), and thus there may be a mismatch between a customer's expectations of the service and their perception of its delivery. This prismatic could be the result of either mismatch between expectation and delivery and/or a mismatch between delivery and perception (Robert and Graham, 2008).



1. Reasons for gap 1:

- Internal causes: lack of understanding of customer expectations by managers.
 - In appropriate specification or design of the service.
 - In sufficient resources to meet expectation.
- External cause: in expectations of the service experience and/or outcome.

2. Reasons for gap 2:

- Internal cause: the result of either incorrect delivery of a service or customers in appropriately perceiving the service. Incorrect delivery is unusual in many service organizations can be removed through service recovery.
- External cause: inappropriate perceptions of the service experience and/or outcomes.

2.4 Federal Democratic Republic of Ethiopia Service Delivery Policy in the Civil Service

According to (FDRE, 2001) this policy document elaborates problems and drawbacks of the Ethiopia civil service in the delivery of services, the need for and objective of the policy as well as policy instrument or directives.

2.4.1 Problems and Drawbacks of the Ethiopian civil Service in the Delivery of Services

According to this policy there are several problems contributed to poor service delivery in the Ethiopia civil service:-

1. Positive attitude towards public service has not developed to the desired extent:
2. Insufficient recognition that citizens have rights to receive service from government:

3. Service delivery in many civil service institutions is based on long time consuming, excessively hierarchical organizational structure and obsolete management practice:
4. The public is seldom given clear and adequate information on the availability of particular service and the conditions required to get these services:
5. Civil service institutions are sole providers of some services:
6. Most of the institutions do not have any formally constituted complaints handling mechanism:
7. Service users are rarely consulted about their need:
8. Service delivery improvement is not given sufficient attention in the planning process of many government institutions:
9. Inconsistency of regulations are guidelines governing institutions that provide related services as well as lack of coordination and cooperation among various departments within an institution and between related institutions often hamper efficiency in service delivery; etc.
10. As a result of these and other problems and drawbacks, the civil service has so far not been able to effectively carryout government policies and programs as well as to organize and deliver cost effective service.

Objective of the policy

The overall objective of the policy on service delivery is to attain user satisfaction in service delivery in the civil service. Its specific objective is:

- ✓ Efficiency and effectiveness of service delivery in the civil service thus reducing the burden of providing and receiving service and there by facilitating economic and social development;
- ✓ Equity in access to government provided service and in the treatment of service uses;
- ✓ Those institutions are managed in such a way as to provide better quality service and are accountable for failure to do so.

Policy instrument or directions

The following policy instrument or directions are designed to attain the overall and specific objectives of the policy:

1. Formulating of mission statement
2. Promoting positive attitude towards serving the public.

3. Define eligibility
4. Facilitating easy access
5. Establishing complaints handling mechanism
6. Providing adequate information
7. Consulting with service users
8. Setting service standard
9. Providing cost effective services
10. Promoting transparency

From the above instrument two of them are discussed as follows:-

Consulting with service users

Consulting is a means of obtaining useful and objective views of service users with the aim of improving service delivery on continuous basis. Consultation enables management to identify the needs and expectations of service users. To this end, institutions shall regularly consult with service users on:-

1. Service delivery priorities;
2. Service standard and quality of service;
3. Performance of the institution;
4. The level of service user satisfaction;
5. Areas of improvement; etc.

Setting service standard

According to (FDRE,2001) service delivery policy standards are basic management tools for increasing institutional effectiveness. Therefore, institution shall set clear standards for the delivery of service. Service standard could be national, sectorial and institutional. Service standard should:-

1. Be clear and simple;
2. Focus on key issues and relate to the needs of users;
3. Service as management targets;
4. Be measureable and be challenging but realistic;

2.5 Establishing Compliant Handling Mechanism

According to transpubservice(1997) National and provincial departments are required to review and improve their complaints systems, in line with the following principles:

Accessibility

Complaints systems should be well-publicized and easy to use. Excessive formality should be avoided. Systems which require complaints to be made only in writing may be convenient for the Organization but can be off-putting to many customers. Complaints made in other ways, such as face-to-face, or by telephone, should therefore also be welcomed.

Speed

The longer it takes to respond to a complaint the more dissatisfied customers will become. An immediate and genuine apology together with a full explanation will often be all that they want. Where delay is unavoidable, the complainant should be kept informed of progress and told when an outcome can be expected.

Fairness

Complaints should be fully and impartially investigated. Many people will be nervous of complaining to a senior official about a member of their staff, or about some aspect of the system for which the official is responsible. Wherever possible, therefore, an independent avenue should be offered if the complainant is dissatisfied with the response they receive the first time round.

Confidentiality

The complainant's confidentiality should be protected, so that they are not deterred from making complaints by feeling that they will be treated less sympathetically in future.

Responsiveness

The response to a complaint, however trivial, should take full account of the individual's concerns and feelings. Where a mistake has been made, or the service has fallen below the promised standard, the response should be immediate, starting with an apology and a full explanation; an assurance that the occurrence will not be repeated; and then whatever remedial action is necessary. Wherever possible, staff who deal with the public directly should be empowered to take action themselves to put things right.

Review

Complaints systems should incorporate mechanisms for review and for feeding back suggestions for change to those who are responsible for providing the service, so that mistakes and failures do not recur.

Training

Complaints handling procedures should be publicized throughout the organization and training given to all staff so that they know what action to take when a complaint is received.

According to (FDRE, 2001) complaint is any expression of dissatisfaction that may arise in the process of service delivery. This includes any indication of wrong doing and comments made by service users that need response.

According to Peter and Ellen, 1998 complaint handling has two objectives:-

1. Turn a dissatisfaction customer into a loyal customer, and
2. Reduce barriers or problems that might have a negative impact on other customers.

After all, if complaints indicate, for instance, that a service fails to meet customers' expectations or that customers feel they have not been heard or treated fairly, it might be appropriate to approach complaints more as opportunities for improved service delivery and to accept the challenges of creating a more customer focused service organization.

