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THE RELATIONSHIP BETWEEN INSPIRATIONAL MOTIVATION AND SERVICE DELIVERY IN THE TERTIARY EDUCATION INSTITUTIONS IN KENYA

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ABSTRACT

The tertiary institutions of learning play key role in the impartation of desirable knowledge, skills and attitudes to trainees for the advancement of the society and the nation economic and social development. The purpose of the study is to establish the influence of transformational leadership on service delivery in tertiary education institutions in Kenya. The specific objectives that this research proposal sought to achieve is to: To determine the relationship between inspirational motivation and service delivery in tertiary education institutions in Kenya. . To achieve the set objectives, the study developed research hypotheses and will be statistically tested at α = 0.05. The theories on which the study will be hinged are Contingency Theory of Leadership, Stewardship Theory, Institutional Theory and Transformational Leadership Theory. The target population of the study will comprise all the Tertiary Institutions under the Ministry of Education categorized as Teacher Training Colleges, Technical Training Institutes and National Polytechnics. The respondents will be sampled using stratified and random sampling techniques to obtain the sampled respondents. Questionnaires will be used. The data will be analyzed using both descriptive and inferential statistics and presented using frequency distribution tables,figures and charts. From the findings, it is thus evident that the supervisors articulate a compelling vision of a better future for an organization so that the subordinates shift from self-interests to the organization's collective interests that can arouse excitement by respondents to willingly detest the status quo and pursue the envisioned better future enthusiastically.

Key Words: *Inspirational Motivation, Service Delivery, Tertiary Institutions*

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INTRODUCTION

Tertiary education is instrumental in fostering growth, reducing poverty, and boosting shared prosperity. The smooth running of higher institutions demands highly organized friendly and approachable administrators who are passionate about making a difference in the education sector (Anasri & Wu, 2013).

Transformational leadership is an ongoing process by which leaders and followers raise one another to higher levels of morality and motivation; it basically converts followers into leaders and leaders into moral agents (Burnes, Hughes, and By 2018).

Research has shown that Transformational Leadership (TFL) enhances service quality by stimulating employees' enthusiasm and initiative (Liao and Chuang, 2007). Transformational leaders motivate their employees to achieve high performance by establishing an attractive and exciting vision, setting challenging yet achievable goals, being confident and optimistic and emphasizing team spirit and common values (Grant, 2012). Employees who work with transformational leaders are more likely to perceive their work as meaningful, have a higher level of commitment and are more psychologically empowered (Piccolo and Colquitt, 2006).

Globally, there are over 220 million tertiary education students in the world, up from 100 million in 2000. In India, a literature review of scholarly articles on leadership in Indian tertiary institutions shows that some recent leadership research has focused on testing universal charismatic and transformational leadership theories (Giri & Santra, 2008). Studies conducted by Singh and Bhandarker (2018) used mixed research methodology and explored the construct of transformational leadership as "Change Maestros" in the Indian context. Singh and Bhandarker posited basic competencies such as contextual sensitivity, compelling vision, and purpose, winning streak, people connect and engagement, meaning-making, contribution focus, speed and creativity.

In Sub-Saharan Africa, only 9% of the traditional aged cohort for tertiary education continues from secondary to tertiary education – the lowest regional enrollment rate in the world. Over the last two decades, transformational leadership in the tertiary institutions has advanced considerably in Africa (Amusa &Mabugu, 2016). The concept is visible across all commonwealth and African nations. In Ethiopia, her Dire Dawa city administration has been implementing different transformational reform policies such as Business Process Re-engineering (2019), Balanced Score Card (2017), change army (2014), citizen charter since, 2014, good governance, and Kaizen since 2011. These measures expect leaders of the administration to become more transformational to create a committed workforce.

In Kenya, transformational leadership has a great influence on service delivery in organizations, and successful change management practices are crucial to organizational survival in the present highly competitive and continuously evolving business environments (By et al., 2015).

