



**College of Arts and Social Sciences**

**School of Social Political and Administrative Sciences**

**Post Graduate Programme of Masters of Local Governance Studies**

**EFFECT OF HUMAN RESOURCE CAPACITY BUILDING ON SERVICE DELIVERY  
IN LOCAL GOVERNMENT IN RWANDA: CASE STUDY OF KARONGI DISTRICT  
(RUBENGERA & RUGABANO SECTORS).**

**2016-2018**

By

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A Thesis Submitted to

University of Rwanda, College of Arts and Social Sciences in Partial Fulfilment of the  
Requirements for the Award of Master's Degree in Local Governance Studies

Kigali, October 2018

## DEDICATION

*This work is dedicated to:*

- *My wife KALISA Liliane,*
- *My children;*
- *MUGISHA Yves,*
- *SHEMA Kevin and*
- *ATETE Lisa.*

**DECLARATION**

I, **KAGISHA Felecian** declares that this research project is my original work and not a derivative of any other person both in and out of University of Rwanda for the award of Master's degree.

**Signature**.....

**Date**

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## **APPROVAL**

**I, Dr NKURAYIJA Jean de la Croix Certify that this work was under my supervision and submitted with my approval**

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## **ACKNOWLEDGEMENTS**

I am very thankful to Dr NKURAYIJA Jean de la Croix Senior Lecturer at College of Arts and Social Sciences, University of Rwanda for his commitment, encouragement, inspiration and guidance while supervising this project.

Special thanks to my wife and Children for their constant encouragements and the provision of peaceful moments during this research project.

I am so grateful to all Karongi district leadership and staff for their valuable time rendered to this work while responding to questionnaires that provided data for this study, as well as the customers who participated in this study, without their generous contributions, this study would not have been completed.

I wish to acknowledge all my friends who assisted me through their comments, advices right from the commencement to the completion of this study.

Lastly but not least, to all my fellow colleagues at the University of Rwanda for their motivation and encouragement during my study period.

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## LIST OF ACRONYMS

<b>AIDS</b>	: Acquired Immune Deficiency Syndrome
<b>ADB</b>	: African Development Bank
<b>BTC</b>	: Belgian Technical Cooperation
<b>HIV</b>	: Human Immunodeficiency Virus
<b>HRD</b>	: Human Resource Development
<b>ICT</b>	: Information and Communication Technologies
<b>JICA</b>	: Japanese International Cooperation Agency
<b>MIFOTRA</b>	: Ministry of Public Service
<b>MINALOC</b>	: Ministry of Local Government
<b>NGOs</b>	: Non-Government Organizations
<b>NISR</b>	: National Institute of Statistics of Rwanda
<b>PSCBC</b>	: Public Sector Capacity Building Secretariat
<b>RALGA</b>	: The Rwandan Association of Local Government Authorities
<b>RCA</b>	: Rwanda Cooperative Agency
<b>RGB</b>	: Rwanda Governance Board
<b>RIAM</b>	: Rwanda and Institute of Administration and Management
<b>SPSS</b>	: Statistical Package for Social Sciences
<b>UNCEPA</b>	: Unites Nations Committee of Experts on Public Administration
<b>UNDP</b>	: United Nations Development Program
<b>UNESCO</b>	: United Nations Educational, Scientific and Cultural Organization
<b>UR</b>	: University of Rwanda

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## ABSTRACT

The purpose of this study was to establish the effect of human resource capacity building on service delivery in local government in Rwanda with special reference to Karongi District. The specific objectives were to establish how employees perceive human resource capacity building programs; to assess the quality of service delivery and satisfaction of customers and determine the effects of human resource capacity building on service delivery in local government in Karongi District. The study was guided by human capital theory. Descriptive survey design using quantitative approach was adopted. The target population was 79 employees from Karongi District and Rubengera and Rugabano Sectors from which a sample of 79 employees and 126 customer respondents was selected using purposive, systematic and convenience sampling techniques. Data was collected using questionnaires and analysed through descriptive statistics such as frequencies and percentages and inferential statistics using t-student tests and was presented using tables and graphs. From the study findings, all employees 100% have undergone human resource capacity building programs as indicated by; good quality (55.2%), effective (80.6%) focus areas: customer service (43.3%) and office operations (17.9%). Various capacity building approaches were used including; coaching (83.6%), orientation (71.6%) and workshops (55.2%) towards improving service delivery and (69.0%) of customers perceived the service delivery as good and (68.1%) of customers were satisfied with the service delivery. It was also revealed that customer satisfaction with service delivery varied with their background characteristics where young were more satisfied than old customers, single more satisfied than widowers, farmers more satisfied than civil servants and customers seeking service from land service were more satisfied than those seeking service For Ubudehe appeals. The employees were perceived by customers as courteous and professionals (71.5%), attentive (75.4%) and willing to help customers (66.7%). The study also revealed that human resource capacity building has affected customer service delivery in local government in Karongi district to great extent as shown by (89.6%) of employee respondents. The study indicated that human resource capacity building has enabled employees improve their knowledge and skills, problem solving skills, clear responsibilities, professional attitudes towards customers. Finally, recommendations on human resource capacity building for continuing better customer service delivery were recommendations.

***Key words; Humana resource; Capacity building; Service delivery***



## **CHAPTER ONE: GENERAL INTRODUCTION**

### **1.1. Introduction**

This chapter comprises the background to the study, statement of the problem, purpose and objectives of the study, research questions, and significance of the study, scope, and organization of the study.

### **1.2. Background of the Study**

Public service delivery remains with paramount role to any government and various institutions all over the world. It is envisaged that public service delivery on the context of efficiency, effectiveness, completeness, inclusiveness and accountability will pave way to good governance which eventually culminate to transparency, responsiveness, equitable and inclusiveness towards the management of people and their resources at all levels (UNCEPA, 2006). The reason is that the public service and in particular the civil service plays an indispensable role in the effective delivery of public service which is a key function of state economy (Guin, 2014; Dibie et al., 2014). It is agreed that when the delivery of service becomes ineffective, it affects the quality of life of people and development process undertaken by the country (Kobia& Mohammed, 2006).

To offer public service delivery effectively and efficiently, various governments and related institutions have laid to suitable and workable organizational capacity building. For instance, the Government of Rwanda established in 2009 the Public Sector Capacity Building Secretariat (PSCBC) to enhance capacity of public institutions to ensure efficiency, effectiveness, accountability and transparency in service delivery (Government of Rwanda, 2010). From that time, the PSCBC has undertaken several capacity building initiatives under the Government Capacity Building Fund (CBF) as well as support from development partners including among others the World Bank, United Nations Development Program (UNDP), African Capacity building Foundation, African Development Bank (ADB) and Belgian Technical Cooperation (BTC). The Japanese International Cooperation Agency (JICA) has also worked closely with PCBC to facilitate training of public servants. Among the key achievements of PCBC, human resource development was recognized as the key drivers of change. As such, civil servants have been receiving training within the county and abroad in both short and long term courses. Different local training institutions such as University of Rwanda and Institute of Administration and Management (RIAM) and Umutara Polytechnic have been facilitated to pursue Masters and PhD programmes to enhance their capacity to deliver the required in-country training where over 2,000 public servants have been trained. In this regard, University of Rwanda and RIAM have been supported with expansion of training space; revision of

training modules; and acquisition of training facilities. The World Bank and BTC Projects managed by PSCBS have supported RIAM through MIFOTRA via British Council to train civil servants in using English Language as administrative language.

In addition, the PSCBS in collaboration with MIFOTRA supported civil service reforms including elaboration of payroll and retention policy, operationalizing the integrated public payroll system, citizen guides for public institution, updating the strategic framework for public service reform 2012-2017. Regarding the strengthening capacity for local government, the PSCBS signed agreement with four institutions to build local government capacity. These institutions include the Rwanda National Resource Authority, the Rwanda Cooperative Agency (RCA), the National Institute of Statistics of Rwanda (NISR) and the Rwandese Association of Local Government Authority (RALGA). The interventions focused respectively on developing capacity on Local Government in land management, service delivery toward cooperation, collection and monitoring of key statistical data. In this regard, the local government officials both elected and recruited and district councillors received various capacity building interventions based on the different positions they hold. Thus, various themes of training have been planned and different areas related to roles and duties in decentralization, participatory planning and evaluation; administrative, financial and human resource management, civic participation, gender and local government, cross-cutting areas such as conflict, HIV/AIDS, environment and ICT were covered. The Government of Rwanda provided these capacity building programs to the local government authorities with the hope that this would improve service delivery to citizens (Government of Rwanda, 2015).

### **1.3. Problem statement**

The need for efficient service delivery has triggered the government of Rwanda to undergo different strategies aimed at improving lower capacity and poor skills of local government staff. In this regard, a series of human resource capacity building programmes have been formulated and implemented in a bid to ensure that local government workers possess the right knowledge and skills that equip them to take on new responsibilities, and adapt to the new changing conditions (Republic of Rwanda, 2010). However, it is not clear if the capacity building provided to local government staff is a requisite for better service delivery. Therefore, it is important to conduct research to ascertain the efficacy of human capacity building programmes provided as means of improving staff performance (Barnes, 2001; Azikiwe, 2008) and also as a tool of new public management aiming at rendering quality services to various stakeholders (Fy, 2012).

To date, there is scarcity of studies that have formally assessed service delivery in local governments while they are facing challenges on better service delivery despite the capacity building programme implementation. Although the Rwandese Association of Local Government Authorities (RALGA) in 2010 reported on the factors affecting service delivery in local governments, the research did not empirically examine the effect of human capacity building on service delivery in local authorities. Hence it was necessary to carry out a research on the effect of human capacity building on service delivery in local government in Rwanda taking Karongi district as case study taking into account the views of both service users and service providers (employees) in order to fill in the existing gap.

#### **1.4. Purpose of the study**

The purpose of this study was to establish the effect of human resource capacity building on service delivery in local government in Rwanda with specific reference to Karongi District.

#### **1.5. Objectives of the Study**

In order to address the research problem, this research was guided by three specific objectives:

1. To establish how employees in local government in Karongi District perceive human resource capacity building programs
2. To assess the quality of service delivery and satisfaction of customers in local government in Karongi District
3. To determine the effects of human resource capacity building on service delivery in local government in Karongi District

#### **1.6. Research questions**

The present study focused in the following research questions:

1. How do employees in local government in Karongi District perceive human resource capacity building programs in local government in Karongi District?
2. How is the quality of service delivery and satisfaction of customers in local government in Karongi District?
3. What are effects of human resource capacity building on service delivery in local government in Karongi District?

#### **1.7. Scope of the Study**

In terms of content scope, this study investigated the perception of citizens on service delivery and the effect of capacity building on service delivery in Karongi District. Geographically, the study will

be carried out in Karongi District, located in Western Province of Rwanda. The district is bordering to the north by Rutsiro district, Nyamagabe district to the South, Ruhango district to the East and the Democratic Republic of Congo to the West.

Concerning the time scope, the study examined data spread over the period of three years: 2016-2018. The period corresponds to the 3<sup>rd</sup> phase of decentralisation (2011-2015) which was the result of the government of Rwanda key orientations and whose focus was the capacity building. Hence there is a need to assess effect of human resource capacity building on the service delivery in local government.

### **1.8. Significance of the study**

This study may serve worth contributing in a number of ways as it incorporates one of the crucial and common problems faced by the service delivery in local government in Rwanda. It would be worth contributing for the local government administrators, staffs and citizens as well in learning how they could participate together to make local government as more achievement oriented by improving in service delivery. This study will help the Karongi District and sector administrators in identifying areas which they need to improve on in order to improve quality of service to its citizens. It will help them to be aware of where, when and how to increase their effort so as to make their services to customers (citizens) better. The study will also assist the customer care department to be aware of weak areas and how to improve on these areas so as to improve the quality of service offered to citizens.

In addition, the study is expected to provide data on how local government staffs perceive human capacity building in improving customer service delivery, the perceptions of citizens on service delivery and the effects of human resource capacity building on customer service delivery in local government. This information may be helpful in the evaluation of service delivery and citizens' satisfaction with the service, thus helping in putting in place the strategies aimed at improving service delivery in Karongi district in particular and in local government in general. Further, the administrative staff in Karongi District may use the findings in the attempts to make capacity building more relevant, focused and effective. In addition, the outcomes of this research may help policy makers and other government institutions such RALGA, RGB, Ministry of local government officials among others understand the effect of human resource capacity building on customer service delivery, the situation of service delivery in the area of the study and act accordingly.

Finally, the study will be of great to academicians and future scholars as it will provide literature to future research and will provide basis for future research on the effects of human resource capacity building on customer service delivery in local government. The study is also important as it gives researchers exposure to a wider scope of knowledge that they can use in case they need to carry future research on similar topics.

### **1.9. Organization of the study**

The study is presented in five chapters. The first chapter presents the general introduction of the study. The chapter focuses on the background to the study, problem statement, and purpose of the study, research objectives, and the significance of the study, the scope and the organization of the study. The second chapter highlights the concept and theory that guided the present study. In addition, the chapter also presents the review of related literature on capacity building and delivery of customer service. The third chapter of this study shows how the research was conducted. The chapter covers research design, sample size and sampling procedures, research instruments, procedures of data collections and data analysis techniques and ethical considerations. The chapter four presents data, analysis and interpretation of the findings. Finally, the chapter five presents a discussion, conclusions and recommendations of the study.

## **CHAPTER TWO: LITERATURE REVIEW**

### **2.1. Introduction**

This chapter reviews existing literatures in relation to the variables of this study. It defines the key concepts used in the context of this study and specifically covers different views of renowned scholars and researchers on the effect of human resource capacity building on customer service delivery.

### **2.2. Definition of the key concepts**

#### **2.2.1. Customer service**

Customer service is defined as responding to customer needs and expectations in a way that will make them have a memorable experience and motivate them to come back and to tell others (Blummburg, 2011).