2.6 Experience From Other Countries

2.6.1 South African Public Service

According to Zubane(2011) A group of public institutions operating under the auspices of the South African Public Service Administration, mandated by the Public Administration Act. Section 8 of the Public Service act (proclamation 103 of 19194) states that the South African Public Service constitutes all persons holding fixed positions or permanent additional appointments in the service, and the state educational institutions excluding members of the National Defense Force, the South African Security Agency and the South African Police Intelligence.

The South African Public Service operates from an environment different from that of the private organizations. Fox, Schwella & Wissinki (1991:231) identify the differences between the two as follows:

- ✓ Public institutions are exposed to greater public scrutiny as well as unique public expectations.
- ✓ The environment of public institutions is more legal, formal and has more judicial restraints than private sector organizations.
- ✓ Public organizations function in an environment where there is lesser degree of market exposure and a greater degree of reliance on appropriations from authoritative bodies than with private organizations.

According to Modimowabarwa HKanyane. In chapter 4 cited sangweni (2003) he argues that the South Africa public service has effected reforms to improve performance and service delivery. The need to improve was underpinned by the government's acceptance of the challenge that access to and delivery of decent public service were no longer privileges to be enjoyed by the few, but the rightful expectation of all the people, especially those previously disadvantaged. On this basis, South Africa entered what could be termed an epoch of policy development, undergoing rigorous policy shifts and an intensive policy development process (largely from 1993-2000). Through this process the citizens of the country were included in policy formulation. The process culminated in plethora of policy prescripts such as act of law, proclamation, white papers and by-laws.

From 1998 onwards, local government underwent policy shifts and reform while public service delivery was still at stake. These multiple activities on the same stage could be said to account for the slow pace of service delivery. In the current era (2009-13)and even beyond, the newly elected fourth government, it is suggested, should focus solely on restoring human and public trust in government through public service delivery. In other words, public service delivery should not be an end in itself but rather a means to an end: the being upholding and strengthening human dignity. From the advent of the new democratic dispensation in 1994, it could be said that national government, especially rural municipalities, but rather rewarded political activists with technical appointments. It seems that local government is now paying a heavy price, called upon to account for poor service delivery as a result of political appointments.

2.6.2 South Africa's Achievements

According to Samson (2011)South Africa has already attained several important achievements on which it can build to develop an effective public service delivery system, including:

- Democracy.
- The Constitution, including the constitutional mandates for basic services.
- The decentralization framework.
- The intergovernmental fiscal system.
- The Batho Pele (Sesotho for “people first”) principles.
- Sector-specific legal and policy frameworks.
- A vibrant civil society.

But stakeholders agree that implementation has fallen short of citizen aspirations and the government’s goals.

This report begins by analyzing trends in public spending. Overall spending on public services has increased dramatically since 1994, but per capita spending on health and education has increased only 20–25 percent over 15 years—less than usually assumed—while real per capita spending on housing has fallen 12 percent since 1990.

Education

Based on the achievement of South Africa stated by Trevor Samson, (2011). Education rated high in access but not in quality. Education service delivery is also managed at the provincial level, but it benefits from an important community oversight institution—School Governing Bodies. Student education achievements (outcomes) differ significantly by how effective these bodies are at guiding school decisions.

An expenditure incidence analysis shows a modest improvement in reducing the small remaining public spending inequality between rich and poor communities between 2000 and 2005. While the spending imbalance of the apartheid era has been corrected—an important achievement—the benefit in terms of the learning outcomes of poor students lags.

What could explain this? We suggest a number of reasons:

- Teacher pay structures provide the wrong incentives. While better educated and more experienced teachers are underpaid, teachers with less attractive characteristics or endowments earn more than employees in other sectors, providing the perverse incentives of attracting and keeping lower performing teachers in the profession.
- “Time on task”—the classroom time that teachers actually devote to teaching and learning activities—is low.

- Deficiencies in school budget management. Schools that receive a “paper budget” must rely on provincial recruitment for access to funds, goods, and services, which do not always arrive on time or in the quantities intended.

Schools that ostensibly have authority over their budget face many restrictions on how to use it. Most schools have little decision making authority, and parents have little information on, and minimal control over, budgets and teacher performance, resulting in a lack of local accountability. What could improve the benefit incidence?

The short route to accountability is weak in most South African schools— especially among those serving the poorest communities. It is important that information on education outcomes be disseminated so that progress can be tracked and parents can know how schools are performing. Ensuring that parents are empowered to hold schools accountable would strengthen citizen voice. Increasing school decision making responsibility is also critical. Carefully crafted school decentralization—providing increased autonomy in decision making on financial operations, on procurement of goods and services, and on hiring and firing educators—coupled with more information on local school performance, can empower schools and make them more accountable to children and parents.

To strengthen the compact between government and frontline providers, the operation of the paper budget in non-Article 21 schools could be reviewed. Likewise, restrictions to funds flowing to Article 21 schools could be reviewed for their usefulness. Reported delays in procurement, and uncertainties about remaining budgets, create an environment in which schools cannot plan effectively.

A better understanding of actual school financial operations would help identify how to further the reform process. Teacher pay structures should also be reviewed to create more incentives for good teaching and to retain effective, experienced teachers.

CHAPTER THREE: DATA PRESENTATION AND DISCUSSION

3.1 Introduction

In this chapter, the data collected were presented and discussed in detail. The chapter mainly focused on primary data, which were obtained through questionnaire and interview. The primary data were analyzed using tables and percentage to describe the opinions of respondents toward the problem. Out of 130 questionnaire distributed to the respondents 125 were properly filled and returned. Interview was also conducted. The researcher also had an in-depth interview with three managers by spent more than two hours to collect valuable data. The presentation and discussed of data are made in details in line with basic research questions and objectives of the study explained in chapter one. This chapter will serve as a baseline for chapter four, where data is analyzed and interpreted to give meaning to the readers.

3.2 An Analysis of Primary Data

Table 1. Return Rate of Questionnaire

Total Population	Total sample distributed	Total returned	Return rate in %
644	130	125	96.15

Source: primary data (February, 2008)

As indicated on the table 1 above, out of the 130 questionnaires distributed to respondents 125(96.15%) were filled and returned. The following presentation and discussed was made based on this data.