Johnson (2015) argues that with increased demand for quality services from customers, the Kenyan tertiary institutions and more specifically public entities are embarking on transformative leadership as a strategy of enhancing service delivery. Based on structural challenges, capacity development, slow pace of implementing new change or policies, transformational leadership practices such as student empowerment, employee motivation, technological initiatives and change management are thought in this study to be practices of transformational leadership which may influence service delivery if effectively embraced (Arif & Akram, 2018).

Statement of the Problem

The constant pressure for improving service delivery has increased the demand for effective leadership practices which has been responsible for increased productivity in public sector organizations (Arif, Odero, Ojogiwa and Karama , 2019; Ojogiwa, 2021). A study by Mumanthi et, al., (2021) specifically points out transformational leadership as a vital tool for improved service delivery especially in the education sub sector.

Further, empirical evidence by Otwoma, et, al., (2021) shows the existence of a significant impact between public service delivery and transformative leadership variables. This underscores the importance of transformational leadership in productivity and service delivery in public service.

However, despite the arrays of literature that strongly support the axis between transformational leadership and service delivery, this situation is not always true. While many recent empirical evidence (Gathondu, Nyambegera & Kirubi, 2018; Kahuari, Muraguri & Kinyua, 2019) indicates presence of stronger foundation for transformational leadership in public service institutions and specifically, greater embracement of transformational leadership practices by most tertiary institutions (Mugo, & Kiboss, 2023), points that there has been a growing concern for dismal service delivery in these same tertiary institutions. Moreover, the many debates about the quality-of-service delivery in tertiary institutions in Kenya is culminating to a bold consensus that the quality of tertiary education is falling (Abali, 2018; Odipo & Wandede, 2019; Karanja & Muniu, 2018).

This implies that more empirical data is required to fully address this relationship in order to take a solid position in this contradictory literature thus necessitating the need to re-examine the influence of transformational leadership and service delivery in the context of tertiary education institutions in Kenya.

Objectives of the Study

The general objective of the study was to establish the relationship between transformational leadership and service delivery in tertiary education institutions in Kenya. The specific objective of the study was to determine the influence of inspirational motivation and service delivery in the tertiary education institutions in Kenya

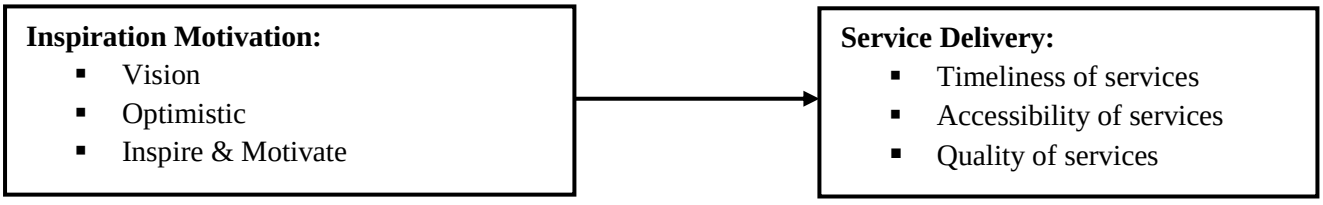
Research Hypotheses

The study was guided by the following null hypotheses derived from the specific objective: **H_0**: There is no significant relationship between inspirational motivation and service delivery in tertiary education institutions in Kenya.

Conceptual Framework

The independent variable is inspirational motivation, and the dependent variable is service delivery in the tertiary institutions in Kenya. These variables and the hypothesized relationships are illustrated in the following Figure 1.

Conceptual Framework



Independent Variable **Dependent Variable**

Figure 1: Conceptual Framework

METHODOLOGY

Research Design

The study uses a descriptive research design. The descriptive aims to gather quantitative and qualitative data that describes the nature and characteristics of the governance structures and service delivery. Descriptive design allows the researcher to gather information, summarize, present and interpret it for purpose of clarification (Karama, Iravo, Kagiri & Shale, 2019).

Research Philosophy

This study was guided by the positivist philosophy where scientific processes are followed in hypothesizing fundamental laws then deducing the observations to determine the truth or falsify the said hypothesis about the relationship that exists between the transformational leadership and service delivery in Kenya. Positivists place high priority on identifying causal linkages between and amongst variables (Yi, 2017) and measurement to predict and control forces that surround us (Portney, 2020).