#### **2.2.2. Customer service delivery**

Customer service delivery is the practice of providing customers with a positive helpful experience when they enter a business, throughout the time they stay at the business, and even after the customer leaves, should they have additional questions or products to return (Thompson and Kolsky, 2004).

#### **2.2.3. Service quality**

Service quality is defined as the difference between what a customer expects to receive. Researchers have distinguished the service quality into four types namely expected service; desired service; adequate service; and predicted service (Zeithmar, et, al (1990).

Expected services referred to the services customers intend to obtain from the service provider. A desired service is the level of service which the customers wish to obtain. Adequate service refers to the minimum level of services expected from the service provider and finally, predicted services are what the customers believe the company will perform.

#### **2.2.4 Humana Resource.**

Human Resources is defined as the people that staff and operate an organization," as contrasted with the financial and material resources of an organization. A human resource is a single person or employee within your organization. Human resources refer to all of the people you employ (William R. Tracey (2015). Human resources is used to describe both the people who work for a company or organization and the department responsible for managing resources related to employees.

### **2.2.5. Capacity**

Capacity is the ability to do something or ability to perform a given role or duty. It is the ability of institutions of governance to perform the functions of service delivery effectively. It is the capability of somebody or an organization to complete some tasks or mission” (Hossain et al, 2012).

### **2.2.6 Capacity building**

Capacity building is the program aimed at enabling individuals or organization to perform a given role or duty.

### **2.2.7. Local government**

Local government is defined as political authority set up by a nation or state as a subordinate authority for the purpose of dispersing or decentralizing political power (Awa, 1981; Wraith, 1984). In the context of Rwanda, the decentralization policy, defines local government as type of government where citizens manage affairs of their locality (MINALOC, 2012).

## **2.3. Theoretical orientation**

This study was informed by hum capital theory by Garrick (1998) the underlying principle of human capital theory is that, just like other resources in production of goods and services, the human learning capabilities are of comparable value and the results are profitable for the individual, organisation and society at large. Human Capital Theory thus postulates that there is a gain from investing in education and training and the proposition is that people should be considered as a form of capital that should be developed (Engelbrecht, 2003). Human Capital Theory attempts to prove that formal education is highly instrumental in improving the productive capacity of a population. In order words, an educated population is a productive asset for a nation. This means that there is the need to invest in human capital through education and training so that productivity gains can be made. In other words education and training improves the quality of labor.

The theory suggests that education or training raises the productivity of workers by imparting useful knowledge and skills, hence raising workers’ future income by increasing their lifetime earnings.

The theory is relevant to the study since employee work performance is expected to be determined through human resource capacity building, which requires funding as an investment. As employees upgrade their skills, they maintain the mastery of their work likely to bear fruit. Human capacity building is a costly exercise, it is therefore important for organization to view it as an investment where by the improved employees’ performance will lead to the overall performance of the

organization, and hence the organization reap from the investment. Similarly, human resource capacity building motivates the employees to put more efforts to achieve the organizations goals.

#### **2.4. Theories related to human resource capacity building**

Theories related to human resource capacity building have been defined and interpreted in many different ways. According to Abay (2008), it is generally accepted that human resource capacity building as a concept is closely related to education, training and human resource development. Groot and Molen (2000) defined human resource capacity building as the development of knowledge, skills and attitudes in individuals and groups of people relevant in design, development, management and maintenance of institutional and operational infrastructures and process that are locally meaningful. In this regard, human resource capacity building may refer to improvement in the ability of all employees to perform appropriate tasks within the broader set of performance standards of the organization.

On the other hand, Brew (1994) expended the meaning of human resource capacity building to include empowerment. He posited that capacity building gives substance to empowerment. If empowerment is the value then capacity building is the content. Capacity building activities equip empowered employees to achieve organizational goals. Other scholars like Linnell, D. (2003) posited that human resource capacity building is related to enhancing or strengthening a person's or organization's capacity to achieve their goals.

The UNDP (2008) defined human resource capacity building as the process of assisting an individual, organization or group to identify and address issues and gain the insights, knowledge and experience needed to solve problems and implement changes.

The compound word "capacity building" entails the ability to identify and analyse problems, make rational choices, formulate solutions, and implement actions designed to achieve set objectives (World Bank, 1996).

Ani (1997) defined capacity building as the ability to formulate plans, identify and select viable options, execute, monitor and evaluate implementation plans. On his part, Akinola (1997) sees capacity building as the utilizable ability of people, institutions and practices within a country. It entails the creation and strengthening of this utilizable ability for development. While Linnell, (2003) refers capacity building to activities that improve an organizations ability to achieve its mission or a person's ability to define and realize his/her goals or to do his/her job more effectively.



The UNESCO (2006) reported that capacity building focuses on increasing an individual and organization's abilities to perform core functions, solve problems, and objectively deal with developmental needs. This is supported by Horton (2002) who referred to capacity building as improving or upgrading the ability of the person, team and institutions to implement their functions and achieve goals over time. Capacity building is important for all levels, from individuals to national organizations.

Highlighting the objectives of capacity building, Morgan (2006) posited that the objective of capacity building is the ability to create the framework for the identification and analysis of problems and the formulation and implementation of solutions to enhance sustainable human development.

Capacity building is facilitated through the provision of technical support activities, including coaching, training, specific technical assistance and resource networking. Capacity building is the process by which individuals, groups, organisations, institutions and societies increase their abilities to perform core functions, solve problems, define and achieve objectives; and to understand and deal with their developmental needs in a broad context and in a sustainable manner. Capacity building is the process of equipping all actors to perform affectively both in doing their own thing in their own field and level of operation, and in working in collaboration or partnership with others operating in other fields and at other levels. It is an essential component of both empowerment and enabling.

#### **2.4.1. Levels of capacity building**

To be effective, capacity building must embrace all three aspects of development: human resource development; organisational development; and institutional development (Biswas, 1996; Morgan, 2006; UNDP, 2008).

Capacity building at the individual level is often referred to as human resource development (HRD) and is considered the most important element of capacity building. It is one of the major requirements for capacity building that aims to develop competent managers and decision-makers as well as stakeholders (Biswas, 1996). Individual capacity building refers to any process that increases the capability of individuals to be functional or perform a service. It may involve enabling staff to obtain qualifications, experience and competencies by providing opportunities for them to make decisions, and empowering them to act. Capacity building at the individual level is the process of equipping people with the understanding and skills, and the access to information and knowledge to perform effectively. At this level, capability building includes: education and training programs, improving

knowledge management through tools such as databases and libraries, and programs for knowledge and skills transfers through networking, twinning arrangements, workshops, and seminars.

Capacity building may relate to almost any aspect of an organisation's work. Capacity building can improve governance, leadership, mission and strategy, administration (including human resources, financial management and legal matters), program development and implementation, fundraising and income generation, diversity, partnerships and collaboration, evaluation, advocacy and policy change, marketing, positioning and planning (Linnell, 2003).

The organizational level relates to organizational strengthening. It promotes managerial improvement initiatives. Batley and Larbi (2004) emphasize the importance of professionalism and decentralization for strengthening managerial autonomy. At this level, capacity is considered as the ability of organizations to carry out, effectively and efficiently, programmes of coordinated action in pursuit of formal organizational goals.

Capacity building at this level needs to ensure that individual capacities are strengthened and utilized (UNESCO, 2006). For example, extension organizations can develop their capacities through human resource support, training in research experiments, front line demonstrations, and exposure visits. For research organizations, capacity building mostly takes place in the form of support for equipment, research consumables, and the development and training of human resources (Prasad and Reddy, 1999).

Institutional capacity building refers to the process of creating more responsive, effective and accountable municipalities through relevant support, capacity building and training initiatives in a form of knowledge sharing, deployment, providing enabling legislation and systems aimed at addressing capacity gaps identified in local government.

The capacity building at institutional level focuses on institutional reforms. Institutional reform facilitates and aid in building capacity in an enabling environment. According to Jooste (2008), it aims at creating a stable environment, both in terms of institutional context and the action environment, conducive to capacity building for public service delivery. The rules, norms, and values which determine the human behaviour are some of the scope of institutional context on capacity building. In terms of work environment, the reform initiatives that aid capacity building involve the development of legal systems, policy regimes, and mechanisms of accountability, regulatory frameworks, and monitoring systems that transmit information about and structure the performance of markets, governments, and public officials.

## **2.4.2. Forms of capacitating human resources**

According to George and Cole, (1992), there are many forms of training. The choice of any form may depend on various factors. These factors are dependent on how much time is available, the nature of training needed, the number of people to be trained and the funds available. According to Rae (1983), there are different forms of skills development, which range from what calls the lecture, self-development, training at work, learning groups, one-to-one interaction training, human relation training, and apprenticeship to leaderships. Carrel and Kuzmits (1986) support this view by indicating that a variety of training techniques exists which may be in the form of on- and off-the-job training. These of forms of capacitating human resources are defined in the following paragraphs.

### **2.4.2.1. Training**

Training is a learning process that aims to permanently improve the ability and behaviour of the employees by enabling them to acquire new skill, knowledge and attitude for more efficient performance (Becker (1993). Training can be perceived as the systematic process of changing the behaviour and/or attitude of people in a certain direction to increase goal achievement within the organisation (Van Dyket *al*, 1992). Davis and Davis (1998) support this conception by indicating that training is the process through which skills are developed, information is provided, and attitudes are natured, in order to help individuals who work in organisations to become more effective and efficient in their work. This is reiterated by Thomas (1992) who maintains that training is the process of equipping people with specific attitude skills and knowledge needed to carry out their responsibilities. Training, therefore, refers to the acquisition of specific skills and/or knowledge about the work environment.

According to Becker (1993), there are three types of training or knowledge, which are directly related to rate of return and human capital. These three types of training or knowledge are: on-the-job training, which is learning new skills and perfecting old ones while on the job. On-the-job training is intended to improve old skills and provide new skills while employed by a firm.

Specific training refers to training provided by a firm that has limited transferability and only increases productivity within the contextual setting. This type of training is specific because the knowledge acquired raises productivity in the firm providing the knowledge than in other firms. Some specific training may not be useful in a single firm or in most firms, but in a set of firms defined by a product, type of work, or geographical location (Becker, 1993).

Another form of training is school training (schooling) which is complete off the job and at an institution that specializes in either one skill or multiple skills. Schools are often substitutions for on-the-job training at a firm. This is evidence by the shift in training programs from the firm to the school such as legal apprenticeships to law school, and on-the-job engineering experience to engineering schools (Becker, 1993). Most training programs develop on-the-job than transfer to formal institutions because industry usually sees the value of the training much before schools.

This form of training includes off-site and in-house programmes customised for the organisation's employees; short courses presented by universities and/or consultants; executive MBA programmes; and general public university programmes (Noe et al, 2006). Smith (2010) emphasises the need for formal education programmes, such as those identified above, in equipping employees with the competencies necessary to cope with current business trends such as globalisation and competitiveness, the knowledge economy and knowledge management and the re-engineering of organisations.

#### **2.4.2.2. Workshops**

Workshops are a series of educational and work sessions. Small groups of people meet together over a short period of time to concentrate on a defined area of concern. The purposes for workshops may vary. For example: Informing, problem solving and training (SIL International, 1998). According Saakshi (2005), the workshop method is used to help employees develop problem-solving skills. It is a series of educational and work sessions. Small groups of people meet together over a short period of time to concentrate on a defined area of concern. The workshops include skills that can be applied immediately in the work place.

#### **2.4.2.3. Mentoring**

Mentoring is an important method for capacity building in extension. Mentors are senior research and extension staff who are experienced persons. Mentors are people who have more experience in livestock production and extension methodology. Mentoring involves passing on skills, attitudes and knowledge from experienced staff to newer extension workers. Hopkins-Thomson (2000) asserted that mentoring and coaching processes can serve to augment the succession planning and professional development of districts.

Millar & Connell (2009) stated that building the technical and extension skills of staff using experienced people as mentors is a key element of scaling out impacts. They can provide the support trainees need in order to become responsible as they acquire new skills and adapt to change. Mentors

should be highly skilled in communicating, listening, analysing, and providing feedback and negotiating with less experienced persons (Hopkins-Thomson, 2000). Nowadays, mentoring is commonly used for academic, job and personal development (Bierema& Hill, 2005).

#### **2.4.2.4. Orientation**

Orientation is given to newly appointed staff immediately after being employed. It protects new employees from making costly mistakes; it helps to understand the general objectives, mission, scope, programs, problems and policy, structure and key members of the organization (Saakshi, 2005). The orientation method is also important for the newly employed officers to enable them gain self-confidence and perform better to meet desired expectations.

#### **2.4.2.5. Coaching**

Coaching is a method by which a leader, who is proficient in certain skills and knowledge, teaches subordinate specific job knowledge and skills either in the job or simulated environment (Amos et al. 2008). It is a person-to person technique which is designed to develop individual skills, knowledge and attitudes. Armstrong (2003) stipulates that coaching could be as part of the normal management or team leadership.

The practice is often applied to newly recruited graduates in the organization by being attached to mentor who might be their immediate managers or another senior manager. This however does not imply that older employees are excluded from this training and development method but it is mainly emphasized for the newly employed persons within the organization.

#### **2.4.2.6. Conferences**

Conference is a method that involves presentations by more than one person to a wide audience (Armstrong 2003). It is more cost effective as a group of employees are trained on a particular topic all at the same time in large audiences. This method is however disadvantageous because it is not easy to ensure that all individual trainees understand the topic at hand as a whole; not all trainees follow at the same pace during the training sessions; focus may go to particular trainees who may seem to understand faster than others and thus leading to the under training other individuals.

### **2.5. Theories related to Customer service delivery**

According to Thompson and Kolsky (2004), customer service delivery is defined as the practice of providing customers with a positive helpful experience when they enter a business, throughout the time they stay at the business, and even after the customer leaves, should they have additional questions or products to return. Flanagan & Fredericks (1993) add that customer service, especially

in the shape of a call-centre is to customers one of the most visible and significant aspects of organizational performance.