Table 2. Personal Information of the Respondents

No	Items	Response Rate	
		Number	Percentage
1	Sex		
	a) Male	70	56
	b)Female	55	44
	Total	125	100
2	Age		
	a) 25 and below	18	14.4
	b) 26-35	61	48.8
	c)36-45	32	25.6
	d) 46 and above	14	11.2
	Total	125	100
3	Work experience		
	a) 1-10	35	28
	b)11-20	45	36
	c)21-30	32	25.6
	d) Above 30	13	10.4
	Total	125	100
4	Educational level		
	a) certificate	22	17.6
	b) Diploma	77	61.6
	c)BA/ BSC	25	20
	d) MA/ MSC and above	01	0.8
	Total	125	100

Source: primary data (February, 2008)

As shown in table 2, item No. 1, out of 125 respondents, the numbers of male respondents were 70; whereas the numbers of female respondents were 55. This implies that there was proportionality between male and female respondents under study.

From the item No. 2, out of 125 respondents (14.4%) were within the age of 25 and below, (48.8 %) were within the age of 26-35 years, (25.6%) were within the age of 36-45 years, and (11.2%) were within the age 46 and above years. From this, one can understand that, in the Education Office there were a large proportion of moderate and active teachers with the age less than or equal to 35 years which were 79(63.2%) in number.

In item No. 3, regarding the work experience of respondents, out of 125 respondents 35 were in the range of 1-10 years, 45 were in the range of 11-20 years, and 32 were in the range of 21-30 years, 13 were above 30 years. This implies that there were 80 respondents are less work experience less than or equal to 20 years.

In item No. 4, indicate that, out of 125 respondents (17.6 %) were certificate holders, (61.6 %) were diploma holders, and (20.8 %) were first and 2nd degree holders. This indicates that, there were a large proportion of teachers with diploma and above which goes with the standard of the country's education policy.

3.3 The level of awareness of the respondents about the procedure of service delivery practice

'Good' service process or procedure does not only create satisfied customer but also reduce cost, enhance value added and underpin financial performance. The question in Table 3 was asked for getting how well each procedure or process of service delivery system in the office was clear for his or her customer.

Table 3. Respondents' opinion about the Procedure of Service Delivery Practice

No	Item	Response Rate	
		Number	percentage
1	You know well each procedure of service delivery system.		
	a) Strongly agree	06	4.8
	b) Agree	41	32.8
	c) Neutral	20	16
	d) Disagree	53	42.4
	e) Strongly disagree	05	4
	Total	125	100

Source: primary data (February, 2008)

Table 3 item No 1. Summarize that respondents indicated disagree and strongly disagree with the idea about their knowledge of the procedure for service delivery in the education office.

The proportions of respondents indicated that they have a poor knowledge about the procedure or process of service delivery system in the office. Even if an office administrators in interviewees were explains that service delivery process consists of Materials, information, as well as staff. Many interrelated tasks or activities on customer service delivery like career structure, salary and pension payment, transition and assigning of teachers, and disciplinary action.

3.4 The offices' service delivery standard

Service delivery standard was basic management tools for increasing institutional effectiveness. The clarity of service delivery standard and its relevance with the need and expectation of customers has been summarizing in Table 4.

Table 4. Office's Service Delivery Standard

No	Item	Response Rate	
		Number	Percentage
1	You are clear with the service standard of your office.		
	a) Strongly agree	16	12.8
	b) Agree	36	28.8
	c) Neutral	24	19.2
	d) Disagree	43	34.4
	e) Strongly disagree	06	4.8
	Total	125	100
2	The service standards are set based on your need and expectation.		
	a) Strongly agree	08	06.4
	b) Agree	21	16.8
	c) Neutral	22	17.6
	d) Disagree	60	48
	e) Strongly disagree	14	11.2
	Total	125	100

Source: primary data (February, 2008)

Table 4 item No. 1 shows that respondents around near to half percentage were disagree or they are not clear with the service delivery standard in the organization. However, the interview result indicated there were written service delivery standards that customer served with 3-10 minutes in average that view through observation by researcher. The office administration aware and clear their procedures of service delivery system to their customers through workshop and discussion in each cluster every 3 months, and training with directors of the schools and teachers but customers shows that service delivery more or less were not available and clearly written. From this, it is possible to say there was a gap between service provider and customer.

Table 4.Item, No 2. The fact that 74(59.2 %) of the total respondents were claimed disagree about the service delivery standard that set based on customers need and expectation. Therefore, in this office, the service delivery standards were not based on customers need and expectation.

Nevertheless, according to the response of administrators' there were a clear service delivery standard in the organization which is indicated by time, quantity, and quality.

3.5 Fairness and transparency of service delivery practice

Fairness and Transparency was the principle of service delivery improvement and the main delivers of service quality. Table 5 shows the treatment of the service providers to the uses and their transparency to their customers.

Table 5. Fairness and Transparency of Service Delivery Practice

No	Item	Response Rate	
		Number	Percentage
1	You are treated fairly and equally when every of you deal with a service delivery.	07	5.6
	a) Strongly agree	25	20
	b) Agree	15	12
	c) Neutral	45	36
	d) Disagree	33	26.4
	Total	125	100
2	There is a transparency customer service delivery practice in the organization.	10	8
	a) Strongly agree	26	20.8
	b) Agree	18	14.4
	c) Neutral	43	34.4
	d) Disagree	28	22.4
	Total	125	100

Source: primary data (February, 2008)

From table 5 items, No 1. This indicates that from the total of 125 respondents' majority of them, disagree about their fairness treatment, it is possible to say that there was a great problem regarding the treatment of their customers fairly and equally. However according to the administrators' response, the way of measuring the quality of service delivered in this office was mainly based on customers' satisfaction or compliant feedback and the improvements occurred in service delivery. If the complaints were much in number, there was a problem of quality service delivery, but if there were few or no complaints with the service given, they assume that they were delivered quality service to their customers. Again, if there was an improvement in service

delivery area there may be a quality service delivery. Generally, it is possible to say there was no fair and equal service delivery.

In case of item No. 2 the fact that from the 125 respondents 71 of them disagree about the transparency of customers' service delivery practice in the office. This indicates that there were no or less transparency through service providers and their customer service in the office.

