

Impact Of Affirmative Action On Quality Of Service Delivery In The Public Service Sector Of Kenya: A Comparative Case Study Of The Ministry Of State In The Office Of The President And Ministry Of Higher Education

¹EVANS MBUTHI KILONZO ²LAWRENCE IKAMARI

1. Department of Statistics and Computer Science, Moi University, Eldoret
 2. Population Studies and Research Institute, University of Nairobi, Nairobi
- Email of the corresponding author: evanskilonzo@yahoo.com, likamari@uonbi.ac.ke

Abstract

This study was carried out to determine the impact of affirmative action policy on the quality service delivery in the public service sector of Kenya. The study was carried out on the premise that there is a relationship between affirmative Action implementation and the quality of service delivery in the public service sector of Kenya. A lot of resources are spent on affirmative action programs. Not much is known about the impact of Affirmative action on quality of service delivery in the Public Service Sector. Primary and Secondary data were obtained from the ministries of Gender, Social Development and Children, Higher Education, Science and Technology and Ministry of state in the office of the president using a questionnaire. The study adopted a comparative case survey design and involved a combination of both qualitative and quantitative data. Qualitative analysis was done by calculating percentage counts and frequency counts and tests of hypotheses carried out. The study revealed that implementation of an affirmative action policy in the public service sector impacts positively on the quality of service delivery and again that the quality of service delivery as indicated by cost effectiveness, accountability, employee participation, productivity and transparency was higher in the Ministry of Higher Education, Science and technology than in the Ministry of State in the Office of the President. Chi-square data analysis revealed that there is a significant relationship between affirmative action implementation in employment, promotion, training and career progression and the quality of service delivery in the public service sector of Kenya. The study recommends that in future researchers should investigate the impact of affirmative action with respect to racial and ethnic differences and disability.

Key words: Impact, Affirmative action, Quality, Service Delivery

1. Introduction

Affirmative action is a key strategy for developers, policy makers and governments to promote gender equality. The concept came into widespread use following the 1995 UN International conference on women and the adoption of the Beijing Platform for action for women advancement. The concept of affirmative action draws on lessons learnt from past efforts to try and redress a gender-blind approach to development that has tended to ignore and marginalize women. Consequently, strategies continue to evolve that focus increasingly on addressing unequal power relations between men and women (Gender relations). Affirmative action aims at addressing the past inequalities between men and women. The mainstreaming approach recognizes that gender equality is critical to the achievement of other development goals including poverty reduction. Waterhouse R. (2007).

To operationalise gender mainstreaming and Affirmative action, a number of key factors or steps in the process can be identified. The concept of gender mainstreaming via affirmative action has recently been used as an indicator towards achieving gender equality. The MDGs offer another opportunity to promote dialogue around how best to achieve gender equality. Despite recent developments in the implementation of an affirmative action policy; even the MDGs have been seen as a risk for gender equality. A fierce debate regarding affirmative action has been ongoing for the past decade between those in favour of current affirmative action models and those opposed thereto. The debate continues to increase in fierceness as race and ethnicity becomes more accentuated due to the political and socio-economic effects of the current affirmative action model. Anderson N. (2002).

Some advocates of this topic suggest that affirmative action should not be allowed since it only serves to benefit a few while creating new inequalities in society. Wilcher S.J (2003). According to the Affirmative Action Monitoring Project of the ministry of gender, Social Development and Children, the government of Kenya is committed to meeting the Millennium Development goals. This includes the millennium goal number one whose theme is to eradicate absolute poverty and hunger. Again affirmative action and gender mainstreaming are strategies in support of Millennium development goal number two which seeks to support gender equality and women's empowerment. The gender equality commitment is also enshrined in the Kenya Vision 2030, which is Kenyas' blueprint for development till the year 2030.

According to Wilcher (2003), the public sector is viewed as that portion of society controlled by national, state or provincial and local governments. At times the public sector overlaps with the private sector in producing or providing certain goods and services. The extend of this overlap varies from country to country, state to state, province to province and city to city. The overlap between the private sector and the public sector is very much evident in the areas of service provision such as in waste management, water management, healthcare, security services, and shelters for homeless and abused people. The issues relating to the evaluation of the success of affirmative action since the early 1990's to date, in most African countries suggest that the Affirmative action concept; driven by the ideology of representativity has not succeeded in addressing the vast inequalities in society.