### **2.5.1 Customer service delivery**

Customer service delivery taps into business, marketing, and psychological research and practices to provide a wealth of knowledge about customer service. It embrace exploring human resource staffing practices and service delivery by including proven selection strategies for hiring top quality service workers, an analysis of the personality correlates of service performance, and a comprehensive review of assessment instruments that predict customer service performance. It also provides a framework for customer service as a process and an outcome (Grassel & Zeidler, 1993). In addition, this important resource contains strategies and tactics to improve and manage service delivery and offers illustrative case examples of how organizations have successfully improved and managed customer service. Examples are the use of websites or calls by customers to draw the attention of ways to improve services (Skrabeck and Quentin, 1993).

### **2.5.2. Service quality**

Service quality has been widely researched in multiple disciplines and, as such, a number of definitions exist to describe the phenomenon. Even though the definitions differ, the majority share some key concepts, which have become standard in the academic conceptualisation of service quality. Earlier research by Parasuraman et al. (1985) proposed that service quality is a function of the difference between expectations and performances along the quality dimensions. Parasuraman et al. (1985) later described service quality as a form of attitude related, but not equivalent to, satisfaction that results from the comparison of expectations with performances. It is the difference between customer expectations of service and perceived service (Zeithaml et al., 1990). Perceived service quality results from comparisons by customers of expectations with their perceptions of service delivered by the suppliers (Zeithaml et al., 1990). If expectations are greater than performance, then perceived quality is less than satisfactory and hence customer dissatisfaction occurs (Parasuraman et al., 1985; Lewis and Mitchell, 1990).

Bolton and Drew (1991) concur with this emphasising that quality and satisfaction are two different concepts and cannot be regarded as synonymous. The distinction between these terms is consistent with the distinction between attitude and satisfaction.

Services differ from products because products are tangible objects produced to meet certain standards and which have great consistency. Services are dependent on the interaction between the

customer and service provider (Abels & White, 1995). Lewis and Booms (1983) defines service quality in terms of whether there has been confirmation or disconfirmation of expectations stating that the description of service quality is the measure of how well the service level delivered matches customer expectations. Bitner and Hubbert, (1994) define service quality as the customer's overall impression of the relative inferiority/superiority of the organisation and its service. Newman (2001) define service quality as the degree and direction between customer service expectations and perceptions, whilst Zeithaml, Parasuraman & Berry (1990) adopted the user-centred approach to defining service: "the only criteria that count in evaluating service quality are defined by customers and only customers judge quality, all other judgements are essentially irrelevant".

One of the first scholars who attempted a definition of service quality is Chrönroos (2000), who indicated that the quality of service is determined by technical quality, functional quality and the image of the service organisation. The technical quality is the service the customer actually receives and the functional quality involves the manner of service delivery.

The former being the outcome while the latter is the process of service delivery. Zeithaml et al. (1990) identified several dimensions of service quality, which are discussed in the following section.

Delivering quality service is essential for the success and survival of service organisations (Noone et al., 2005). In a turbulent and extremely competitive global business environment, organisations face considerable pressure to meet or exceed customer expectations by delivering services that are of the highest quality (Dorsch, Yasin & Czuchry, 1997).

Jaiswal (2008) reiterates this by stating that for organisations to survive in a competitive business environment, delivering superior service and ensuring high customer satisfaction is critical. The increasingly competitive market for many services has led customers to become more selective in the services they choose. Conceptualising service quality is more complex than for products (Palmer, 2011).

The role of service quality is widely recognised as being a critical determinant for the success of an organisation in a competitive environment, where any decline in customer satisfaction due to poor service quality should be a matter of concern. Customers have high service expectations and are aware of rising standards in service, prompted by competitive trends in the business environment (Frost & Kumar, 2000). Service quality is a major area of attention for practitioners, managers and researchers due to its strong impact on business performance, costs, customer satisfaction, customer loyalty and profitability (Seth & Deshmukh, 2005).

Quality, when related to products, is defined as the conformance to specifications. The service perspective of quality focuses on the customer's specification of the service. This specification forms the customer's perceptions of quality service. Service has quality if customer's enjoyment of it exceeds the perceived value of the money that is paid for that service (Chakrapani, 1998). Frost and Kumar (2000) emphasise that service marketers need to understand how to enhance service quality between internal stakeholders within the marketplace in order to ensure a high level of service quality. In order to understand service quality, it is important to define services, understand the dimensions of services and investigate the influence of customer satisfaction on service quality.

### **2.5.3. Dimensions of service quality**

Different academics have identified dimensions or determinants of service quality which can be used to measure the relative quality of any service delivered. For example, Lehtinen and Lehtinen (1982) point out that there are three dimensions of service quality that are produced from interaction between customer and service provider; that is physical, corporate and interactive quality. Physical quality relates to physical features of the service, such as equipment or tools used to deliver services, while corporate quality includes the organization's image and profile. Interactive quality on the other hand derives from the interaction between the organization's contact persons and customers, as well as between some customer and other customers. Other researchers such as Parasuraman et al., (1985) identified five dimensions of service quality. These include tangibles, reliability, responsiveness, assurance and empathy. In addition, Reynoso and Moores (1995) identified nine dimensions such as tangibles, reliability, promptness, helpfulness, flexibility, confidentiality, professionalism, communication and consideration. Furthermore, Johnston (1995) proposed 18 dimensions of quality services. There are aesthetics, clearness, comfort, functionality, reliability, responsiveness, flexibility, security, integrity, competence, communication, commitment, courtesy, friendliness, attentiveness, care, access and availability.

Although different researchers tend to device different list of service quality dimensions, the service quality dimensions proposed by Parasuraman et al., (1985) are probably the most quoted and have been applied by a significant number of researchers and practitioners to assess customer satisfaction of service quality in both private and public organizations. The reason is that these five dimensions incorporate the service quality dimensions proposed by other researchers. For example, the Johnston's service quality dimensions of aesthetics, cleanliness, comfort and functionality may be replaced by the tangible dimensions of Parasuraman et al. Similarly, the dimensions of promptness, helpfulness,



and flexibility proposed by Reynoso and Moores can be included in the responsiveness dimension of Parasuraman et al. The five service quality dimensions proposed by Parasuraman et al., (1988) are discussed in the following sub sections:

#### **2.5.3.1. Tangibility**

The definition of tangibility is the appearance of physical facilities, equipment, personnel and communication materials (Santos, 2002). Tangibility provides physical representations or images of the service that customers, particularly new customers, will use to evaluate quality. Service organisations often use tangibles to enhance their image, provide continuity and signal quality to customers. In contrast, organisations that do not pay attention to tangibility dimensions of the service strategy can confuse and even destroy a good strategy (Wilson et al., 2008). Owing to the intangible nature of services, it is often difficult for customers to understand and evaluate services and, therefore, customers often rely on the tangible evidence that surrounds the service in forming evaluations (Jamal & Anastasiadou, 2009).

#### **2.5.3.2. Reliability**

The reliability dimension of service quality refers to the ability of service organisations to perform the promised service dependably and accurately, and thus reflects the consistency and dependability of an organisation's performance (Parasuraman et al., (1985). Wilson et al. (2008) state that reliability means the organisation delivers on its promises about service delivery, service provision and problem resolution.

Even though unreliable service providers are extremely frustrating for customers, a disturbing number of organisations still fail to keep their promises regarding service delivery. In many instances, the customer is ready to spend money if only the service provider will show up and conduct the transaction as promised (Bateson & Hoffman, 2011). Reliability is consistently the most important determinant of perceptions of service quality (Wilson, Zeithaml, Bitner & Gremler, 2008).

#### **2.5.3.3. Responsiveness**

Responsiveness is the willingness to help customers and to provide prompt service (Jamal (Anastasiadou, 2009). This dimension emphasises attentiveness and promptness in dealing with customer requests, questions, complaints and problems. Responsiveness also captures the notion of flexibility and the ability to customise the service to customer needs. The organisation must view the process of service delivery and the handling of requests from the customer's point of view rather than from the organisation's point of view (Wilson et al., 2008). Responsiveness reflects a service

organisation's commitment to provide services in a timely manner. As such, the responsiveness dimension concerns the willingness and readiness to provide a service. Occasionally, customers may encounter a situation in which employees are engaged in their own conversations with one another while ignoring the needs of the customer (Bateson & Hoffman, 2011).

#### **2.5.3.4. Assurance**

The assurance dimension of service quality addresses the competence of the organisation, the courtesy it extends to its customers and the security of its operations (Bateson & Hoffman, 2011). Jamal and Anastasiadou (2009) define assurance as employee's knowledge and courtesy, and the ability of the organisation and its employees to inspire trust and confidence.

Bateson and Hoffman (2011) add that competence pertains to the organisation's knowledge and skills in performing the promised service and refers to how the organisation's employees interact with the customer and the customer's possessions. Wilson et al. (2008) warn that this dimension is likely to be particularly important for services that customers perceive as high risk or for services that customers feel uncertain about their ability to evaluate the outcomes.

#### **2.5.3.5. Empathy**

According to Jamal and Anastasiadou (2009) empathy refers to the caring and individualised attention that the organisation provides its customers. Bateson and Hoffman (2011) explain that empathy is the ability to experience.

According to Wilson et al. (2008), the essence of empathy is conveying, through personalised or customised service, that the customers are unique and special and that their needs are understood.

Empathetic firms have not lost touch with what it is like to be a customer of their own organisation. As such, the organisation understands customers' needs and makes their services accessible to their customers. In contrast, organisations that do not provide the requested individualised attention to their customers and offer, for example, operating hours convenient for the organisation and not its customers, fail to demonstrate empathetic behaviour (Bateson & Hoffman, 2011).

From the discussion above, the inference is that customers want to receive the service as promised in order to receive quality service. According to Brink and Berndt (2004), service quality is an antecedent of customer satisfaction and customer satisfaction exerts a stronger influence than service quality on buying behaviour. Zeithaml et al. (2008) are of the opinion that customer satisfaction is closely linked to service quality.

### **2.5.3.6. Measuring service quality**

According to Donnelly et al., (1995), the obvious approach to assess the level of service quality, is to ask the customers who receive the particular service concerned. This is obvious because customers are in the best position to make judgement about service quality. Gronroos (1984) believes that the quality of a service is dependent on two variables; that is, expected service and perceived service. Therefore, the assessment should measure both customer expectations and customer perceptions of a service. Expectation of service refers to an individual's thinking or belief of future performance of a service which reflects anticipated performance which can be based on past experiences, word of mouth and personal needs. On the other hand, perception of a service refers to an individual's formed opinion of experienced service which is therefore based on the actual service delivered (Williams, 1998). Thus, the difference between customers' expectations prior to use a service and a customer's perceptions after the actual service, along the quality dimensions, reflects the quality of the given service delivered (Parasuraman et al., 1994).

In addition, by understanding customer expectations, policy-makers and service provider managers will be able to comprehend whether quality service characteristics and features regarded as important by customers coincide with the characteristics and features that the policy-makers and service provider managers view as important (Donnelly et al., 1995). In other words, by including questions about customer expectations, the customer survey not only gives information about what the customers think about the quality of service delivered, but can also help policy-makers and service provider managers to decide strategies and select priorities for improving service quality which meet, and coincide with customer expectations.

### **2.6. Effect of human resource capacity building on customer service delivery**

Service delivery is conceptualized as the relationship between policy makers and service providers. It encompasses service and their supporting system that are typically regarded as a state responsibility. These services included social service (education, health services), infrastructures (water and sanitation, roads and bridge) and services that promote personal security (justice, police) (Batle et al., 2004).

In order to provide efficient services, the local government through central government has embarked on the training and capacity building of staff to acquire basic requisite skills in rendering the service to the people. Some services require specialized knowledge and skills in delivering or providing them and for such services to be delivered efficiently, there is a need for experts to handle them. It is the

right of this that most local government authorities have resorted to training and building of the capacity of their staff. Formal training of the local government staff, therefore, aimed at enhancing their capacity and sharpening their awareness as well as managing the delivery of services (Isah, 2013).

With regards to service delivery, capacity building is a sine-qua-non for various reasons. This includes the need to: (i) Change the orientation of the public servant from businesses-usual to one of result-oriented and customer focussed; (ii) Acquire new knowledge and skills; (iii) Have an attitudinal change etc.

Regarding the role human capacity building plays on customer service delivery, Ajidahun (2007) state that human capacity building improves job performance and therefore promotes management efficiency. Similarly, Stoner et al. (2002) suggest that providing employee with capacity building programmes improve efficiency and job performance of employees. In addition, Chandan (2000) states that during training programs, employees learn technical knowledge and skills for a definite process. Yesufu (2000) also agrees that training of personnel enhances productivity and education and training are generally indicated as the most important direct means of upgrading the human intellect and skills for productive employment.

Further, human capacity building helps to ensure that organizational members possess the knowledge and skills they need to perform their job effectively, take on new responsibilities and adapt to changing conditions as stated by Jones and George (2008). It is further argued that capacity building helps improve product / service quality customer satisfaction, productivity, morale, business development and profitability. According to Nwachukwu (1988) emphasis placed by any organization on building capacity of its employees determines the productivity of the organization. Technological innovation which occurs every day renders today's skills and method ineffective for tomorrow's activities. Thus, one crucial function of management is to ensure that employees without necessary skills are helped to acquire them, while those who do are helped to update them.

Furthermore to emphasise the importance of capacity building in employees, the International Labour Office (2000) affirmed that development and training improve their trainees prospects of finding and retaining jobs' while also improving their productivity at work, their income earning capacity and as a result their living standard. It also effectively widens their career choices and opportunities.