3.6 Quality and timeliness of service delivery

Time is one of the measure of quality service and a key driver of customers' satisfaction. Quality of service related to Timeliness was analyzed and interpreted as follows.

Table 6. Quality and Timeliness of Service Delivery

No	Item	Response Rate	
		Number	Percentage
1	You are satisfied with the quality of service you get.		
	a) Strongly agree	05	4
	b) Agree	29	23.2
	c) Neutral	15	12
	d) Disagree	62	49.6
	e) Strongly disagree	14	11.2
	Total	125	100
2	The time when services are provided allow reasonable access for customer and scheduled.		
	a) Strongly agree	07	5.6
	b) Agree	27	21.6
	c) Neutral	18	14.4
	d) Disagree	52	41.6
	e) Strongly disagree	21	16.8
	Total	125	100

Source: primary data (February, 2008)

From table 6 item No. 1 shows that, from this fact the majority of respondents, that was 76(60.8 %) of them were disagree about their satisfaction with service quality they got from the education office.

This indicates that there was very less satisfaction of customers' with quality of service given in the office. Sometimes service quality was used to mean the same as satisfaction. Therefore, it is possible to say there was no quality service delivered in the office.

In case table 6 item No. 2 the fact shows from the 125 respondents (58.4%) of them were says disagree. This means that there was less access time for customers to get their services reasonably in the office.

3.7 Available and clearly written of service delivery information

The availability and clearly written information of service delivery was analyzed and interpreted in table 3.7

Table 7. Written Information of Service Delivery

No	Item	Response Rate	
		Number	Percentage
1	The information about program and delivery is readily available and clearly written.		
	a) Strongly agree	05	4
	b) Agree	30	24
	c) Neutral	22	17.6
	d) Disagree	45	36
	e) Strongly disagree	23	18.4
	Total	125	100

Source: primary data (February, 2008)

As shown in Table 7 item No. 1, from the 125 respondents more than half, that is 68(54.4%) claimed disagree and strongly disagree about the availability and clarity of service delivery. These data shows that the office was not in good manner in service delivery program which readily available even if it was written in and outside the office.

3.8 Result of service delivery on teaching and learning

Result of respondents how service delivery affects the teaching and learning process presented in table 8.

Table 8. Effects of Service Delivery Practice on Teaching and Learning Process

No	Item	Response Rate	
		Number	Percentage
1	The service delivery problem affects the learning process.		
	a) Strongly agree	26	20.8
	b) Agree	29	23.2
	c) Neutral	08	6.4
	d) Disagree	43	34.4
	e) Strongly disagree	19	15.2
	Total	125	100
2	Does service delivery problem affect only the learning and teaching process?		
	a) Strongly agree	08	6.4
	b) Agree	22	17.6
	c) Neutral	16	12.8
	d) Disagree	55	44
	e) Strongly disagree	24	19.2
	Total	125	100

Source: primary data (February, 2008)

From table 8 item No. 1 indicates that from the total respondents 62(49.6 %) of them confirmed that disagree and strongly disagree about the service delivery affects the learning and teaching process. However, according to administrative responses fair and facilitate service delivery have a great role in improvement of the system by making satisfactory on teachers. If teachers were, satisfy there was no more turn over and they were happy with their professions this results improving the learning and teaching process. Based on interviewees there were an indicators on the students that was the score of students become more better and better from year to year.

As show in item No. 2 of table 8, 79 (63.2 %) of the respondents believe that service delivery problem affects not only the teaching learning process. Relating to the problem most of the respondents say about the major problems that was related to service delivery practice in organization includes shortage of transparent procedure, lack of administration skilled knowledge, partiality was appeared during work. customers' were not treated equally and fairly, not honesty for rule and regulation as well as give priority for self-interest, and few administrations use their power by dictator ship leadership style. This problem affects not only the teaching learning process but also the knowledge of the generation as well as the country at all because of the quality of education becomes low and low. However, according to the

administrator's explanation, there was coordinate service delivery inside and outside the organization. First, there three management bodies in the Office, 4 department head, 3 parts with 10 clusters in *Woreda* Education Office. This is internal arrangement in the Office, which coordinate and evaluate every time in accordance with hierarchy and work schedule.

From outside the organization especially with *Woreda* management body, women, and children Office, non-government organizations like world vision, *Ersha*, Initiative Africa, and with education sustainable development have great coordination related to goal oriented as well as service delivery practice.

3.9 The practice of compliant handling mechanisms

Information about compliant handling unit and mechanism of handling customer complaints was presented in table 9.

Table 9. Practices on Compliant Mechanisms

No	Item	Response Rate	
		Number	Percentage
1	There is a strong compliant handling unit in your organization.		
	a) Strongly agree	08	6.4
	b) Agree	22	17.6
	c) Neutral	24	19.2
	d) Disagree	49	39.2
	e) Strongly disagree	22	17.6
	Total	125	100
2	The Mechanisms for handling customer complaints are enough.		
	a) Strongly agree	03	2.4
	b) Agree	27	21.6
	c) Neutral	16	12.8
	d) Disagree	62	49.6
	e) Strongly disagree	17	13.6
	Total	125	100

Source: primary data (February, 2008)

As shown in Table 9 item No. 1 tells that, out of the total 125 respondents 71(56.8%) respondents argued that disagree about the strangeness of complaint handling unit in the office.

From the above data, this implies that there was no strong compliant handling unit to handle any wrong doing and comments by service users that need response in education office.

Nevertheless, according to interviewees, there was complaint-handling committee in the office to handle customer complaint. Administrators handles the complaints with courtesy, makes adjustments or make corrective action if possible and inform complaints to appeal to the complaint unit in *Woreda* civil service office and then to zone office step by step this unit solve the problem of the complaint in accordance with the law. However, customers' implies that there was no strong compliant handling unit to handle any wrongdoing.

In case of No. 2, the fact show that from the 125 respondents, the large proportion, that was 79(63.2 %) of the respondents confirmed that disagree and strongly disagree about the interestingness of complaint handling mechanism in the office.

The objective of compliant handling was to turn dissatisfied customer into loyal customer and reduce barriers or problems that might have a negative impact on other customers'. Therefore, it is possible to say that customers' feel they were not heard or treated fairly in education office.