According to some scholars in the subject, affirmative action is doomed to fail in the long-run due to lack of proper implementation and corporation in constitutional frameworks and laws. There are arguments that Constitution Affirmative Actions are only theoretical and where they are implemented, the implementation mechanisms are poor and biased. For example according to an empirical study conducted by social cohesion, an important ingredient for Affirmative action is not possible in an environment where there is racism, alienation and where the marginalized are not given equal opportunities in training, speech, education and promotion. Francis etal (2005).

Currently, the public service sector of Kenya is composed of forty seven ministries, forty one state corporations (including Public Universities and Constituent Colleges) and twenty- two local authorities. A survey by the Ministry of Gender, Children and Social Development shows that women are making significant strides to develop their careers in the civil service and to enter previously male- dominated professions but they are still grossly under-represented in the political, senior management and public decision-making positions. (*Ministry of Gender Bi-annual report 2010*).

In light of the gender gap in the public Service employment, the government of Kenya, through a presidential decree, on 20th October 2006 declared its commitment to the implementation of an affirmative action on the recruitment and promotion of women in the public sector. This was intended to create equity in employment of men and women and promotion to senior positions in the public sector.

Given the importance of equality, affirmative action has become the drive to materialize the value of equality. Affirmative action seeks to achieve this through the removal of any conditions that violate the right to equality. Through Affirmative actions pursuit of equality, it becomes a tool of social justice in the workplace. It is a tool to bridge the gap between the injustices of the past and a democratic future. Formal equality implies the removal of laws that result in discrimination and injustice. Babkina A.M (2000). Developing countries governments are already developing affirmative action policies and by extension, incorporating them in their strategic plans. For instance, South Africa, through the department of public service and administration has developed a policy document, dubbed; a white paper to address affirmative action implementation in the public service sector. The paper acknowledges that national department and provincial administrations' affirmative action programmes should be implemented consistently throughout the public service. The paper suggests that Public serviced Affirmative action programmes must contain numeric targets, employee profile, affirmative action survey, management practices Review and performance management.

Overall figures for recruitment of men and women in the public sector shows that women are 47, 634 constituting 37.7% compared to men who were 78,866(62.3%) of the workforce surveyed (126,507) surveyed as at 31st May, 2010. The emerging trend in the employment and promotion of women in the public service shows an upward change in the proportion of women to men in the public service. For example, out of 40 ministries surveyed, 32 had achieved or surpassed the 30% target in employment of women. So many resources, especially in terms of money, are spent in the affirmative action implementation projects. This happens, for example, in terms of initiation of projects for affirmative action and payment of staff employed in the projects. Despite spending huge resources in affirmative action implementation projects, studies have not been conducted in

Kenya to evaluate the impact of affirmative action policies and plans on service delivery in the development agenda. It is upon this premise that this project will be based. Butter W. (2000).

Not many studies have been carried out on the impact of affirmative action on service delivery. Little work has been reported in Africa on this issue. The approach towards affirmative action has developed as a strategy that shifts the focus from channeling assistance to women, as a target group, to promoting affirmative action and gender equality as a development goal. The affirmative action strategy has led to the gender mainstreaming strategy. Gender mainstreaming is a commitment to ensure that men's concerns as well as women's concerns are integral to the design, implementation, monitoring and evaluation of all legislation, policies and programmes that women as well as men benefit equally and inequality is not perpetuated. (Verhagen 2005).

Affirmative Action has been one of the most controversial and misunderstood policies in the last half century. Efficiency in service delivery continues to be a challenge in meeting the needs of the ever growing world population. In the developing countries context, governments have initiated turn-around strategies aimed at creating stability and putting municipalities back on a path of responsive and accountable service delivery. Meeting basic service needs of communities, building clean, effective, responsive and accountable local government, improving performance and professionalism in municipalities, improving national and provincial policy, oversight and support and strengthening partnerships between local governments and communities continues to be a challenge. As a result it remains uncertain and unclear whether the recent government affirmative action initiatives contribute towards effective and efficient service delivery. Although the government of Kenya, through the ministry of gender, Social Development and children has developed a project known as the affirmative action Monitoring project to monitor affirmative action implementation and progress among its ministries, it has not devised mechanisms of determining the impact of the affirmative action initiatives on quality of service delivery. It is on the basis of this fact that the researcher wishes to determine the impact of affirmative action on quality of service delivery in the public service sector of Kenya.