Staff capacity building has been identified as part of an organizational strategy to improve overall productivity, motivate staff to deliver high quality services and create an on-going commitment to

innovation and system improvement. Viewed from this perspective; staff training is an integral part of a larger human resources investment strategy designed to transform workforce service delivery system into high performance organizations that strive continuously to improve service quality and customer satisfaction. At the organisational level, the efficiency of the organisation can be enhanced through the trainees' capacity-induced changes in practice and behaviour. This is reflected in increased efficiency in the provision of services or outputs; innovations in the type of services or outputs delivered and in the delivery process (Thompson and Kolsky, 2004).

The effects of human resource capacity building on customer service delivery can be also traced in financial institutions. For instance, the Tanzania Institute of Bankers (2003) notes that, capacitating employees through training improves their knowledge and also transforms their attitude to one that is work oriented. A continuous process of training and learning is important in ensuring that employees grow and develop professionally.

Thompson and Kolsky (2004) emphasized training allows employees to be more satisfied with their jobs and enables them to perform better. They further point out that when organizations invest in training especially in the area of management development, they are bound to achieve long run tangible results. Nakauka (2008) is in agreement with this observation and further points out that the managers are able to put up an excellent performance after training; their desire to excel increases after such training.

In the direction of Chen (2011), the human resources who obtain training have amplified confidence and motivation. The adjust management training helps to supervise change by escalating the understanding and participation of employees in the change process and as well provides the skills and abilities desired to adjust to new situations. The training gives recognition, better responsibility, gives a feeling of individual satisfaction and achievement, and enlarges opportunities for career progression; and help to get better the availability and quality of staff.

The other researchers such as Colombo and Stanca (2008), Sepulveda (2005) and Konings & Vanormelingen, (2009), give an idea about that training is a fundamental and powerful instrument in successful achievement of the firm's goals and objectives, follow-on in higher productivity. Jalal & Abu Bakr, (2010) premeditated effect of in-service training technical programs on good organization of workers in the Palestinian financial market. The study brought into being that the technical training shows the way to stability in the work, and amplifies the efficiency of workers in the Palestinian financial market. Ghannam, et al., (2010) the impact of training on the performance of the employees

in the Palestinian insurance sector, the study established that their relationship sandwiched between the training and performance upgrading, and the external training is the most excellent training procedure, the study also instituted that there are consequential of the training on the organizational obligation of employees in the insurance sector in Palestine.

According to the Rwanda capacity building strategy for local governments 2011-2015, human resource capacity building is understood as a process through which individuals, organizations and society obtain, strengthen and maintain the capabilities to set and achieve their own development agenda. As such, capacity development is advanced through a comprehensive and holistic working approach, which shall be local government driven to be effective and relevant.

## **CHAPTER THREE: RESEARCH METHODOLOGY**

### **3.1. Introduction**

This chapter describes research methodology used in the study to address the study objectives, the chapter defines the research design that guided the study, the target population, sampling techniques and sample size, research instruments, data collection procedures, data analysis and ethical considerations.

### **3.2. Research Design**

This study was conducted through descriptive survey research design using quantitative approach of data collection. Descriptive survey design is a research design where the researcher provides numerical descriptions of some part of the population. It is used to describe and explain events as they are, as they were or as they will be (Gall et al., (2005).

According to Mugenda (2003) this design is used when the study is aimed at collecting data from the respondents without the need to make a follow up of the same respondents thus saves time to collect the necessary information when the design is used, data is collected using mainly interviews and questionnaires and is often analysed using descriptive analysis in survey research, a questionnaire is a basic device in tapping participants attitudes and opinions. In addition, Amin (2005) asserts that results from such method are easily extrapolated to the entire population. Besides, this method is time saving, and less costly given the fact that the study population was big. In this regard, descriptive research design is considered as appropriate for achieving the main objective of this study which is to assess how do the human resource capacity building training programmes provided to local government staff affected customer service delivery in local government in Rwanda with specific reference to Karongi District.

### **3.3. Target population**

A population of a study is a group from which a total set of individuals and units of a study are chosen (Bless, Higson-Smith & Sithole, 2013). In this regard, the target population of this study comprised of employees at district and sector levels and citizens termed as customers in need of service from local government offices in Karongi district. For this study the employee target population consisted of 63 employees from Karongi District level and 16 employees from Rubengera and Rugabano sectors and 126 customers participated in this study, therefore total numbers of 205 respondents participated in this study. The following table 1 shows the distribution of the employee target population of this study.

**Table 1: Employee target population**

<b>Local government</b>	<b>Number of employees</b>
Karongi District	63
Rubengera sector	8
Rugabano sector	8
<b>Total</b>	<b>79</b>

**Source: Primary data, August-September 2018**

### **3.3. Sample size determination**

A sample size is a subset or part of the target population. It is a number of subjects or cases to be included in the study as representative of the target population and it gives results that can be generalized to the study population (Gall, 1996; Mugenda and Mugenda, 1999). The researcher used all employees from district and two sectors and the customers who sought the service at district and sector levels as sample of this study totalizing 205 respondents that is 79 employees and 126 customers.

### **3.4. Sampling techniques**

Sampling means to make a selection from the sampling frame (a concrete listing of the elements in the population) in order to identify the people or issues to be included in the research (Cohen et al., 2007; Kothari, 2008; Creswell, 2014; Bless et.al, 2013). Kombo & Tromp (2006) add that sampling is the process of selecting the subjects or cases to be included in the study as representative of the target population. It is the procedure a researcher uses to select the needed study sample. Thus, the study employed purposive, systematic and convenience sampling techniques.

#### **3.4.1. Purposive Sampling**

The purposive sampling to mean sampling in deliberate way, with some purpose or focus in mind (Kothari, 2008; Bryman, 2012; Creswell, 2014) was used to select participants involved in this study. The method is advantageous in the way that it reaches a targeted sample quickly and where sampling for proportionality is not the main concern (Kerlinger, 1986). In this regard, purposive sampling was used to reach staffs at District and sector levels who were service providers and customers who were service seekers as they were believed by the researcher to hold enough information for this study.

#### **3.4.2. Systematic sampling**

Systematic sampling is a type of probability sampling method in which sample members from a larger population are selected according to a random starting point and a fixed periodic interval. This



interval, called the sampling interval, is calculated by dividing the population size by the desired sample size (Kothari, 2004)

Systematic sampling was used to select employee respondents for the study from district and sector levels. This procedure involved drawing the sample by taking every  $K^{\text{th}}$  case from the population of each of department employees. A decision was taken on how many respondents one wanted in the sample ( $n$ ) and since the total population was known ( $N$ ), the sampling interval was determined by dividing  $N$  by  $n$  ( $K=N/n$ ). The first respondents were randomly selected from the first  $K^{\text{th}}$  members on the list and then every  $K^{\text{th}}$  member of the population was selected for the sample. Systematic sampling was preferred because of its ability to eliminate bias in selecting respondents which reduces sampling error (Mugenda and Mugenda, 1999, Kothari, 2004).

### **3.4.3. Convenience sampling**

Convenience sampling involves choosing the nearest individuals to serve as respondents and continuing that process until the required sample size has been obtained or those who happen to be available and accessible that time (Cohen et al., 2007). In other words, researchers select persons for their studies who are easily accessible. According to Gall et al. (2005), a convenience sample refers to a group of people who are selected to take part in a study just because they are easily found. Therefore, the convenient sampling technique was used to get citizen respondents here termed as customers, because it was not possible to determine in advance how many citizens that would come for the services so that any probability sampling technique would be used to determine the sample of this study before. In this regard, 126 customers participated in this study.

### **3.5 Data Collection instruments**

Detailed questionnaires on staff perception about capacity building and its effects on service delivery were used to collect data from both local government staff and customers. These questionnaires were entitled to local government staff's questionnaire and customers' questionnaire. Both staff and customers' questionnaires are made of close-end questions. The choice of the close-ended questionnaires is supported by Amin (2005) that this type of questionnaire has ability to elicit specific responses which are easy to analyse; they allow comparison among groups and are economically in terms of time etc.

The employees' questionnaire comprises of three sections. Section A is about demographic characteristics of respondents in terms of age, gender, level of education, marital status, department and working experience. Section B is about information on employees' perception on the capacity

human resource capacity building in terms of participation, approach used during capacity building programs, focus areas, quality of human resource capacity building and its relevance on employees' work. Section C is about information on effect of capacity building on service delivery.

The questionnaire for customers is made of two sections. Section A is about information on demographic characteristics in terms of age, gender, educational level, occupation, marital status and type of service sought. Section B is about information on customers' perception and satisfaction of service delivery in terms of quality of service delivery, satisfaction with the service delivery and customers' perception on quality of staff in local government in Karongi District (Appendix A). The questionnaire for customers was prepared in English and then translated in Kinyarwanda for easy administration.

### **3.6. Data collection procedures**

The researcher introduced himself to the Karongi District office using an introductory letter from the Dean of Social, Political and Administrative Sciences of University of Rwanda to the Mayor of Karongi District seeking permission to conduct research (Appendix B). The Mayor in turn introduced the researcher to the respective directors of different units who in turn introduced the researcher to their respective officers. Data collection was done through questionnaires which were administered personally by the researcher to respective district employees. The researcher through the directors from different units created a good rapport with the employees before asking them to fill in the questionnaires. The respondents were assured of strict confidentiality when dealing with their identities. The questionnaires were left with the respondents for the time they felt was enough for them to fill in the questionnaires. At sector level, the sector executive secretary helped the researcher to introduce himself to the sector employees and the distribution of questionnaires. After, the questionnaires were picked by the researcher and compiled for data analysis. Concerning the administration of customers' questionnaire, the researcher had to plead with customers and persuade them to participate in the study and to fill his questionnaires after explaining to them the objectives of the study. The researcher had to wait for them to attend the office from which they were supposed to seek the service before filling the questionnaires. For the customers who do not know how to read and write, the researcher had to read and interpret the questions to the service seeker respondents and then the responses were noted down. For this reason, the questionnaires for customers were translated into Kinyarwanda language by the researcher. The collection of data was done in 27 working days.

### **3.7. Data Analysis**

Descriptive statistics were used to analyse data for this study. Specifically, frequencies, percentages and graphs were used to describe demographic characteristics of respondents. In addition, the descriptive statistics were also used to analyse data on the staff perception on the human resource capacity building in local government in Karongi District and the effects of human resource capacity building on service delivery in local government in Karongi District. The researcher also used the T-Student Test to find out how customer satisfaction varied with their age, gender, occupation, marital status and type of service sought. The SPSS and Excel helped in data analysis.

### **3.8. Ethical consideration**

Blaxter et al., (2001) state that the conduct of ethical research should be the goal of all social researchers. According to Cohen and Manion (1994), any research has the potential to impact on the lives of others. Therefore, the ethical consideration must be given to recognize and protect the right of human being. In this study, measures were taken while planning and conducting the study in order to ensure that the rights and welfare of study respondents are not affected, and nobody was harmed in any way during the course of research. To achieve this, the researcher observed safeguards including privacy, anonymity and confidentiality. In addition, the participation in the study was voluntary.

## CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION

### 4.1. Introduction

This chapter is concerned with the presentation, analysis and interpretation of the data based on the research objectives that guided the study. Data collected was presented into two sections. The section one presents information on the background characteristics of respondents, while section two presents the results collected under the objectives of the study. The data presentation was done based on the research objectives/questions. The results of the data analysis provided information that formed the basis for interpretation of the findings, discussion, conclusion and recommendations.

### 4.2. Background characteristics of the study respondents

The respondents of the study were employees from Karongi District especially from district offices and Rubengera and Rugabano sector offices and customers who came to seek services at these local government institutions. The first part of this sub-chapter describes the background characteristics of employee respondents in terms of age, gender, level of education, marital status, department and working experience. The second part describes customers' demographic characteristics in terms of age, gender, educational level, occupation, marital status and type of service sought at local government.

#### 4.2.1. Employee respondents' background characteristics

The basic background characteristics of employee respondents were probed. The key among them included age, gender, level of education, marital status, department and working experience.

##### 4.2.1.1. Age distribution of employee respondents

**Table 2: Distribution of employee respondents by age**

Age	Frequency	Percentage
20-30 years	6	7.6
31-40 years	39	49.4
Over 40 years	34	43.0
<b>Total</b>	<b>79</b>	<b>100.0</b>

**Source: Primary data, August-September 2018**

Table 2 above presents the results of the employee respondent's age. It is clear that the majority of respondents, 39 (49.4%) were in the age range of 31-40 years, this was followed by 34 (43.0%) in the

age over 40 years. The least 6 (7.6%) were in the range age between 20-30 years. This meant that the majority of respondents who took part in the study were aged between 31 and over 40 years old.

#### 4.2.1.2. Distribution of employee respondents by gender

In terms of gender, the table 4 indicated that the sample was dominated by male. Males were represented by 51 (64.6 %) while female were represented by 29 (35.4%). This implied that there was unequal representation of the male and female employees in the study sample. The table 4 below shows the distribution of employee respondents by gender.

**Table 3: Distribution of employee respondents by gender**

<b>Gender</b>	<b>Frequency</b>	<b>Percentage</b>
Male	51	64.6
Female	29	35.4
<b>Total</b>	<b>79</b>	<b>100.0</b>

**Source: Primary data, August-September 2018**

#### 4.2.1.3. Educational level of employee respondents

In addition to gender of respondents, information was sought about the educational level of employee respondents. The distribution of employee respondents by their educational level is displayed in table 4 below.

**Table 4 : Distribution of employee respondents by level of education**

<b>Educational level</b>	<b>Frequency</b>	<b>Percentage</b>
Diploma (A1)	7	8.9
Bachelors' degree (A0)	58	73.4
Masters' degree	14	17.7
<b>Total</b>	<b>79</b>	<b>100.0</b>

**Source: Primary data, August-September 2018**

The results in table 4 show that the majority of employee respondents 58 (73.4%) had bachelors' degree followed by 14 (17.7%) who had Masters' degree, and 7 (8.9%) had Diploma (A1). The findings imply that the majority of employee respondents had university level of education.