3.10 Service delivery improvement practice

Improvements in service delivery speed efficiency and fairness in any government institution.

Table 10. Service Delivery Improvement Practice

No	Item	Response Rate	
		Number	Percentage
1	The action taken in the organization for improving service delivery is enough.		
	a) Strongly agree	06	4.8
	b) Agree	27	21.6
	c) Neutral	13	10.4
	d) Disagree	52	41.6
	e) Strongly disagree	27	21.6
	Total	125	100

Source: primary data (February, 2008)

As shown in Table 10 item No. 1, from the total respondents more than half of them disagree about the action taken in the office to improve service delivery. This implies that more than half of the respondents claimed that the action taken in the organization to improving service delivery were not given sufficient attention in order to use resource effectively, efficiently and economically.

3.11 Leaders use their power appropriately and transparently in decision

Leaders are the main one in order to guide their office employee to give quality service delivery and produce followers. Therefore, how leaders use their power accordance with the rule and in decision-making was analyzed and interpreted as follows.

Table 11. Leaders use Their Power Appropriately and Transparently in Decision

No	Item	Response Rate	
		Number	Percentage
1	The leaders of education office use their power appropriately and in accordance with customer interest.		
	a) Strongly agree	12	9.6
	b) Agree	19	15.2
	c) Neutral	32	25.6
	d) Disagree	36	28.8
	e) Strongly disagree	26	20.8
	Total	125	100
2	Administration of education follows transparently in decision-making.		
	a) Strongly agree	8	6.4
	b) Agree	16	12.8
	c) Neutral	30	24
	d) Disagree	52	41.6
	e) Strongly disagree	19	15.2
	Total	125	100

Source: primary data (February, 2008)

In table 3.11 item, No. 1 shows that, out of the total 125 respondents, 62 respondents argued that disagree about the strangeness of complaint handling unit.

From the above data, it indicates almost half of respondents says that leaders were use their power not appropriately and not in accordance with rules and customers interest.

Item No. 2, out of the total 125 respondents, 71 of the respondents was indicates that disagree about the administration of education office follows transparently in decision-making process in accordance with rules and regulations.

3.12 Information flows freely and directly accessible to customers

Information is the main task in order to facilitate the service delivery activity table 3.12 shows analysis and interpret of information flows freely available and directly accessible to customers.

Table 12. Information Flows Freely and Directly Accessible to Customers.

No	Item	Response Rate	
		Number	Percentage
1	Information flows freely available and directly accessible to Customers. .		
	a) Strongly agree	07	5.6
	b) Agree	16	12.8
	c) Neutral	31	24.8
	d) Disagree	42	33.6
	e) Strongly disagree	29	23.2
	Total	125	100

Source: primary data (February, 2008)

As shown in item No. 1 table 12, out of total 125 respondents 71 of them respondents disagree about the flows of information freely available and directly accessible to customers.

This indicates that not less in number were claims the flow of information freely available and directly accessible to customers.

Conclusion

Based on the data gathered and the interview together with information obtained the findings indicated, that the office was not in good manner in service delivery program even if the standard was available and written in and outside the office. Therefore, it is possible to say there was no quality service delivered in the office.

Administration they should use their power democratic leadership style in order to have a good relationship with customers and effective service delivery system and customers also participate by all aspect starting from planning up to evaluation.

CHAPTER FOUR: DATA INTERPRETATION AND ANALYSIS

Based on the data collected from internal customer and employee respondents has been thoroughly discussed in detail in Chapter Three, this chapter attempts to analyze the findings and, interprets the data in accordance with the intention of the Service Delivery practice. Ethiopian Civil Service Reform was designed in the office of the prime minister to improve the quality of service provided by public sector (Pauloschanie, 1997).The employees of the civil service institutions have the responsibility and obligation to provide quality service to the public.

4.1. Service delivery practice in Angolelaena Tera Woreda Educational Office

Like other civil service institutions, this office also give service and administers 45 first cycle and second cycle primary schools, 2 general secondary schools, and 1 preparatory school. In order to accomplish its intended objective; the office has 22 staff members and 654 teachers of primary, secondary, and preparatory schools.

An office administrators in interviewees were explains that service delivery process consists of Materials, information, as well as staff. Many interrelated tasks or activities on customer service delivery like career structure, salary and pension payment, transition of teacher from school to school based on standard and assigning of teachers, and take disciplinary action when fault is done but based on analysis they do not have clear knowledge about the procedure this shows the awareness creation on standard. The service delivery standards were not based on customers need and expectation. The office administration aware and clear their procedures of service delivery system to their customers through workshop and discussion in each cluster every 3 months, and training with directors of the schools and teachers but customers shows that service delivery more or less were not available and clearly written. From this, it is possible to say there was a gap between service provider and customer. According to the response of administrators' there were a clear service delivery standard in the organization which is indicated by time, quantity, and quality.

Time: According to their response, the customer served with in the range of 3-10 minutes according to the issue, which was presented.

Quantity: it is difficult to fix the accurate number, but in average one person or service provider can serve more than ten customers daily.

Quality: according to the interviewees customers compliant regarding to their service indicates it. They do their best as much as possible, in order to fill customer's needs, but there was no full of customer's service as needed.

Whereas standard set by TDS (Teachers, Directors, and Supervisors) department by using participation of teacher, directors, and supervisors proposal of the standard was set. Which, fulfill by service need? However, even if there were standard more of customers 59.2 % were not clear and not set based on their needs and expectation. These shows the participants are not the main decision makers on standard the officers change according to their interests.

4.2 Fairness, transparency, quality and timeliness of service delivery

Fairness and Transparency of Service Delivery Practice indicates that from the total of 125 respondents' majority of them disagree about their fairness treatment, it is possible to say that there was a great problem regarding the treatment of their customers fairly and equally. However according to the administrators' response, the way of measuring the quality of service delivered in this office was mainly based on customers' satisfaction or compliant feedback and the improvements occurred in service delivery. If the complaints were much in number, there was a problem of quality service delivery, but if there were few or no complaints with the service given, they assume that they were delivered quality service to their customers. From the above information one can understand the Education Office try to achieve its goal by any means instead of create fair and transparent service delivery practice on customer. Generally, it is possible to say there were no fair and less transparency through service providers and their customer service in the office. This ends the dissatisfaction of teachers on their job and occurrence of high turnover as well as economically and social disturbance will happen and the quality of learning and teaching process become on danger.