1.2 Objectives of the study

- i. Assess the impact of allocation of employment opportunities on quality of service delivery.
- ii. Assess the impact of promotion on quality of service delivery.
- iii. Assess the impact of training and career progression on quality of service delivery.
- iv. Determine whether affirmative action implementation has any impact on quality of service delivery.

2.0 History of Affirmative Action

In the Literature, Katznelson (2005) finds the origin of affirmative action in the New Deal policies of the 1930s and 1940s. According to him, the prehistory of affirmative action was supported by Southern Democrats who were actually devoted to preserving a strict racial hierarchy, and that the resulting legislation was explicitly designed for the majority. Its policies made sure that whites received the full benefit of rising prosperity while blacks were deliberately left out. Katznelson et al (2005) arguing for the case of racial discrimination in the U.S. make a strong case that the GI Bill, an ostensibly color-blind initiative, unfairly privileged white veterans by turning benefits administration over to local governments, thereby ensuring that Southern blacks would find it nearly impossible to participate. The study closes with suggestions for rectifying racial inequality, but its strongest merit is its subtle recalibration of a crucial piece of American history. Stokes G. (2010).

The only country in Africa with more recently developed affirmative action program is South Africa. According to the department of public service and administration of South Africa, one of the post-1994 government's tasks has been to transform the public service into an efficient and effective instrument capable of delivering equitable services to all citizens and of driving the country's economic and social development. One of the reasons for the current Affirmative Action Policies in South Africa was to remove previous discriminatory practices and policies in employment in line with the Employment equity bill of 1997. According to the White paper, a policy document of the department of Public Service and administration of South Africa, the objectives of the Public Service affirmative action policy are: to enhance the capacities of the historically disadvantaged through the development and introduction of practical measures that support their advancement within the public service; to inculcate in the public service a culture which values diversity and supports the affirmation of those who have previously been unfairly disadvantaged. The policy too, seeks to speed up the achievement and progressive improvement of numeric targets on Public Service transformation.

The government of Kenya has made an attempt to increase the participation of women in senior and middle-level policy formulation and implementation processes, both within the local and national governance structures. The government of Kenya has been implementing the 30% presidential directive on affirmative action. The directive was given in 2006 and was intended to create equity in employment of men and women and promotion to senior positions in the public sector. According to data available at the ministry of gender, Social Development and Children, the contribution of women in governance and leadership has increased gradually. Kenya, through the Ministry of gender, Social Development and Children in the year 2011 has also developed a gender policy on education. The policy aims at ensuring that boys and girls, women and men, participate equally in the management of education at all levels. In spite of the current efforts in addressing gender equality, huge disparities in appointments at different levels of government still exist.

According to the Ministry of gender, Social Development and Children, women make up to 52 per cent of the population but are underrepresented in the top-level decision making and management levels. This includes under-representation in Parliament. For example, of the 222 MPs in Parliament, only 18 are women – 10 were elected and eight nominated. This also applies to the local authorities which include the City Councils, Municipal Council and County Councils. Women hold an insignificant 377 out of 2,837 civic seats. In Kenya, more often than not, affirmative action with regard to gender has been mostly centered on the promotion of education and representation in public life for women. The affirmative action debate in Kenya is a recent one. For example, there is also the realization that women should be evaluated on the basis that they did not get similar opportunities in comparison to their male counterparts earlier in life. The Ministry of higher education, Science and Technology has an approximate total workforce of 329 workers. Of these, 141 are female workers, while 188 are male workers. The ministry of Higher Education, Science and Technology has achieved the 30% affirmative action target in employment and Promotion of women. The researcher wishes to investigate the impact of this achievement on service delivery as indicated by accountability, Cost effectiveness, productivity and Transparency.