#### 4.2.1.4. Distribution of employee respondents by marital status

The marital status of employee respondents was another demographic characteristic that was looked at and the results are the following in table 5 below.

**Table 5 : Distribution of employee respondents by years in service**

<b>Marital status</b>	<b>Frequency</b>	<b>Percentage</b>
Single	11	13.9
Married	58	73.4
Divorced	10	12.7
<b>Total</b>	<b>79</b>	<b>100.0</b>

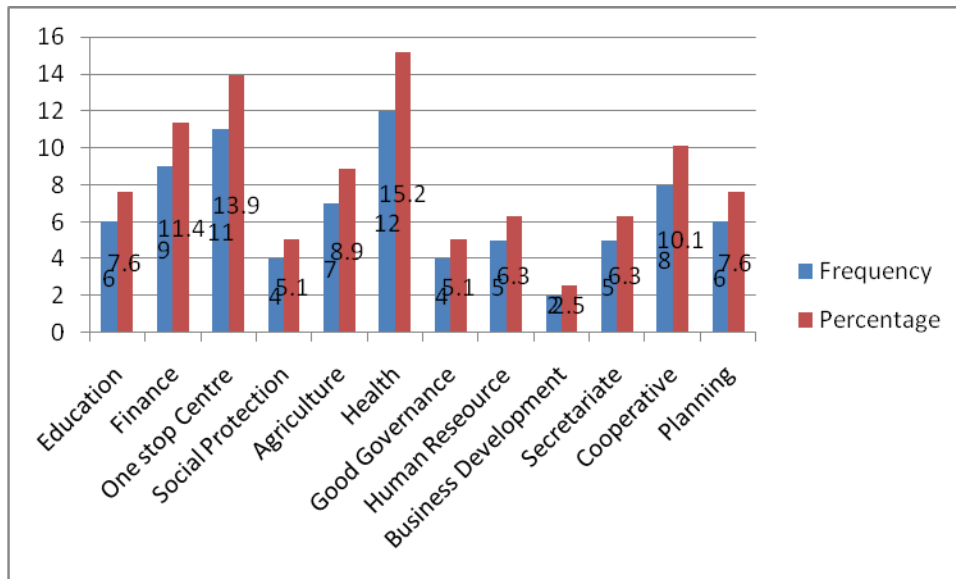
**Source: Primary data, August-September 2018**

Table 5 shows that majority 58 (73.4 %) respondents were married followed by those who were single and divorced at 11 (13.9 %) and 10 (12.7%) respectively. This implied that most respondents in the study had high levels of maturity and integrity used in the execution of duties at local government in Karongi District.

#### 4.2.1.5. Distribution of employee respondents by department

Employee respondents of this study were required to indicate their departments and data collected was highlighted in figure 1. From the figure 1 it is clear that the majority 11 (13.9%) of employees worked in the department of one stop centre, followed by 9 (11.4%) of employees worked in finance and health departments respectively. The least 2 (2.5%) worked in business development. The findings imply that the study involved employee respondents from different departments in local government in Karongi District.

**Figure 1: Distribution of employee respondents by department**



**Source: Primary data, August-September 2 018**

**4.2.1.6. Distribution of employee respondents by years in service.**

In addition, information was sought about the number of years they had served as employee in the current position. The distribution of the respondents by the number of years they have served is displayed in table 6 below.

**Table 6 : Distribution of employee respondents by years in service**

<b>Years in service</b>	<b>Frequency</b>	<b>Percentage</b>
1-2 years	24	34.2
3-5 years	8	13.9
Over 5 years	41	51.9
<b>Total</b>	<b>79</b>	<b>100.0</b>

**Source: Primary data, August-September 2018**

As it can be seen in the table 6 above, most employee respondents of the study, 41 (51.9%) had over 5 years' experience in their service, yet 27 (34.2%) had in 1-2years experience. The lowest representation was 8(13.9%) who has between 3 and 5 years in service. This implies that most employees involved in this study had enough experience to help them execute their duties satisfactorily.

#### 4.2.2. Customers respondents' background characteristics

A total of 126 customer respondents were involved in this study. This section presents the background characteristics of the teacher respondents on age, gender, educational level, occupation and their frequency of seeking service at local government.

##### 4.2.2.1: Distribution of customer respondents by age

The customer respondents were first asked to indicate their age. The results are presented in table 7 below.

**Table 7 : Distribution of customer respondents by age**

Age	Frequency	Percentage
25 and under	11	8.7
25-34	19	15.1
35-44	39	31.0
45-55	25	19.8
56-and above	32	25.4
<b>Total</b>	<b>126</b>	<b>100.0</b>

**Source: Primary data, August-September 2018**

Table 7 presents the results of the customer respondent's age. It is clear that the majority of customer respondents, 39 (31.0%) were in the age range of 35-44 years, this was followed by 32 (25.4%) in the age range of 56 and above, followed by 25 (19.8 %) in the age range of 45-55, then 19 (15.1%) in the age range between 25 and 34 years. The least 11(8.7%) were in 25 years and under. The findings imply that the majority of respondents who took part in the study were aged between 25 and 64 years old. This indicates that the respondents of the survey were an active segment of the population and the ideas given should be considered as appropriate and constructive.

##### 4.2.2.2. Distribution of customer respondents by gender

Customer respondents of this study were required to indicate their gender and data collected was tabulated in table 8 below.



**Table 8 : Gender distribution of customer respondents**

<b>Gender</b>	<b>Frequency</b>	<b>Percentage</b>
Male	47	37.3
Female	79	62.7
<b>Total</b>	<b>126</b>	<b>100.0</b>

**Source: Primary data, August-September 2018**

In terms of gender, the table 8 above indicates that the sample was dominated by female. Males were represented by 47 (37.3 %) while female represented by 79 (62.7). This implied that there was unequal representation of the male and female customers in the sample of this study.

#### **4.2.2.3. Distribution of customer respondents by level of education**

The researcher found also crucial to establish the level of education of customer respondents. The table 9 below illustrates the findings

**Table 9 : Educational level of customer respondents**

<b>Age</b>	<b>Frequency</b>	<b>Percentage</b>
Illiterate	39	31.0
Primary	45	35.7
Secondary	26	20.6
University	16	12.7
<b>Total</b>	<b>126</b>	<b>100.0</b>

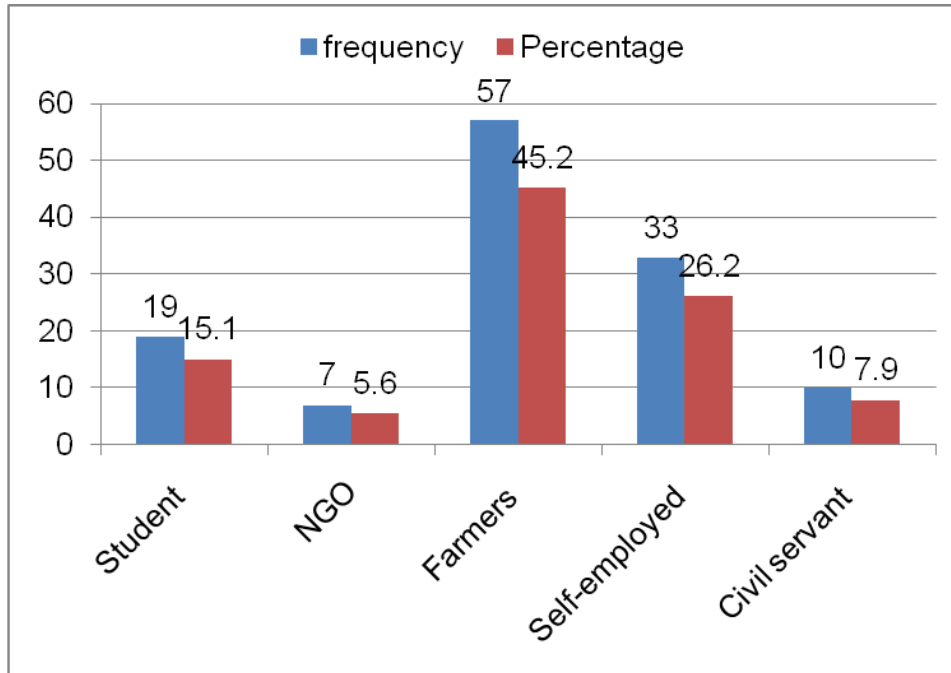
**Source: Primary data, August-September 2018**

Results in the table 9 above indicate that the majority of customer respondents 45 (35.7%) were primary educated followed by those who were illiterate 39 (31.0) and secondary educated 26(20.6%). The least 16(12.7%) were educated up to university level. It is clear from the findings that most of the customer respondents involved in the study was illiterate and primary education level.

#### **4.2.2.4. Distribution of customer respondents by occupation**

The study sought to find out the occupation of customer respondents involved in the study. The figure 2 below shows the customer respondents' occupation level.

**Figure 2: Distribution of customer respondents by occupation**



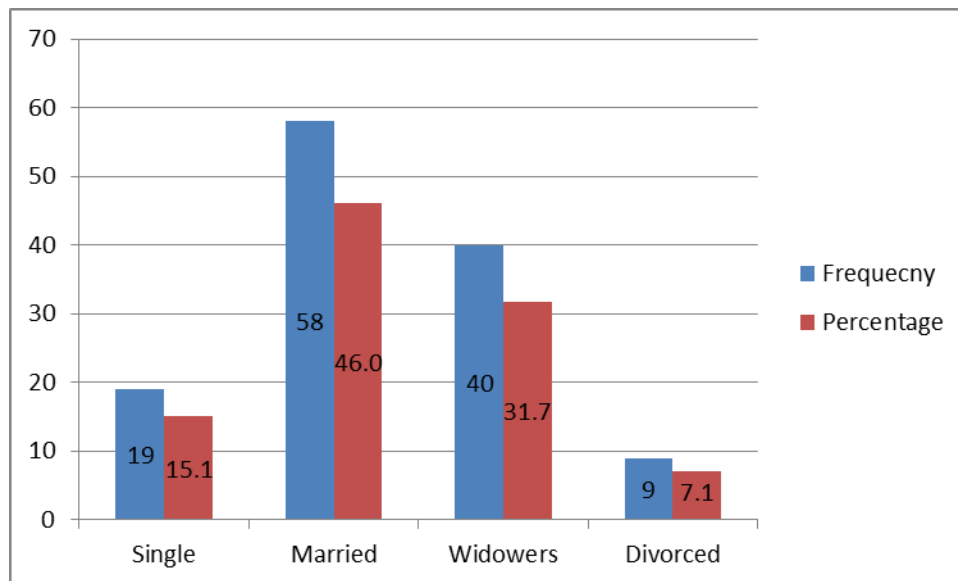
**Source: Primary data, August-September 2018**

The results in the figure 2 above show that the majority of customer respondents 57 (45.2%) were farmers followed by 33 (19.8%) self-employed, 19 (19.0%) students and 10 (7.9%) civil servants. The least were 7 (5.6%) NGOs. This shows that the largest number of customer respondents comes mainly from rural areas where farmers are predominant.

#### **4.2.2.5. Distribution of customer respondents by marital status**

The researcher identified the marital status of customer respondents and the findings are presented in the figure 3 below.

**Figure 3: Distribution of customer respondents by marital status**



**Source: Primary data, August-September 2018**

From the figure 3 above, the majority of customers respondents were married 58 (46.0%), followed by widowers 40 (31.7%), single 19 (15.1%) and the least were 9 (7.1%) divorced. The analysis implies that the study involved the old people who could provide relevant information on service delivery at local government.

#### **4.2.2.5. Distribution of customer respondents by type of service sought at local government**

Customer respondents of this study were required to indicate the service they were seeking from local government and data collected was tabulated in table 10 below.

**Table 10 : Distribution of customer respondents by type of service sought**

<b>Service</b>	<b>Frequency</b>	<b>Percentage</b>
Execution of court judgments	41	32.5
Complaints	30	23.8
Land services	23	18.3
Appeal of Ubudehe category	18	14.3
Seeking support	14	11.1
<b>Total</b>	<b>126</b>	<b>100.0</b>

**Source: Primary data, August-September 2018**

The results in the table 10 above show that the majority of customer respondents 41 (32.5%) sought service about execution of court judgements followed by those who sought service about complaints 30 (23.8%), land services at 23(18.3 %) and appeal of Ubudehe categories 18 (14.3%). The least were customers who sought support services 14 (11.1%). The results imply that the study involved customers who sought different types of services at local government in Karongi District.

### **4.3. Research findings**

#### **4.3.1. Local government staff perceptions on human resource capacity building**

The first objective of this study was to establish how employees in local government in Karongi District perceive human resource capacity building programs. It was to find out whether employee respondents had participated in any form of human capacity building since they joined their position, the types of approaches used during human resource capacitating, the focus area and how they rate the quality of human resource capacity building.

##### **4.3.1.1. Employee respondents’ participation in human resource capacity building programs**

The responses of employee respondents on whether they had any form of capacity building since their joined local government position are presented in the table 11 below.

**Table 11 : Employee respondents’ participation in human resource capacity building programs**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	79	100.0
No	0	0.0
<b>Total</b>	<b>79</b>	<b>100.0</b>

**Source: Primary data, August-September 2018**

Results in table 11 indicate that all 79 (100.0%) employee respondents indicated that they have participated in human resource capacity building programs. This implies that all employees in local government in Karongi district had attended human resource capacity building.

##### **4.3.1.2. Approaches used for capacitating employees at local government**

When the researcher asked employee respondents to indicate the approaches in administering human resource capacity building to employees, they gave the following responses as indicated in the table 12 below.