4.3 Availability of written information of service delivery

- When we are talking about written information of service delivery from 125 respondents more than half that is 68 claimed disagree and strongly disagree about the availability and clarity of service delivery. For example most information and standards are present in the main office information board but information are not putted and given in all schools which are presented in the *Angolelaena Tera Woreda* as we know information is the back bone of the organization in order to achieve its goal. So the availability of service delivery standard

information at all schools is mandatory. If this not happen the office was not in good manner in available and clear information of service delivery.

4.4 Result of service delivery on teaching and learning process

According to administrative responses fair and facilitate service delivery have a great role in improvement of the system by making satisfactory on teachers. If teachers were, satisfy there was no more turn over and they were happy with their professions this results improving the learning and teaching process if not the result will be on human knowledge of the generation become damaged. Based on interviewees there were an indicators on the students that was the score of students become more better and better from year to year. On the other hand the respondents believe that service delivery problem affects not only the teaching learning process. But also it affects socially, economically and morally also. Relating to the problem most of the respondents say about the major problems that was related to service delivery practice in organization includes shortage of transparent procedure, lack of administration skilled knowledge, partiality was appeared during work. customers' were not treated equally and fairly, not honesty for rule and regulation as well as give priority for self-interest, and few administrations use their power by dictator ship leadership style. This problem affects not only the teaching learning process.

4.5 The practice of compliant handling mechanisms

From the analysis which is presented in chapter three about the Compliant Handling Mechanisms Practice data, that implies there was no strong compliant handling unit to handle any wrong doing and comments by service users that need response in education office. Nevertheless, according to interviewees, there was complaint-handling committee in the office to handle customer complaint. Administrators handles the complaints with courtesy, makes adjustments or make corrective action if possible and if customers are not agree they inform and appeal to the complaint unit in *Angolelaena Tera Woreda* Civil Service Office and then to zone office step by step this unit solve the problem of the complaint in accordance with the law. However, customers' implies that there was no strong compliant handling unit to handle any wrongdoing. With shortage of strong compliant handling unit the customers have reservation on the working environment.

4.6 Service Delivery Improvement Practice

More than half of respondents disagree about the action taken in the office to improve service delivery. This implies that more than half of the respondents claimed that the action taken in the organization to improving service delivery were not given sufficient attention in order to use resource effectively, efficiently and economically. So managers should listen there internal customers in accordance with the law if not role of law must be applied on them. In addition in open-ended questionnaire most of respondents suggest that about how to improve customer service delivery system in the organization. These includes: civil service ethics principle like transparency, impartiality should be used in practice that was serve customers equally, honesty, fairly and impartiality. Knowledge of leaders should be improved in accordance with situation, so that can be sustainable in this case right person should be assigned on the right place to give a good service delivery for customers. However, in case of customers' education level personal information shows that it goes with the standard of the country's education policy. Administration they should use their power democratic leadership style in order to have a good relationship with customers and effective service delivery system and customers also participate by all aspect starting from planning up to evaluation. On the other hand, According to the administrators' response, in order to improve the quality of service delivery we must work on the awareness and attitudinal change of the customers and upgrade the education level of teachers, supervisors, and directors. The other thing is that fulfill the work force according to the standard recommended in each department. Prepare citizen charter and solve the problem of customers depending on priority. Make powerful the parent and teachers union and teaching training board, which are working at, school level to facilitate the learning and teaching process.

4.7 Work relationships between government, non-government organizations and other sectors

According to the administrator's explanation, there was coordination service delivery inside and outside the organization. First, there are three management bodies in the office, 4 department head, and 3 parts with 10 clusters in *Angolelaena Tera Woreda* Education Office. This is internal arrangement in the *Angolelaena Tera Woreda*, which coordinate and evaluate every time in accordance with hierarchy and work schedule.

The office administration aware and clear their procedures of service delivery system to their customers through workshop and discussion in each cluster every 3 months, and training with directors of the schools and teachers.

From outside the organization especially with *Angolelaena Tera Woreda* administration management body, women, children office, NGOs like world vision, *Ersha*, Initiative Africa, and with education sustainable development have great coordination related to goal oriented as well as service delivery practice.

The relationship between Education Office and non-government organizations in the *Angolelaena Tera Wored* ahelps the organization and the community by building schools, library, halls, water and toilets etc. This activity facilitates the learning-teaching process by helping the student's class to student ration, suitable studying place etc.

4.8 Working conditions of *Angolelaena Tera Woreda* Education Office

Relating to the problem most of the respondents say about the major problems that was related to service delivery practice in organization includes shortage of transparent for teachers there working area is countryside far from the capital city if they want to come to town for official purpose they travel from one up to five hours on their foot, These practices made the servant to migrate to another job and the turn over become more and more. Lack of administration skilled knowledge, partiality was appeared during work. customers' were not treated equally and fairly, not honesty for rule and regulation as well as give priority for self-interest, and few administrations use their power by dictator ship leadership style. This problem affects not only the teaching learning process.

Conclusion

In this chapter interpret the data which is discussed in chapter three. The service delivery which is given in education office for their customer has some shortage like doing things based on standard, with written and transparency for all teachers which are working indifferent schools. And improve the compliant handling mechanism by discussing with customers in order to overcome the challenges which seen on teachers.

The *Angolelaena Tera Woreda* Education Office has best experience working with non-government organizations which cannot be covered by Government so in order to facilitate the working environment better to enhance this best experience.

CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary of the findings

Based on general background in terms of gender the number of respondents almost proportional. There is a number of younger with the age less than or equal to half of the total respondents. More than half percentage of total respondents have 1 up to 20 years work experience and also more than half of the percentage of the respondents have the educational level of diploma and first degree and also least percentage of respondents have education level of master of art/ master of science. The higher percentages of work experience and education level have a significant input for the research.