Target Population

The target population of this study was the tertiary institutions in Kenya which comprises of public teacher training colleges, technical training institutes and national polytechnics. However, the population of the study included teacher training colleges, technical training institutes and national polytechnics that had signed performance contracting with the ministry of education.

The distribution of these population is as shown in the Table 1.

Table 1: Population Distribution

Institutions	Number	Number of Employee
Teacher Training College	3	246
Technical Training Institutes	119	26032
National Polytechnics	12	5503
Total		**31781**

Source: MoE (2025)

Sample and Sampling Technique

According to Mugenda & Mugenda (2019), the size of a sample for a particular study will be calculated as follows:

$$\mathbf{n = \frac{z^2pq}{d2}}$$

n is the desired sample size

z is the standard normal deviate at the required confidence level, (Z=1.96), for a confidence level of 95% which is popularly adopted in social science research.

p is the proportion in the target population estimated to have the characteristics being measured.

d = is the level of statistical significance, e.g. d=5% = 0.05

Therefore, $$\mathbf{n = \frac{1.96^2 \times 0.5 \times 0.5 = 384}{0.05^2}}$$

Thus, this generated a sample size of 384, which is considered to be adequate for this study which was proportionately distributed to the 134 tertiary educational institutions as shown in table 2.

Table 2: Proportional Sample Distribution

Institutions	Number of Employee
Teacher Training College	3
Technical Training Institutes	314
National Polytechnics	67
Total	**384**

Thus, the study used stratified techniques for the tertiary institutions then employed simple random sampling technique to select 384 employees from the sampling frame that will be sourced from the respective. This is a probabilistic sampling approach which according to Zikmund, (2003) every element in the population has a known nonzero probability of selection and the bias inherent in non-probability sampling procedures is eliminated. Each and every employee were given a number that reflect their employment file number and the selection was done using a computer-generated random number.

Data Collection Methods

The researcher used questionnaires in collecting the primary data from the sampled respondents in the tertiary institutions. The questionnaires were both open and closed ended questions. Closed ended questions was restricted to the respondents to a certain category in their responses while the open-ended questions allowed the respondents to give their personal view of the study. As indicated by Kombo and Tromp (2006), the use of this instrument assumed that the respondents understand the significance of the research and could understand the items in the instrument. Further, the study used Likert scale questions that took the format of five-point Likert scale of 1 – Strongly Disagree, 2 – Disagree, 3 – Neutral, 4 – Agree, 5 – Strongly Agree as recommended by (Bryman, 2015). In his interpretation in analysis of data, Sije (2017) indicated that; Strongly Disagree 1 < SD < 1.8; Disagree 1.8 < D < 2.6; Neutral 2.6 < N < 3.4; Agree 3.4 < A < 4.2; and Strongly Agree 4.2 < SA < 5.0.

Pilot Study

Thus, the study used 13 respondents in one tertiary institution that were not considered during the final study.

Reliability of Research Instruments

The study used Cronbach's alpha to determine internal consistency where Cronbach's alpha values was measured between 0 and 1. Internal consistency is tested using the Cronbach's alpha statistic. Cronbach's alpha is computed as follows:

$$\mathbf{a= K/ (K-1) [1-(1-(\sum \sigma_k^2/\sigma_{total}^2)]}$$

Where, K is the number of items,

$\sum\sigma$k2is the sum of the k item scores variances and

$\sigma total^2$ is the variance of scores on the total measurement (Cronbach, 2004). This study adopted reliability coefficient that is above 0.7.

Validity of Research Instruments

Construct validity assesses what the constructor scale is in fact measuring. Construct validity was maintained through anchoring of the constructs to the theory from which they were derived.