The office of the president has a total workforce of 16727 workers. This comprises 12461 male and only 4266 female workers. In terms of percentage this translates to 64% male and 26% female workforce on the aggregate. Based on May 2010 data from the office of the president, which includes provincial administration and Internal Security, the 30% affirmative action targets in the employment and promotion of women have not been realized. For example, the permanent Secretary in the Office of the president is a male, which translates to a 0% female representation. Again women in at least the job group P constitute only 10.5% of the total workforce in the Ministry of state in the office of the president, with men occupying the remaining almost 89.5% of all positions in the same job group. The same trend is true for the job groups H and below where women occupy only 24.5% of all positions in the same job-group.

2.1 Affirmative Action Bill of 2007

In the year 2007, the government of National Unity of Kenya proposed the creation of 50 special seats for women in Kenyas' parliament. Although women in Kenya make up 52% of the population, they have been under-represented in parliament. For example, of the 222 MPs in parliament, only 18 are women. In the civil authorities, women hold an insignificant 377 out of 2837 civic seats.

2.2 Employment opportunities and Quality of Service Delivery

According to the department of Public service and administration of South Africa, Affirmative action must be integrated with improved human resource management and development practices. To this extend, affirmative action programs can only succeed if they are perceived as part of good human resource management within the public service and if they are used as essential tools for improving the management and development of human resources. Members of the affirmative action target group experience innumerable barriers to entry and advancement within the public service. According to this paper, this takes on many forms which range from physical barriers in the work environment to social and organizational barriers that result from prejudice and gender stereotypes. According to the Affirmative action monitoring project of the Ministry of gender, social development and children of Kenya, the emerging trend of gender distribution in employment in the public service sector shows an upward change in the proportion of men to women in the public service.

2.3 Education and Training and Quality of Service Delivery

According to the department of Public Service and administration of South Africa, the success of affirmative action programs in the public service depends on effective management and development of the human resources within the target groups. The heads of training or human resource development therefore have a key role to play in the overall success of affirmative action programmes through their capacity enhancement responsibilities. According to the white paper on public service education and training, a new framework for human resource development and management should be incorporated in public service affirmative action programs. According to the paper, in a modern economy, education, training and on-going skill development is vital in mainstreaming socio-economic activities and that it is essential that those from the target group receive priority in these processes to overcome their historic marginalization. According to the study, an affirmative action plan must be practical, realistic, measurable and specific to each of the target groups. The plan must include numeric goals for the recruitment, career-related training, development and advancement of members of each of the target groups within a specified time period.

2.4 Promotion and Quality of Service Delivery

According to Botha A. (2008), promotions based on affirmative action have been a prominent effect. Again, there is a causal relationship between affirmative action and poor quality of service delivery. The study suggests that affiliation and nepotism rather than skills and merit result in turning municipalities into poor to mediocre institutions, and political playing grounds where the capacity, passion and commitment to serve the community is totally absent. The study further suggests that a lack of performance management and monitoring combined with unwillingness or inability to maintain discipline leads to many well-connected employees becoming a law unto themselves.

3.0 General Information

Table 1: GENDER DISTRIBUTION IN THE PUBLIC SERVICE SECTOR

GENDER	FREQUENCY	PERCENTAGE
Male	78,866	62
Female	47,634	38
TOTAL	126,507	100

Of the respondents interviewed, (150)60% were in the job-groups H and below, (90)36% were in the job-groups J-N, while 10(4%) were in job-group P and above. 78, 866 (62%) were male while (47,634) 38% were female. Gender distribution of respondents in the ministry of higher education was (60)66.7% Male and (30)33.3% Female. The Male and Female distribution of respondents in the ministry of state in the office of the president was (100)62.5% and

(60)37.5% respectively. (50)38.5% of all respondents were employed between the years 2000-2005, while (80)61.5% had been employed between the years 2006 to 2011.

2.5 Gender discrimination in employment

Of the 250 (100%) respondents interviewed, 170(68%) agreed that there is no gender discrimination in employment, while 80(32%) of respondents felt that there was gender discrimination in employment. The above information reveals that majority of the respondents appreciate that there is an affirmative action consideration in employment in the public service sector. Of the above, 160(94%) attributed a lack of gender discrimination in employment to the public service affirmative action policy against 10(6%) who did not. The question on whether affirmative action was important majority of the respondents were of the opinion that affirmative action is important or very important. This represented 170(68%) of the respondents.