- Concerning the level of awareness of the respondents about the procedure of service delivery the study indicates that most of the customers did not know the procedure of service delivery standard, it was not clear and not based on customers' needs and expectations.
- There were problems in treating their customers fairly and equally, and less transparency of service providers in the office.
- The respondents replied that there was less satisfaction of customers with quality of services given the inefficiency exhibited.
- The service delivery procedure did not comply with the information posted on posters.
- The internal customers' respondents replied that service delivery problem was affects not only the teaching learning process but also the human knowledge of the generation in the long run.
- Concerning the practice of complaint-handling system, the study indicated that most of the customers rejected the responsiveness of the complaint-handling services.
- The actions taken in the organization for improving service delivery was not found adequate enough.
- Concerning leaders use their power appropriately and in accordance with customer interest, the leaders were not use their power appropriately and transparency in decision-making process in accordance with rules and regulations.

- In case of availability and accessible of information to customers, the respondents replied that there was less flow of information as well as not directly accessible to them.
- The major problems related to service delivery practice in organization were shortage of transparent procedure, partiality, not used rules and regulations; give priority for self-interest.

5.2 Conclusions

Based on the findings or the gaps identified from this research the following conclusion has been drawn:-The study shows that the trend of service delivery in the *Angolalaena Tera Woreda* Education Office is increasing from year to year because of the number of civil servant and skill man power increases on the other hand the number of school and students greatly change in the *Angolelaena Tera Woreda*.

As it has been noticed from the research, the gap to the service delivery standard on the office were well prepared but they have not properly used in accordance to the plan. The service standards were not set based on the customers' needs and expectation as well as it is not clear for service users since service users were complaint it. Even though public servants or service providers are required to act fairly and responsible, there were no equal treatment given for the customers, there were no transparent service provision in practice in the office. This condition affects the quality of service provided in the office.

The study also investigate that the trend timeliness or efficiency is one of the measures of quality of a service and a key driver of customer satisfaction. The service delivery system was found to be inefficient. The 3-10 minutes service delivery time range was not put in to effect. Weak service delivery provision and weak complaint handling procedures were among the causes for the dissatisfaction. The action taken by the office to improve service delivery system was appreciated by the administration, but it contradicted with the response obtained from the customers.

Therefore, these limitations caused great impact on the provision of the quality of service delivery practices. The overall service delivery practices given currently in the office were resulted in less satisfaction of customers'.

5.3 Recommendations

The general objective of the study was to assess the service delivery practice and to suggest the possible solution for the problems identified. In line with the results and conclusions, the following possible solutions were recommended.

- Even though many service processes are quite complex, good service processes create customers' satisfaction, reduce costs, and enhance value-added performances. Therefore service delivery process must be understood practiced, and managed end-to-end in order to achieve the desired out comes which is customer satisfaction.
- Service delivery plan was well prepared in the office; however, it needs more improvement by update with the current situation on the ground and emphasis to improve quality service delivery practices by discussing with internal customers.
- In order to increase its service efficiency, the office shall set clear service delivery standards based on the need and expectation of their customers.
- The office should provide clear direction for the employees and administrative staffs to deeply understand what to deliver and how to deliver.
- In order to provide a quality services to their internal customers, employees as a whole must be transparent, treat their internal customers fairly and equally, impartially, must have a positive attitude towards their internal customers by applying ethics of service delivery, consult their internal customers friendly and improve the time to deliver services.
- To measure the quality of services and to reduce the gap between customer expectation and satisfaction the office must have a clear standard, which can be implementing. Sound service delivery program, clear and adequate information on the availability of services, the service given by the service provider must be reliable with the customers or user needs and apply customers' survey on their expectations and satisfaction.
- To turn dissatisfaction customer in to loyal customer and to reduce barriers or problems that might have a negative impact on other customers. The office must implement strong complaint-handling practices supported by rule of law and if administrative are not responsive accountability mechanisms should be active.
- The office should follow the policy and procedure set by the government to guide public service delivery and prepare exist questionnaire when customer leave the organization.

- Civil service ethics like transparency, impartiality should be used in practice. Knowledge of leaders should be improved, right persons should be appointed on the right place, and customers have to participate in all aspect starting from planning up to evaluation.
- In order to improve the quality of service delivery government must work on the awareness and attitudinal change of the customers and upgrade the educational level of teachers, supervisors, and directors. The other thing is that has to be fulfilled was the work force according to the standard recommended in each department. Prepare citizen charter and solve the problem of internal customers depending on priority. The parents and teachers union and teaching training board, which was working at school level to facilitate the learning and teaching process should empower by capacity building like awareness creation the goal of learning, giving training, also show them model practices around the areas of education.

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ADDIS ABABA UNIVERSITY

COLLEGE OF BUSINESS AND ECONOMICS

DEPARTMENT OF PUBLIC ADMINISTRATION AND DEVELOPMENT MANAGEMENT

Questionnaire to be filled by teachers and directors

Dear respondent,

The purpose of this questionnaire is to gather relevant data on a research topic entitled “an assessment of service delivery practice in *Angolelaena Tera Woreda* Education Office”. Your honest and genuine response could help for the successfulness of the study. The study will be used for academic purpose and it will be kept confidentially.

Thank you for corporation

Instruction 1. Please indicate your response for each question by circling an appropriate answer.

2. Write your answer on the space provided clearly and briefly.

Part 1. Personal information

- 1.1 sex a. Male b. Female
- 1.2 Age a.25 and below b.25-35 years c. 36-45 years d. above 45 years
- 1.3 Experience a. 1-10 years b. 11-20 years c.21-30 years d. above 30years
- 1.4 Education level a. certificate b. diploma c. BA/BSC d. MA/MSc and above

Part II. General information

2.1 you know well each procedure of service delivery system.

- a. strongly agree b. agree c. neutral d. disagree e. strongly disagree

2.2 you are clear with the service delivery standard of your organization.