**Table 12 : Approaches used for capacitating employees at local government**

<b>Approach</b>	<b>Frequency</b>	<b>Percentage</b>
Coaching	61	77.2
Orientation	52	65.8
Workshops	39	49.4
Seminars	35	44.3
Conferences	22	27.8
Lectures	16	20.3
Others	9	11.4

**Source: Primary data, August-September 2018**

As observed from table 12 above, it is clear that the majority of employee respondents 61 (77.2%) indicated that they have attended coaching, 52 (65.8%) employees have undergone orientation. The table further reveals that 39 (49.4%) employee respondents participated in workshops, and 35 (44.3%) participated in seminars, 22 (27.8%) participated in conferences, 16 (20.3%) participated in lectures while the least 9(11.4%) employees indicated that they have participated in other forms of human capacity building such as apprenticeships. The findings imply during capacitating employees in Karongi District, different approaches have been used and the most popular approaches for employee capacity building were coaching, workshops, seminars, orientation and conferences.

#### **4.3.1.3. Focus area of human resource capacity building**

In addition, the researcher inquired on the focus areas of the capacity building they received. Their responses are presented in the table 13 below. As it can be observed in table 13, majority of employee respondents 32 (40.5%) indicated that their focus area of human capacity building was customer service. Sixteen (20.3%) employees revealed that the human resource capacity building program in which they participated focused on office operations. Thirteen (16.5%) focused on human resource management, 11 (13.9%) focused on computer skills while only 7 (8.9%) employees focused on financial management during their human capacity building program. The findings imply that the employees in the study area had different background in terms of human resource capacity building.

**Table 13 : Focus area of human resource capacity building**

<b>Focus area</b>	<b>Frequency</b>	<b>Percentage</b>
Customer service	32	40.5
Office operations	16	20.3
Human resource management	13	16.5
Computer skills	11	13.9
Financial management	7	8.9
<b>Total</b>	<b>79</b>	<b>100.0</b>

**Source: Primary data, August-September 2018**

#### **4.3.1.4. Employee respondents' views on the quality of human resource capacity building programs**

The researcher inquired from employee on how they rate the quality of human resource capacity building programs they received. The results are presented in table 14 below.

**Table 14 : Employee respondents' views on the quality of human resource capacity building programs**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Very poor	6	7.6
Poor	7	8.9
Average	21	26.6
Good	17	21.5
Very good	19	24.1
Excellent	9	11.4
<b>Total</b>	<b>79</b>	<b>100.0</b>

**Source: Primary data, August-September 2018**

The table 14 above presents the responses given by the employee respondents on the quality of the human resource capacity building programmes for which they participated. The findings indicated that 13 (16.5%) employees indicated that the quality of human resource capacity building program they received was poor. 21 (26.6%) indicated that it was at average level, 36 (45.6%) employees

indicated that it was good while only 9 (11.4%) employees indicated that it was excellent. The findings imply that the programs of human resource capacity building received by employees in the area of the study had good quality but there is a need for improvement based on these results.

**Table 15 :Relevance of human capacity building programs to employee respondents' work**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Not relevant at all	0	0.0
Not relevant	0	0.0
Not sure	16	20.3
Effective	37	46.8
Very effective	26	32.9
<b>Total</b>	<b>79</b>	<b>100.0</b>

**Source: Primary data, August-September 2018**

The table 15 above indicates the results from the relevance of the human resource capacity building received by the employee respondents to their work. Majority of the respondents 63 (79.7%) reported clear effectiveness of these human resource capacity building programs on their work.

#### **4.3.2. Perception and satisfaction of customers of service delivery in local government in Karongi District**

The second objective of this study was to assess the quality of service delivery and satisfaction of customers in local government in Karongi District. The objective aimed at finding out how customers rated the quality of service they received from local government, how they were satisfied with service delivery and how they rate the quality of staff delivering service they have met.

##### **4.3.2.1. Customer respondents' rating of quality of service delivery**

Customer respondents were inquired to rate the quality of service they had received and the findings are displayed in the table 16 below.

**Table 16 :Customer respondents' rating of quality of service delivery**

<b>Quality of service</b>	<b>Frequency</b>	<b>Percentage</b>
Good	87	69.0
Bad	33	26.2
Don't know	6	4.8
<b>Total</b>	<b>126</b>	<b>100.0</b>

**Source: Primary data, August-September2018**

Data in table 16 above shows that the majority of customers 87 (69.0%) customers affirmed that the service they received at local government was good and 33(26.2%) customers indicated that the service was bad. The only 6 (4.8%) did not rate the quality of service received. This implies that there is good service at local government in the study area and improved quality of service is required as indicated by the findings.

When asked to explain why they had received good service, the customer respondents explained that the service was good because the services were provided at the promised time and in a dependable and accurate manner. Those who experienced bad service explained that it took long time to get solution to their inquiries and also reception at some offices was not good.

In addition, the customers were asked to indicate how long they had to wait before speaking/meeting to the staff from the department they sought service. Their responses are presented in table 17 below.

**Table 17 :Customers' time to wait for the staff**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
I was taken care immediately	36	28.6
10 -30 minutes	54	42.9
30-1hour	12	9.5
1 hour and 1hour and 30 minutes	19	15.1
Up to 2 hours and over	5	4.0
<b>Total</b>	<b>126</b>	<b>100.0</b>



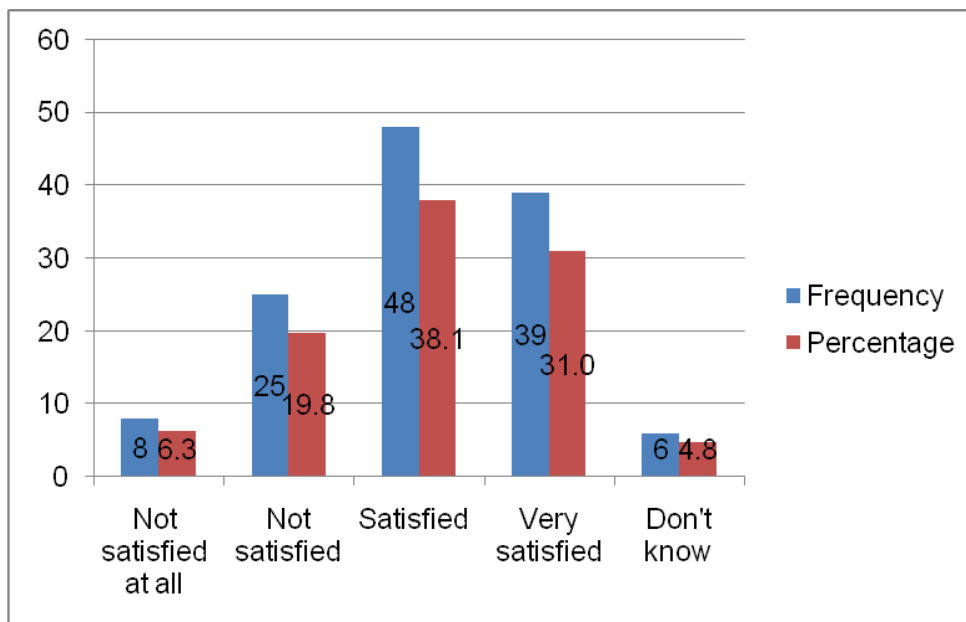
**Source: Primary data, August-September 2018**

It is observed in the table 17 above that the majority 54 (42.9%) of customers seeking service at local government in the area of the study had to wait within 10 and 30 minutes before meeting or speaking to the staff from the department they joined for service. 36 (28.6%) indicated that they were taken care of immediately. The results further show that 12 (9.5%) had to wait between 30 and 1 hour while 19 (15.1%) had to wait between 1 hour and 1hour and 30 minutes. The only 5 (4.0%) customer respondents indicated that they had to wait up to 2 hours and over. The above analysis shows that customers in general had to wait for short time varying between 10 up to one hour to meet the staff from the department they joined for service as indicated by the majority 102 (80.9%) customer respondents. However 24 (19.1%) customers who wait for services for more than 1 hour is significant number which should be addressed to.

**4.3.2.2. Customer satisfaction with service delivery**

Customer respondents were asked to indicate how they were satisfied with service delivery at local government in Karongi District. Their responses are presented in figure 4 below.

**Figure 4: Customer satisfaction with service delivery**



**Source: Primary data, August-September 2018**

The figure 4 above shows the level of customers' satisfaction with the service received from local government in Karongi District. It is observed that the majority 48 (38.1%) of customers indicated

that they were satisfied, 39 (31.0%) were very satisfied with the service. The results further show that 25 (19.3%) were not satisfied while 8(6.3%) indicated that they were not satisfied at all. Only 6 (4.8%) did not show their satisfaction with the service. The above analysis shows that customers in general are satisfied with the service delivery at local government in Karongi District.

The study was interested in whether customer satisfaction with service delivery at local government in Karongi District varied with their demographic characteristics such as age, gender, marital status, occupation and level of education. The table 18 show the relationship between age and satisfaction as determined using independent sample t-test results.

**Table 18 :Summary of the t- test results for the relationship between age of customer respondents and satisfaction with service delivery**

<b>Age</b>	<b>Frequency</b>	<b>Mean</b>	<b>SD</b>	<b>T</b>	<b>Sig</b>
25 and under	11	2.21	.86	0461	.002
25-34	19	3.06	.82		
35-44	39	3.56	1.35		
45-55	25	2.13	1.86		
56 and above	32	2.47	1.94		
<b>Overall</b>	<b>126</b>	<b>2.68</b>	<b>1.36</b>		

**Source: Primary data, August-September 2018**

Results in table 18 suggest that different age groups were satisfied with service delivery slightly differently with age under 25 –44 years were satisfied and more than 44 years were low satisfied. To confirm whether the differences were significant we consider the t value 0.461, whose significance value of 0.0461 is less than  $\alpha = 0.05$ . The conclusion therefore is that there is significant relationship between age and satisfaction with service delivery.

The researcher also was interested in whether customer satisfaction with service delivery varied with gender. The table 19 shows the relationship between gender and satisfaction with service delivery.

Table 19 :Summary of the t- test results for the relationship between gender of customer respondents and satisfaction with service delivery

<b>Gender</b>	<b>Frequency</b>	<b>Mean</b>	<b>SD</b>	<b>T</b>	<b>Sig.</b>
Male	47	3.2	1.76	0.963	0.107
Female	89	3.4	1.81		
<b>Overall</b>	<b>126</b>	<b>3.3</b>	<b>1.87</b>		

**Source: Primary data, August-September 2018**

Findings in table 19 above, suggest that there is no difference between service delivery satisfaction of male and female customers even if female tended to be more satisfied than male. This is proved by the t value of 0.963 and its calculated sig = 0.107, which is greater than alpha = 0.05. The conclusion therefore is that there is no significant difference in service delivery satisfaction between male and female customers.

In addition, the researcher was interested in whether customer satisfaction with service delivery varied with occupation. The table 20 shows the relationship between occupation and satisfaction with service delivery.

**Table 20 : Summary of the t- test results for the relationship between occupation of customer respondents and satisfaction with service delivery**

<b>Occupation</b>	<b>Frequency</b>	<b>Mean</b>	<b>SD</b>	<b>T</b>	<b>Sig</b>
Farmers	57	2.43	.42	1.82	.026
Self-employed	33	2.27	.39		
Students	19	2.17	.46		
Civil servant	10	2.01	.41		
NGOs	7	2.24	.64		
<b>Overall</b>	<b>126</b>	<b>2.22</b>	<b>.48</b>		

**Source: Primary data, August-September2018**

Results in table 20 above, suggest that different customers' occupations were satisfied slightly differently with service delivery with the farmers who were more satisfied, and the civil servant who were less satisfied. To confirm whether the differences in the mean were significant we consider the t-value of 1.82, whose significance (Sig) value of 0.026 is less than alpha = 0.05. The

conclusion therefore is that there is a significant relationship between customers' occupation and satisfaction with service delivery in local government in Karongi District.

Further, the researcher was interested in whether customer satisfaction with service delivery varied with marital status. The table 21 below shows the relationship between customers' marital status and satisfaction with service delivery.

**Table 21 : Summary of the t- test results for the relationship between marital status of customer respondents and satisfaction with service delivery**

<b>Gender</b>	<b>Frequency</b>	<b>Mean</b>	<b>SD</b>	<b>T</b>	<b>Sig</b>
Single	19	2.61	.43	2.63	.001
Married	58	2.34	.31		
Divorced	40	2.30	.30		
Widowers	9	2.19	.37		
<b>Overall</b>	<b>126</b>	<b>2.36</b>	<b>.35</b>		

**Source: Primary data, August-September 2018**

Results in table 21 suggest that different customers were satisfied differently with service delivery with the single who were more satisfied, and the widowers who were less satisfied. To confirm whether the differences in the mean were significant we consider the t-value of 2.63, whose significance (Sig) value of 0.001 is less than alpha = 0.05. The conclusion therefore is that there is a significant relationship between customer respondents' marital status and satisfaction with service delivery in local government in Karongi District.

Further, the researcher was interested in whether customer satisfaction with service delivery varied with service sought. The table 22 below shows the relationship between customers' service sought and satisfaction with service delivery.

**Table 22 :Summary of the t- test results for the relationship between service sought by customer respondents and satisfaction with service delivery**

<b>Service</b>	<b>Frequency</b>	<b>Mean</b>	<b>SD</b>	<b>t</b>	<b>Sig</b>
Execution court judgement	41	2.41	.42	2.72	.007
Complaints	30	2.37	.39		
Land services	23	2.62	.21		
Appeal of Ubudehe	18	1.19	.56		
Seeking support	14	2.53	.34		
<b>Overall</b>	<b>126</b>	<b>2.22</b>	<b>.38</b>		

**Source: Primary data, August-September2018**

Results in table 22 suggest that different customers were satisfied differently with service delivery with the customers from land service who was more satisfied, and those seeking service of appeal of Ubudehe categories were less satisfied. To confirm whether the differences in the mean were significant we consider the t-value of 2.72, whose significance (Sig) value of 0.007 is less than  $\alpha = 0.05$ . The conclusion therefore is that there is a significant relationship between service sought by customer respondents and satisfaction with service delivery in local government in Karongi District.