Data Analysis and Presentation

Data was summarized and then analysed by use of descriptive statistics using frequencies, means, standard deviation and percentages. The study used multiple regressions analysis (stepwise method) to establish the moderating effect of organization culture (Z) on relationship between transformational leadership and service delivery in the tertiary institutions. For testing the moderating effect, the following model will be used:

$$\mathbf{Y= \beta0 + \beta_1X_1+ \beta_2X_2+ \beta_3X_3+ \beta_4X_4+ \beta_5Z+ \beta_6X_1Z+ \beta_7X_2Z + \beta_8X_3Z + \beta_9X_4Z + \varepsilon,}$$

Where:

Y – Service delivery

X_1 – Idealized influence

X_2 – Inspirational motivation

X_3 – Intellectual stimulation

X_4 – Individualized consideration

Z= is the hypothesized moderator (Organizational culture)

F-test and Student's t-test were used to test the significance of the dependent variable Y on the influence of the independent variables X_1- X_5 at 5% level of significance. For the hypothesis to be accepted or rejected, a comparison will be made between the critical t-values and the calculated t-values.

RESULT OF THE DESCRIPTIVE ANALYSIS

This question sought to establish the gender distribution of the respondents. The findings as shown in the following table 3 shows that a simple majority (54%) of the respondents were male while the rest (46%) were female as presented in table 3. Since the study about leadership involves examining attributes that are ingrained in people, it is important to know the gender distribution of the respondents for several reasons, including ensuring that research findings are relevant and generalizable to all populations and identifying potential gender-based biases in research methodologies.

Table 3: Gender Distribution

Gender	Percentage
Male	54
Female	46
Total	**100**

Years Worked in Organization

Work experience is an important indicator of the level of experience the respondents at their workplace. The study sough to examine the respondents' years of work in the organization. Majority (58%) of the respondents had an experience of over 10 years, 25% with experience of between 6 to 10 years, 15% have worked in the same organization for between 1 to 5 years and a paltry (2%) indicated to have experience of less than 1 year as shown in table 4.2. This Work experience in research respondents is crucial for ensuring data quality and the reliability of research findings. Respondents with relevant work experience can provide more informed and nuanced perspectives, leading to richer insights and more meaningful conclusions. Their practical knowledge can help validate research findings and contribute to a more comprehensive understanding of the topic.

Table 4: Years Worked in Organization

Years	Percentage
Less than 1 year	2
1 to 5 years	15
6 to 10 years	25
Over 10 years	58
Total	**100**

Level of Education

This question sought to find out the level of education of respondents. Majority (49%) of the respondents have Master's degree, 28% with Bachelor's degree qualification, 12% diploma holders, another 6% with doctorate qualification and a paltry (5%) who are certificate degree holders as presented in table 4.3. The education level of respondents is crucial in research study as it provides context for understanding their knowledge, experiences, and perspectives, which can influence data quality, interpretation, and the generalizability of findings. Researchers need to consider education level when selecting respondents and analyzing data to ensure accurate and meaningful results. In this case, since most have a higher qualification, they are in good position to give an informed data for the study.

Table 5: Respondents Level of Education

Education Level	Percentage
Certificate	5
Diploma	12
Bachelor's Degree	28
Master's Degree	49
Doctorate Degree	6
Others	0
Total	**100**

Descriptive Analysis

In this section the study presents findings on Likert scale questions where respondents were asked to indicate their level of agreement with various statements that relate with the influence of transformational leadership and service delivery in tertiary education institutions in Kenya including and the moderating influence of organization culture on the transformational leadership and service delivery in tertiary education institutions in Kenya. A 5-point Likert scale where 1-strongly disagree, 2-disagree, 3-moderate, 4-agree, 5-strongly agree was used to assess the attitudes of the respondents. The means and standard deviations were used to interpret the findings where a mean value of 1-1.4 was strongly disagree, 1.5-2.4 disagree, 2.5-3.4 neutral, 3.5-4.4 agree and 4.5-5 strongly agree. Standard deviation greater than 2 was considered large meaning responses were widely spread out and not tightly clustered around the mean. In other words, there was a lot of variability in the responses, which may suggest that participants had different interpretations or perceptions of the questions being asked.