4.2 Gender discrimination in promotion

Concerning promotion, of the 250(100%) respondents interviewed, 170(68%) agreed that there is no gender discrimination in promotion, while (80)32% of respondents felt that there was gender discrimination in employment. This shows that majority of the respondents appreciate that there is no gender discrimination in promotion in the public service sector. Of the above, 150 (60%) attributed this to the public service affirmative action policy against 20(8%), who did not.

2.6 Gender discrimination in training and career progression

Of the 250(100%) respondents interviewed, 200(80%) agreed that there is no gender discrimination in training and career progression, while 50(20%) of respondents felt that there was gender discrimination in employment. This shows that majority of the respondents appreciate that there is no gender discrimination in training and career progression in the public service sector. Of the above, 200(80%) attributed this to the public service affirmative action policy while 50(20%) did not. Again, of the respondents interviewed, 200(80%) of respondents agreed that they had attended at least one training session within the last five years while 50(20%) had not attended a training session within the last five years.

Table 4.2 represents data from the respondents on their views concerning the affirmative action implementation status in the ministry.

TABLE 2: Whether affirmative action has been implemented

RESPONSE	FREQUENCY	PERCENTAGE
YES	200	80.0
NO	50	20.0
TOTAL	250	100.0

From Table 4.2, it is clear that 200(80%) of respondents felt the affirmative action was being implemented in their respective ministries. Only 50(20%) of respondents felt affirmative action was not being implemented. Table 4.2 above gives an indication that the introduction of the affirmative action policy has led to a change in the quality of service delivery in the public service sector.

2.7 Whether quality of service delivery has improved

Out of the 250(100%) of respondents interviewed, 230(92%) were for the opinion that there is an improvement in the quality of services offered in the public service sector against 20(8%) who felt that there was no improvement in the quality of service delivery. Out of the 250(100%) respondents interviewed, 200(80%) of respondents were for the opinion that the improvement in the quality of service delivery was attributable to the government of Kenya affirmative action policy while 50(20%) did not attribute the improved quality of service delivery to the affirmative action policy.

Table 4.3 compares the quality of service delivery in the public service sector before and after the implementation the public service affirmative action policy.

Table 3: Quality of service before and after affirmative action implementation

RESPONSE	FREQUENCY	PERCENTAGE
Good to Good	50	20.0
Good to Poor	1	0.4
Poor to Good	180	72.0
Poor to Poor	19	7.6
TOTAL	250	100

The response in the table above shows that the highest percentage of respondents that changed their attitudes from Poor to Good was 180(72%). Of the 250(100%) respondents, 180(72%) were for the opinion that the change in the quality of service delivery was due to the affirmative action policy while 70(28%) were for the contrary opinion.

Table 4 gives the respondents' rating of the general service delivery within the last 10 years, in terms of the researchers' postulated indicators of quality of service delivery, namely accountability, employee participation, cost effectiveness, Transparency and productivity.

Table 4: Quality of service delivery rating in the last 10 years

	LAST 10 YEARS		LAST 6 YEARS		LAST 3 YEARS		LAST 1 YEAR	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
BETTER	180	72.0	162	64.8	196	78.4	203	81.2
NO CHANGE	49	19.6	50	20	44	17.6	42	16.8
WORSE	21	8.4	38	15.2	10	4.0	5	2.0
TOTALS	250	100	250	100	250	100	250	100

Table 4 informs us that the percentage of respondents who felt that the quality of service delivery had become better since the last ten years ago to present changed from 180(72.0%) to 162(64.8%) to 196(78.4%) to 203(81.2%). 42(16.8%) of respondents indicated that there was no change in the quality of service delivery within the last 10 years. Only 5(2%) of respondents claimed that the general quality of service delivery had worsened in the last 1 year.

HYPOTHESIS 1

Allocation of employment opportunities according to the affirmative action policy has no impact on quality of service delivery.

The table below contains data for testing the hypothesis: Allocation of employment opportunities according to the affirmative action policy has no impact on the quality of service delivery. The observed and expected frequencies of the number of responses falling in each of the three categories: Improved, No change and Worsened were noted.