- a. strongly agree b. agree c. neutral d. disagree e. strongly disagree

2.3 The service standards are set based on your need and expectation.

a. strongly agree b. agree c. neutral d. disagree e. strongly disagree

2.4 you are treated fairly and equally when every of you deal with a service delivery.

a. strongly agree b. agree c. neutral d. disagree e. strongly disagree

2.5 there is a transparent customer service delivery practice in the organization.

a. strongly agree b. agree c. neutral d. disagree e. strongly disagree

2.6 you are satisfied with the quality of service you get.

a. strongly agree b. agree c. neutral d. disagree e. strongly disagree

2.7 The time when service provided allow reasonable access for customers and scheduled.

a. strongly agree b. agree c. neutral d. disagree e. strongly disagree

2.8 The information about the service and their delivery is ready available and clearly written.

a. strongly agree b. agree c. neutral d. disagree e. strongly disagree

2.9 There is a strong compliant handling unit in your organization.

a. strongly agree b. agree c. neutral d. disagree e. strongly disagree

2.10 The mechanisms for handling customer compliant are enough.

a. strongly agree b. agree c. neutral d. disagree e. strongly disagree

2.11 The action taken in the organization for improving service delivery is enough.

a. strongly agree b. agree c. neutral d. disagree e. strongly disagree

2.12 The service delivery problem affects the learning and teaching process.

a. strongly agree b. agree c. neutral d. disagree e. strongly disagree

2.13 Does service delivery problems affect only the learning and teaching process?

a. strongly agree b. agree c. neutral d. disagree e. strongly disagree

2.14 Please put (√) in the boxes provide under each number that you feel best describes the service delivery practice in *woreda* Education Office.

Key: - a. strongly agree=1 b. agree=2 c. neutral = 3 d. disagree=4 e. strongly disagree=5

№	Item	Response				
		1	2	3	4	5
1	The leader of Education office uses their power appropriately and in accordance with customer interest.					
2	Administration of Education office follows transparent in decision making process in accordance with rules and regulations.					
3	<i>Woreda</i> Education office information flows freely and directly accessible to customers.					

2.15 What are the major problems that related to service delivery practice in your organization?

2.16 What is your suggestion to improve the customer service delivery system?

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MANAGEMENT

Profile of the interviewees

No	Items	Response Rate	
		Number	Percentage
1	Sex		
	a) Male	3	100
	b)Female	-	-
	Total	3	100
2	Age		
	a) 25 and below	-	-
	b) 26-35	2	66.66
	c)36-45	1	33.33
	d) 46 and above	-	-
	Total	3	100
3	Work experience		
	a) 1-10	-	-
	b)11-20	2	66.6
	c)21-30	1	33.33
	d) Above 30	-	-
	Total	3	100
4	Educational level		
	a) certificate	-	-
	b) Diploma	1	33.33
	c)BA/ BSC	1	33.33
	d) MA/ MSC and above	1	33.33
	Total	3	100

Source: primary data (February, 2008)

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Questionnaire of Interview for Administrative staffs

1. What are the elements of service delivery process? _____
2. What activities you use coordinate service delivery in the office? _____
3. Are your customers aware of and clear about the procedure of your service delivery system? a) yes b) no
If your answer is “yes” how you make them aware? _____
4. Is there a clear standard for the service you deliver?
a) Yes b) no
If your answer is “yes” what are its indicators? _____
What it looks like? _____
5. Do you measure the quality of service in your office? _____
a) Yes b) no
If your answer is yes, how you measure it? _____
6. Do you believe that service delivery problem affect the teaching and learning process?
a) Yes b) no
If your answer is yes, what solution is need? _____
7. Do you believe that service delivery problem affects the teaching and learning process only?
a) Yes b) no
If answer is no, what else will be affected? What measures should be takeplace? _____
8. Have mechanism for handling customer complaint?
a) Yes b) no
If your answer is yes, what mechanism you use? _____
9. Is there any action taken by your office to improve the quality of service delivery?
a) Yes b) no
If your answer is yes, what is? are there? _____

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ለወረዳ ትምህርት ቤቶች ጽ/ቤት ሰራተኞችና አመራሮች የቀረበ ቃለ-መጠይቅ

የመጠይቁ ዓላማ፡ በወረዳው ለሚገኙ ት/ቤቶች የአገልግሎት አሰጣጥ ሁኔታ በማጥናት ክፍተቶች ካሉ የመፍትሄ ሀሳብ ማስቀመጥ ይሆናል። በመሆኑም ወደ ጊዜዎችን ሰጪው ለሚሰጡኝ ምላሽ ከልብ አመሰግናለሁ።

1. በጽ/ቤታችሁ አገልግሎት አሰጣጥ ሂደት ውስጥ ምን ዋና ዋና ተግባራትን ያካትታል?
2. በጽ/ቤታችሁ የአገልግሎት አሰጣጥ ተግባር ቅንጅታዊ አሰራሩ ምን ይመስላል?
3. ደንበኞቻችሁ በአገልግሎት አሰጣጣችሁ ምን ያህል ዕውቀትና ግልፅኝነት አላቸው ብለው ያምናሉ? ግንዛቤ ለማስጨበጥ የሚከናወኑ ተግባራት ካሉ?
4. የአገልግሎት አሰጣጣችሁን መስፈርት ቢያብራሩልኝ?
5. የአገልግሎት አሰጣጣችሁን ጥራት የምትለኩት እንዴት ነው?
6. በወረዳው ቀልጣፋና ፍትሀዊ የአገልግሎት አሰጣጥ የመማር ማስተማሩን ሂደት በማጎልበት ረገድ አስተዋፅዖ ምን ድነው ይላሉ?
7. በወረዳው ቀልጣፋና ፍትሀዊ የአገልግሎት አሰጣጥ መጓደል የመማር ማስተማሩን ሂደት ብቻ ይጎዳል ይላሉ?
8. የጽ/ቤታችሁ የቅሬታ ማስተናገጃ ዘዴዎችን አጠር አድርገው ቢገልፁልኝ?
9. የወረዳው ት/ቤቶች ጽ/ቤት የአገልግሎት አሰጣጥ ጥራት ለማሻሻል ምን ምን ተግባራት መከናወን አለባቸው ብለው ያስባሉ?

DECLARATION

I, the undersigned, declare that this is my original work and has not been presented for a degree in any other university, and that all sources of materials duly acknowledged.

Full Name: Endris Mohammed

Signature: _____

Date: _____