Inspirational Motivation

Inspirational motivation is a key component of transformational leadership that describes leadership articulation of a compelling vision and foster a sense of purpose and enthusiasm among their team. It formed the second of objective of the study which was to determine the relationship between inspirational motivation and service delivery in the tertiary institutions in Kenya. The objective inquires focused on inspirational motivation specifically on creating a positive and empowering environment where followers are motivated to achieve more than they thought possible, contributing to both individual and organizational success.

Respondents were asked on various aspects about their supervisors in respect to inspirational motivation. The finding as presented in table 4.5 shows the respondents agreement that their supervisors talk enthusiastically about what needs to be done (M=4.123; SD= 0.781). on the achievement of departmental goals, the respondents agree at (M=3.901; SD=0.394) that their respective supervisors expressed confidence with them when organizational goals are achieved, and that the same supervisors show optimism about the respondent's future as employees of the organization (M=3.624; SD=0.314). Further it was observed that the respondents believed that their supervisors articulated a compelling vision for their department (M=3.726; SD=0.714). When asked about whether their supervisors created exciting image of what is essential to consider, the respondents agreed at (M=3.784; SD=0.684) that supervisors their supervisor excites them on what is considered essential. Respondents also believed at (M=3.758; SD=0499) that their supervisors motivate them and a similar (M=3.727; SD=0.281) agreed that their supervisors are visionary leaders. On average, the employees agreed that inspirational motivation is evident among the leaders in tertiary educational institutions in Kenya and that those leaders articulate an appealing vision that inspires and motivates others to perform beyond expectations (M=3.806; SD=0.524).

Respondents also gave diverse responses on how in their view, inspirational motivation enhances service delivery in your organization, some of the responses broadly categorized includes inspirational motivation acts as a catalyst for positive change within an organization, leading to a more engaged, productive, and

customer-centric workforce that delivers exceptional service. Other responses ranges from increased employee engagements and productivity to enhanced customer focus and satisfaction.

The implication where (M=3.727; SD=0.281) agreed that their supervisors are visionary leaders based on the SD gives hope the leaders in achieving the institution vision since most employees support the efforts of achieving the institution vision. It contradicts the respondent's agreement that their supervisors talk enthusiastically about what needs to be done based on the SD (M=4.123; SD= 0.781), an indication that the leader needs to rework on.

From the findings, it is thus evident that the supervisors articulate a compelling vision of a better future for an organization so that the subordinates shift from self-interests to the organization's collective interests that can arouse excitement by respondents to willingly detest the status quo and pursue the envisioned better future enthusiastically. These findings are in tandem with the work by Munyao and Mutua (2019) that indicates inspirational motivation as a key motivational factor that influenced the service delivery. The findings further echo a study by Wang'ombe et.al., (2021) which points out inspirational motivation as a function of service delivery since it significantly influences employee performance.

Table 6: Descriptive Statistics on Inspirational Motivation

Statement	Mean	Std. Dev.
My supervisor talks enthusiastically about what needs to be done	4.123	0.781
My supervisor expresses confidence that goals was achieved	3.901	0.394
My supervisor talks optimistically about the future	3.624	0.314
My supervisor articulates a compelling vision for our department	3.726	0.714
My supervisor creates exciting image of what is essential to consider	3.784	0.684
My supervisor motivates employees	3.758	0.499
My supervisor is a visionary leader	3.727	0.281
Aggregate Score	**3.806**	**0.524**

CONCLUSION AND RECOMMENDATION

The study sought to establish the relationship between inspirational motivation and service delivery in tertiary education institutions in Kenya. The study correlation results indicated that Inspirational Motivation had a strong positive significant correlation with the dependent variable, Service Delivery. Also, regression analysis found a positive significant relationship between Inspirational Motivation and Service Delivery. Therefore, the study concluded that inspirational motivation had a positive relationship with Service Delivery in tertiary education institutions in Kenya.

Based on the conclusion that inspirational motivation had a strong positive relationship with service delivery in tertiary education institutions in Kenya, the study recommends that, in order to improve service delivery, tertiary institutions should create policies that communicate and reinforce their mission in a way that resonates with employees. Further, an inspired workforce is often a unified one. Policies should promote teamwork and a supportive atmosphere where employees feel a sense of belonging and mutual respect.

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