#### **4.3.2.3. Customer respondents' perception on quality of local government staff**

The study sought to determine the respondents' opinions on the quality of the staff who received them at the service they joined for service in local government in Karongi District. To achieve this, the study made use of a four-point Likert scale that is strongly agree, agree, disagree strongly disagree. In analysis of the findings in table 23, strongly agree and agree were added together to form a total score for agreement, while all scores for disagree and strongly disagree were combined to form a total score for disagreement.

**Table 23 : Quality of staff**

Quality of staff	Strongly Agree				Strongly Disagree			
	Agree		Disagree		Disagree		Disagree	
	f	%	f	%	f	%	F	%
Staff was knowledgeable, helpful and easy to understand	37	29.4	41	32.5	22	17.5	26	20.6
Able to handle my problem quickly and to my satisfaction	43	34.1	32	25.4	17	13.5	34	27.0
I was treated with respect and dignity by staff	33	26.2	53	42.1	21	16.7	19	15.1
Staffs were courteous and professional	51	40.5	39	31.0	25	19.8	11	8.7
Staffs were interested in solving customers' problems	35	27.8	48	38.1	27	21.4	16	12.7
Staffs understand citizens' specific needs	32	25.4	36	28.6	34	27.0	24	19.0
Staffs provide personal attention	44	34.9	51	40.5	18	14.3	13	10.3
Staffs are willing to help clients	54	42.9	30	23.8	28	22.2	14	11.1

**Source: Primary data, August-September 2018**

As it can be seen in the table 23 above, 78 (61.9%) customers were in agreement that the staff who received them was knowledgeable, helpful and easy to understand while 48 (38.1%) disagreed. This implies that there were some employees who were perceived to be not knowledgeable, helpful and difficulty to understand the citizens who seek service at local government.

It was further revealed that the staff who received customers was able to handle their problems quickly and to their satisfaction. This was indicated by 75 (64.3%) customers who agreed while 51 (35.7%) disagreed. This implies that the majority of customers were received by the staff able to handle their problem quickly and to their satisfaction. But 35.7% of those disagreed is big.

On whether customers were treated with respect by the staff, the analysis of the results in table 24 indicates that the majority of customer respondents 86 (68.3%) agreed as compared to 40 (31.7%) who disagreed. The findings imply that while receiving customers most staff employees respect them while others do not.

In addition, it was also revealed in the table 23 above that staff was courteous and professional as indicated by 90 (71.5%) customers who agreed compared to 36 (28.5%) who disagreed. This implies that the staff shows the courteous and professionalism while doing their work.

Furthermore, most of customer respondents 83 (65.9%) agreed that the staff was interested in solving customers' problems while 43 (54.1%) customers disagreed. The study also established that staff understands citizens' specific needs as evidence by majority of customer respondents 68 (54.0%) who agreed with the statement compared to 58 (46.0%) who disagreed. It was also established that staff provides personal attention as indicated by 95 (75.4%) customer respondents compared to 31 (24.6%) who disagreed.

Finally, it was established that the staff were willing to help clients as indicated by 84 (66.7%) customer respondents compared to 42 (33.3%) who disagreed.

Depending on the summary of the distribution of customer respondents opinions on the quality of the staffs who received them while seeking service at local government as presented in table 23 above, the researcher went to rate the respondents' opinions into agree and disagree. The results of this rating are presented in the table 24 below.

**Table 24 : Summary of overall distribution of customer respondents' agreement on quality of local government staff met**

<b>Respondents' agreement</b>	<b>Frequency</b>	<b>Percentage</b>
Agree	82	65.1
Disagree	44	34.9
<b>Total</b>	<b>126</b>	<b>100.0</b>

**Source: Primary data, August-September 2018**

In examining the overall distribution of respondents' opinion on the quality of staff met, the results in table 24 above indicate that the majority 82 (65.1%) customer respondents agreed that they met staff with good quality compared to 44 (34.9%) who disagreed. This means that the staffs at local government in Karongi District were perceived by customers as knowledgeable, helpful, easy to understand, courteous and professional, who treated with respect and dignity, staff who are understanding, staff who are professional and interested in solving clients' problem. But the fact remains that 44 (34.9%) who disagreed is a big number which require attention.

**4.3.3. Effect of human resource capacity building on service delivery**

The third objective of the study was to establish effect of human resource capacity building on service delivery in local government in Karongi district. To achieve this objective, the study first

sought to establish the extent to which staff capacity building has affected customer service delivery in local government in Karongi district. The findings are presented in table 25 below.

**Table 25 : Extent of the effect of human resource capacity building on customer service delivery**

<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
Very great extent	49	62.0
Great extent	21	26.6
Moderate extent	9	11.4
<b>Total</b>	<b>79</b>	<b>100.0</b>

**Source: Primary data, August-September 2018**

The findings presented in table 25 above show that majority of employee respondents 49 (62.0%) indicated that human resource capacity building had affected customer service delivery to a very great extent, 21 (26.6%) employee respondents indicated to a great extent, whereas 9 (11.4%) employee respondents indicated that human resource capacity building had affected customer service delivery to a moderate extent. The findings imply that human resource capacity building has affected customer service delivery in Karongi District to a great extent.

The study further sought to determine the employee respondents' views on some statements relating the effect of human resource capacity building on customer service delivery in Local Government in Karongi District. The findings are presented in table 26 below.



**Table 26 : Effect of human resource capacity building on customer service delivery**

Human resource capacity building has....	SA		A		D		SD	
	f	%	f	%	f	%	f	%
enabled me to improve my job skills	33	41.8	24	30.4	16	20.3	6	7.6
improved my problem solving skills	38	48.1	25	31.6	11	13.9	5	6.3
made clear responsibilities of employees	43	54.4	27	34.2	6	7.6	3	3.8
enhanced professional rule adherence	36	45.6	23	29.1	11	13.9	9	11.4
helped staff to adjust to personality of customers	40	50.6	27	34.2	7	8.9	5	6.3
enabled staff to develop strategies that sustain customer relationship	44	55.7	24	30.4	8	10.1	3	3.8
helped to deal with customers through their various ways and attitudes	41	51.9	26	32.9	11	13.9	1	1.3
Improved my ability to answer customers' questions	39	49.4	24	30.4	14	17.7	2	2.5

**SA:** Strongly Agree; **A:** Agree; **D:** Disagree; **SD:** Strongly Disagree

**Source: Primary data, August-September 2018**

From the findings presented in table 26 above, it is indicated that majority of the respondents 57 (72.2%) agreed that human resource capacity building has enabled employees at local government to improve their job skills while 22 (27.9%) disagreed. The response indicates that human resource capacity building covered areas that are related to the employees' job-related skills. Similarly, most respondents 63 (79.7%) agreed that human resource capacity building has improved their problem solving skills while 16(20.3%) disagreed.

The study established that human resource capacity building has made clear responsibilities of employees indicated by 70 (88.6%) employee respondents who agreed, while 9 (11.4%) disagreed. On statement that human resource capacity building has enhanced professional rule adherence, 59 (74.7%) agreed; while a minority 20 (25.3%) disagreed. Most of the employee respondents 67 (84.8%) agreed that human resource capacity building has helped staff to adjust to personality of customers and 12 (15.2%) disagreed.

Most of the respondents, 68 (86.1 %) agreed that human resource capacity building has enabled staff to develop strategies that sustain customer relationship and 11 (13.9%) of the respondents who disagreed.

On statement that human resource capacity building has helped to deal with customers through their various ways and attitudes, 67 (84.8%) of the respondents agreed and 12 (15.2%) disagreed. The study established that human resource capacity building has improved employees' ability to answer customers' questions as indicated by 63 (79.8%) of the employee respondents who agreed, while a small proportion 16 (20.2%) of the employee respondents disagreed.

Depending on the summary of the distribution of employee respondents' opinions on the effects of human resource capacity building on customer service delivery presented in table 26 above, the researcher went to rate the respondents' opinions into agree and disagree. The results of this rating are presented in the table 27 below.

**Table 27 : Summary of overall distribution of employee respondents' agreement on the effects of human resource capacity building on service delivery**

<b>Respondents' agreement</b>	<b>Frequency</b>	<b>Percentage</b>
Agree	59	74.7
Disagree	20	25.3
<b>Total</b>	<b>79</b>	<b>100.0</b>

**Source: Primary data, August-September 2018**

In examining the overall distribution of respondents' opinion on the effects of human resource capacity building on customer service delivery, the results in table 27 above indicate that the majority 59 (74.7%) employee respondents agreed that human resource capacity building affect positively customer service delivery in local government in Karongi District compared to 20 (25.3%) who disagreed. This is indicated by the fact that human resource capacity building programs undergone by employees have enabled employees to improve their job skills, improved employees' problem solving skills, enhanced employees' professional rules adherence, helped employees to adjust to the personality of customers, enabled employees to develop strategies sustaining customer relationship, to deal with customers through their various ways and attitudes and have improved their ability to answer customers' questions.

## **CHAPTER FIVE: DISCUSSION, CONCLUSION AND RECOMMENDATIONS**

### **5.1. Introduction**

This chapter presents the summary of findings from the data presented in previous chapter four. The present summary leads to the varying conclusions and recommendations. The presentation of the summary follows the order of the study specific objectives. The specific research objectives were to establish how local government staffs perceive human capacity building in improving service delivery, to assess the quality of service delivery and determine effect of human capacity building on service delivery in Karongi district.

### **5.2. Discussion of the findings**

#### **❖ Local government staff perceptions on human resource capacity building**

The first objective of this study was to establish how employees in local government in Karongi District perceive human resource capacity building programs. It was to find out whether employee respondents had participated in any form of human capacity building since they joined their position, the types of approaches used during human resource capacitating, the focus area and how they rate the quality of human resource capacity building.

The study established that all employees (100.0%) in local government under the study area have participated in human resource capacity building. The participation in human resource capacity building is an indication that they were well informed about their duties and responsibilities, the local government mission and policy which in turn help them to deliver good service to customers as they are empowered. The idea is supported by Ambaradar (2013) who explains that human resource capacity building foster improved knowledge procedure, expands employees' capability, which leads to high organization performance. In addition, employees who feel strong empowerment have qualities, which make possible a strong sense of self-esteem, successful professional performance and progress in their work (Suminen, et al., 2005).

The study also established that various approaches were used in capacitating employees in Karongi District. The approaches used are coaching, workshops, seminars, conferences, orientations, lectures and apprenticeship. The most popular approaches for employee capacity building were coaching, workshops, seminars, conferences and orientation. The findings concur with (Poon and Othman, 2000), who posed that training delivery approaches used varies as the training content areas organizations conducted training programs used one or more types of the approaches for delivering

training objectives and developing their management employees. The most popular approach for in-service to secretaries was conferences, workshops, and seminars. The results are in agreement with Saakshi (2005) who established that the conferences method was used to help employees develop problem-solving skills.

In addition, the study found that the majority of employees in local government in Karongi District focused their human capacity building on customer service delivery 40.5% and office operations 20.3% and human resource management 16.5% and others in computer skills and other in financial management.

Concerning the quality of human resource capacity building programs, the study indicated that the majority of employee respondents indicated that it was good and 11.4% indicated that it was excellent. This indicates that the employees were contented with the quality of the human resource capacity building programs for which they participated. This result indicates clear deliverance of the content and/or substance to the employees during the training programme.

Finally, the study established that the human resource capacity building received by the employee respondents was relevant to their work as the majority of the respondents 54 (80.6%) reported clear effectiveness of these human resource capacity building programs on their work. This indicates that human resource capacity building process put a lot of emphasis on the programs that will add value to and thus relevant to the current work for employees in local government in the study area.

#### ❖ **Perception of customers on service delivery in local government in Karongi District**

The second objective of this study was to assess the quality of service delivery and satisfaction of customers in local government in Karongi District. The objective aimed at finding out how the customers rated and how they were satisfied with the quality of service they received from local government, time it took to be received by the staff and the quality of staff delivering service they interacted with.

Concerning on how the customer respondents rated the quality of service they received from local government; the study revealed that the majority of customers 87 (69.0%) customers affirmed that the service they received at local government was good. However, 33 (26.2%) customer respondents indicated that the service was bad. The only 6(4.8%) did not indicate their perceptions. The findings indicate that all customers who seek service at local government in Karongi District receive good services while others receive bad services.

Concerning customers' satisfaction with the service delivery, the study revealed that most of customers 87 (69.1%) were satisfied with the service delivery while 33 (26.1%) were dissatisfied. The least 6 (4.8%) were neither satisfied nor dissatisfied with the service delivery. The findings are in line with that of RGB (2016) report that the overall net satisfaction of the citizens to service delivered by local government institutions stands at 75.9% while net dissatisfaction is 18%.

Regarding the variation of service delivery satisfaction with customers' demographic background, the study established that there was significant relationship between age of customers and satisfaction with service delivery ( $t=0.0461$ ;  $p\text{-value}>0.002$ ). However, it was established that there was no significant difference in service delivery satisfaction between male and female customers ( $t=0.963$ ;  $p<0.107$ ) even if female seemed to be more satisfied than male customers.

The customers who sought services at land office were more satisfied while customers for Ubudehe categories appeals were less satisfied. In addition, it was established that there was a significant relationship between customers' occupation and satisfaction with the service delivery in Karongi District. ( $t=1.82$ ;  $p>0.026$ ) where farmers were more satisfied compared to civil servants who were less satisfied. The significant relationship was also revealed between customers' marital status and service delivery satisfaction ( $t=2.63$ ;  $p>0.001$ ) where single customers were more satisfied compared to widowers who were less satisfied. Further, the study indicated significant relationship between customer satisfaction and service sought ( $t=2.72$ ,  $p>0.007$ ) where customers who sought service from land office were more satisfied compared to those seeking service for Ubudehe category appeals were less satisfied.

Furthermore, it was established that there was a significant relationship between customers' age and satisfaction with the service delivery in Karongi District ( $t=0.461$ ,  $p>0.05$ ) where customer with age under 25 –44 years were satisfied and more than 44 years were less satisfied.

Concerning the waiting time, the study established that customers seeking service at local government in the area of the study had to wait for short time varying between 10 up to one hour to meet the staff from the department they joined for service as indicated by the majority 102 (80.9%) customer respondents. Indicating that the majority of customers are satisfied with the time it takes to solve their problems. This is supported by Anderson et al., (2007) idea who opined that longer waiting times are associated with lower customer satisfaction. In addition, the findings are in line with that of RGB (2016) that citizen's net satisfaction of Local Government in solving their problems on time was 80.7% compared to 19.1% of net dissatisfaction. The same report indicates that the cell

level of administration scored the highest (80.9%, followed by the village level (78.8%) and the sector level came third with the score of 78.5% while the least appreciated service delivery was the district level with 55.5%. The satisfaction was 79.2 % and the dissatisfaction was 15.9% in western province in which Karongi district is located.

Furthermore, the study revealed that the majority of staffs who received customers at local government were knowledgeable, helpful and easy to understand, able to handle their problems quickly and to their satisfaction, respectful, courteous and professional, interested in solving client problem, attentive and willing to help clients. The findings indicate that the employees at local government are courteous, customer focused staffs ready to offer timely, efficient services hence the customers are impressed with positive service delivery hence customer satisfaction.

#### ❖ **Effect of human resource capacity building on service delivery at local government**

The third objective of the study was to establish effect of human resource capacity building on service delivery in local government. To achieve this objective, the study first sought to establish the extent to which staff capacity building has affected customer service delivery in local government in Karongi district.

The study established that human resource capacity building affects customer service delivery in local government in Karongi district to a great extent. The study revealed that human resource capacity building enables employees to improve their job skills, improves their problem solving skills, makes clear responsibilities of employees, enhances professional rule adherence, helps staff to adjust to personality of customers, helps staff to adjust to personality of customers, enables staff to develop strategies that sustain customer relationship, helps to deal with customers through their various ways and attitudes and improves employees' ability to answer customers' questions.

From the findings, it is deduced that human resource capacity building covers wider areas such job related skills, non-job-related skills that prepare the employees for their careers, problem solving skills, management skills and professional conduct. The findings of this study explained above were found to be consistent with Thompson and Kolsky (2004) findings, who note that human resource capacity building offered to employees, help them to respect the customers time. These staffs also do not impose bad moods on the customers instead provide conducive reception; employees are also able to recognize customers' attitudes and they avoid remarks that can be destructive to the customers and also encourage initiatives to solve customers' questions. Similar findings were reported by Elnegal and Imran (2013) who found that those employees who have taken human trainings were

more capable in performing different tasks than those who did not have training. In addition, the employees agreed that human resource capacity building enabled them to improve their job skills. The results agree with Okolo (2001) who said that in-service training to employees equips them with adequate skills, information and competencies needed to function well in office occupation.

The findings further concurred with those of Harris et al(2008) that customer service provider must deal with customers as individual human beings, and always remember that each customer must be respected for their time, circumstance and priorities. This is also agreed with Yang and Peterson (2004) who found in their studies that customer satisfaction is important as it leads to more loyal customers. This implies that it is important for employees to be well trained and have the needed skills to interact with customers. These skills will enable employees to offer quality customer service that leads to better customer satisfaction.

### **5.3. Conclusion**

The study aimed at establishing the effect of capacity building on service delivery in local government in Rwanda with specific reference to Karongi District. From the findings, the study came up with the following conclusion:

The employees in local government in Karongi district have undergone different human resource capacity building programs and they have appreciated these programs. Various approaches were used in capacitating employees in local government in Karongi District. These include coaching, workshops, seminars, conferences, orientations, lectures and apprenticeship. The most popular approaches for employee capacity building were coaching, workshops, seminars, conferences and orientation.

The service delivery in Karongi district is perceived by customers as good. This is due to the fact that it takes a short time to be received by the concerned staff and to get the answer for the problem; and the employees are knowledgeable, respectful, courteous, attentive and professionals.

The study established that human resource capacity building has affected positively customer service delivery since it helps staff to improve their job skills, problem solving skills, employees' ability to answer customers' question, make clear responsibilities of employees, to enhance professional rule adherence, adjust to personality of customers. It enables staff to develop strategies that sustain customer relationship in addition; it helps staff to deal with customers through their various ways and attitudes.

### **5.4. Recommendations**

Based on the findings of the study, the following recommendations have been made:

1. The study suggests that quality and frequent human resource capacity building should be enhanced to ensure improved knowledge and skills of employees, focusing in core areas for customer centered service delivery and conflict management and problem solving capabilities, maintaining customer satisfaction and effective use of ICT in service delivery.
2. There should be constant effort towards measuring customer satisfaction and providing training to meet needs of customers. This requires that a survey of customer's opinions on service delivery should be done on regular basis. This will inform human resource department to provide relevant training where necessary.



3. The human resource department in collaboration with other departments should always identify and discuss the human resource capacity building needs suitable for the needs of the staff in order to improve their performance for better service delivery.

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## **APPENDICES**

**Appendix 1: Questionnaire for employees in Local Government in Karongi District**

Dear respondent,

My name is Kagisha Felecian; I am a student of Masters of Local Governance Studies in the University of Rwanda. Currently, I am conducting a research on **Effect of Human Resource Capacity Building on Service Delivery in Local Government in Rwanda, Case of Karongi District**. You have been identified as a key informant, please spare a few minutes of your busy schedules to fill this questionnaire. The responses will be used purely for academic research. In addition, your honest and sincere responses are highly appreciated and shall be treated with utmost confidentiality.

**SECTION A: DEMOGRAPHICAL INFORMATION (Please tick as appropriate)**

**1) Which age bracket do you fall in?**

- 1. 20-30 years [ ]
- 2. 31-40 years [ ]
- 3. Over 40 years [ ]

**2) Indicate your sex**

- 1. Male [ ]
- 2. Female [ ]

**3) Level of Education**

- 1. Secondary certificate (A2) [ ]
- 2. Diploma (A1) [ ]
- 3. Bachelors' degree (A0) [ ]
- 4. Masters' degree [ ]
- 5. Other, specify.....

**4) Indicate your marital status**

- 1. Single [ ]
- 2. married [ ]
- 3. Divorced [ ]
- 4. Widowed [ ]

**5) Department**

1. Education
2. Finance
3. Administration (Human resource)
4. One stop center
5. Good governance
6. Health
7. Social Protection
8. Agriculture
9. Business development
10. Planning

**6) Experience in the current position:**

1. 1-2 years           [ ]
2. 3-5 years           [ ]
3. Over 5 years       [ ]

**SECTION B: Local Government staffs perceptions on capacity building and service delivery**

**7) Have you had any form of capacity building since you joined this post?**

1. Yes [ ]
2. No [ ]

If “yes” to the question above, please continue with the questions below

**8) Which of the following are the focus areas of human resource capacity building?**

1. Human resource management
2. Customer Service
3. Financial Management
4. Computer skills
5. Office operations
6. Others, please specify.....

**9) Indicate the approach used during human resource capacity building training**

1. Workshops
2. Coaching

3. Seminars
4. Orientation
5. Conferences
6. Lectures
7. Other, please specify.....

**10) How will you rate the quality of the human resource capacity building program/s for which you have participated?**

1. Very poor [ ]
2. Poor [ ]
3. Average [ ]
4. Good [ ]
5. Very good [ ]
6. Excellent [ ]

**11) How relevant were the human resource capacity building programs to your work?**

1. Not relevant at all [ ]
2. Not relevant [ ]
3. Not sure [ ]
4. Effective [ ]
5. Very effective [ ]

**C. Effect of Capacity building on service delivery**

**12. To what extent have human resource capacity building programs affected your customer service delivery in department?**

1. Very great extent ( )
2. Great extent ( )
3. Moderate extent ( )
4. Less extent ( )
5. Not at all ( )



**13.**For each of the following statements on the effect of human resource capacity building on service delivery, indicate (by ticking) the extent to which you agree them, using the following scale: *Strongly Agree (SA), Agree (A), Disagree (D) and Strongly disagree (SD)*

Statement		SA	A	D	SD
1	Human resource capacity building has enabled me to improve my job skills				
2	Human resource capacity building has improved my problem solving skills				
3	Human resource capacity building has made clear responsibilities of employees				
4	Human resource capacity building has enhanced professional rule adherence				
5	Human resource capacity building has helped staff to adjust to personality of customers				
6	Human resource capacity building has enabled staff to develop strategies that sustain customer relationship				
7	Human resource capacity building has helped to deal with customers through their various ways and attitudes				
8	Human resource capacity building has Improved my ability to answer customers' questions				

**Appendix 2:** Questionnaire for citizens (customers) who seek service at local government institutions

**Section A: Demographic characteristics**

**1) Age**

1. 25 and under [ ]
2. 25-34 [ ]
3. 35-44 [ ]
4. 45-55 [ ]
5. 56 and above [ ]

2) **Sex** 1. Male [ ]

2. Female [ ]

3) **Marital status**

1. Single

2. Married

3. Widower

4. Divorced

4) **Educational level**

1. Illiterate [ ]

2. Primary [ ]

3. Secondary [ ]

4. University graduate [ ]

5) **Occupation**

1. Farmers [ ]

2. Civil servants [ ]

3. Self-employed [ ]

4. NGO [ ]

5. Students [ ]

6) **Type of service sought at local government institution**

1. Complaints [ ]

2. Execution of court judgment [ ]

3. Land service [ ]

4. Appeal of Ubudehe category [ ]

5. Seeking support [ ]

7) **How do you rate the quality of service you have received from the local government?**

1. Good [ ]

2. Bad [ ]

3. I don't know [ ]

If good, why.....

If bad, why.....

8) How long did you have to wait before speaking/meeting to the staff from the department you joined for service?

- 1. I was taken care immediately [ ]
- 2. 10 -30 minutes [ ]
- 3. 30-1hour [ ]
- 4. 1 hour and 1hour and 30 minutes [ ]
- 5. Up to 2 hours and over [ ]

9) How are you satisfied with the service delivery at local government institution?

- a) Not satisfied at all [ ]
- b) Not satisfied [ ]
- c) Satisfied [ ]
- d) Very satisfied [ ]
- e) Don't know [ ]

10. Indicate how strongly you agree (or disagree) with the following quality of staff regarding the staff who received you at the office you joined for service. Indicate (by ticking) the extent to which you agree them, using the following scale: *Strongly Agree (SA)*, *Agree (A)*, *Disagree (D)* and *Strongly disagree (SD)*

Quality of staff	SA	A	SD	D
1. Staff was knowledgeable, helpful and easy to understand.				
2. The staff was able to handle my problem quickly and to my satisfaction				
3. I was treated with respect by staff				
4. Staffs were courteous and professional				
5. Staffs were interested in solving client problem				
5. Staffs understand citizens' specific needs				
6. Staffs provide personal attention				
7. Staffs are willing to help clients				

**Thank you very much!!!!!!!!!!!!!!**

**Appendix 3: Transmittal letter from University of Rwanda**



COLLEGE OF ARTS AND SOCIAL SCIENCES

SCHOOL OF SOCIAL POLITICAL AND ADMINISTRATIVE SCIENCES

**TO WHOM IT MAY CONCERN**

This is to testify that **KAGISHA FELICIAN** Registration number 216367824 is a Student in Masters of Local Governance Studies, School of Social, Political and Administrative Sciences, College of Arts and Social Sciences. He is currently in the process of gathering data for his research work entitled: **“EFFECT OF HUMAN RESOURCE CAPACITY BUILDING ON SERVICE DELIVERY IN LOCAL GOVERNMENT IN RWANDA: CASE STUDY OF KARONGI DISTRICT”**.

He will be approaching you with the aim of collecting relevant information to complete this assignment. We are humbly requesting you to kindly extend the necessary cooperation in providing the needed data.

We thank you very much in anticipation of your kind cooperation and please do not hesitate to contact us should you be in need of further information.

Sincerely,

Assist.Prof.Ismael Buchanan, PhD

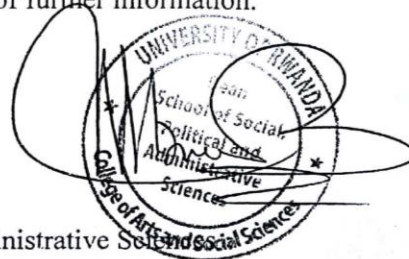
Dean

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Tel:+250783545891

Email:[ismaelofr@yahoo.fr](mailto:ismaelofr@yahoo.fr)

[ibuchanan@ur.ac.rw](mailto:ibuchanan@ur.ac.rw)



Appendix 4: Transmittal letter from Karongi District

REPUBLIC OF RWANDA



Karongi, 22/08/2018

Nº 1825/0810301

WESTERN PROVINCE  
KARONGI DISTRICT  
Website : [www.karongi.gov.rw](http://www.karongi.gov.rw)  
E-mail : [karongidistrict@karongi.gov.rw](mailto:karongidistrict@karongi.gov.rw)  
P.O BOX 23 KIBUYE

Dear, KAGISHA Felecian  
Student of University of Rwanda in Local Governance Studies.

Re: Permission to conduct academic research.

Based on the University of Rwanda's recommendation letter to conduct a research for the award of Masters of Local Governance studies on the research topic: **"Effects of Human Resource Capacity Building of Service Delivery in Local Governance in Rwanda: Case Study of Karongi District"**.

We write to inform you that you have been allowed to conduct your research in our District, since your research findings will benefit our district especially in the areas of improving service delivery in order to improve performance.

However after completing your academic research findings you are requested to share with us in order to improve our performance.

I take this opportunity to request all concerned informants to facilitate you to get all the necessary information regarding your research.

Kind regards.

NDAYISABA François  
Mayor of Karongi District.



**Cc:**

- Vice Mayor of Karongi District (All)
- Executive Secretary of Karongi District (a.i)