Table 5: cross tabulation of observed and expected frequencies

Job-group	FREQUENCIES						TOTAL
	IMPROVED		NO CHANGE		WORSENERD		
	Observed	Expected	Observed	Expected	Observed	Expected	
H and below	50	90	90	54	1	6	150
J-N	90	54	0	32.4	0	3.6	90
P and above	10	6	0	3.6	0	0.4	10
TOTAL	150	150	90	90	10	10	250

Employees in the job-group J-N agreed most with the fact that the quality of service delivery in the public services sector had improved, with an observed frequency of 90. None of the employees in the same job-group agreed that the quality of service delivery in the public service sector had worsened following the affirmative action policy introduction in the public service sector of Kenya.

HYPOTHESIS 2

Allocation of Promotion opportunities based on the affirmative action policy has no impact on quality of service delivery.

Table 6 shows the frequencies of respondents who agree or disagree that distribution of promotion opportunities according to the affirmative action policy has no impact on the quality of service delivery.

Table 6: Promotion and quality of service delivery

	FREQUENCIES				TOTAL
	Observed		Expected		
YES	150	120	50	72	200
NO	0	30	40	18	40

The S.P.S.S. output for chi-square analysis led to the rejection of the null hypothesis ($P < 0.05$) which stated that distribution of promotion opportunities according to the affirmative action policy has no impact on the quality of service delivery. The calculated chi-square value was 111.111, greater than the critical Chi-square value of 3.94. As a result the null hypothesis which stated that distribution of promotion opportunities according to the affirmative action policy has no impact on the quality of service delivery was rejected at the 5% level of significance.

HYPOTHESIS 3

Allocation of Training and career opportunities based on the affirmative action policy has no impact on quality of service delivery.

Table 7 shows the cross-tabulation result of the number of observed and expected frequencies on the number of respondents who agree or disagree that the quality of service delivery has changed following a lack of discrimination in the distribution of training and career progression.

Table 7: Quality of service delivery and gender discrimination in training

	FREQUENCIES						TOTAL
	IMPROVED		NO CHANGE		WORSENEED		
	Observed	Expected	Observed	Expected	Observed	Expected	
YES	150	120	50	72	0	192	200
NO	0	30	40	18	10	48	50
	150	150	90	90	240	240	250

Table 7 reveals that the number of respondents confirming that the quality of service delivery has improved as a result of reduced or lack of discrimination in distribution of career training opportunities occur with the highest frequency.

HYPOTHESIS 4

There is no association between Affirmative Action Implementation and quality of Service delivery.

Table 8 represents data on the relationship- between affirmative action and quality of service delivery.

Table 8: Affirmative action implementation and quality of service delivery

	QUALITY OF SERVICE DELIVERY				TOTAL
	GOOD		POOR		
	Observed	Expected	Observed	Expected	
IMPLEMENTED (Ministry of Higher Education)	90	77	0	13	90
NOT IMPLEMENTED (Ministry of State)	72	85	28	15	100
	162	162	28	28	190

From Table 4.8, it is clear that more respondents 90(56%), from the ministry of higher education perceive quality of service delivery to be higher than those from the ministry of state in the office of the president 72(44%).

Table 4.9 represents the result of the chi-square test data analysis, which represents a test of the hypothesis: There is no association between Affirmative action implementation and quality of service delivery.

***Table 9: The corresponding chi-square S.P.S.S output**

Pearson chi-square	No. of cases	Degrees of freedom	P-value
29.556	190	1	P<0.05

The chi-square output above led to the rejection of the null hypothesis (P<0.05) which stated that there is no association between Affirmative Action Implementation and quality of Service delivery. The calculated chi-square value was 29.556, greater than the critical Chi-square value of 3.94.As a result the hypothesis which stated that there is no association between Affirmative Action Implementation and quality of Service delivery was rejected at the 5% level of significance.

a). **HYPOTHESIS 5**

There is no difference in the proportions of respondents that changed from good to poor attitudes or poor to good attitudes towards quality of service delivery, before and after affirmative action implementation.

Table 10 gives the frequencies of respondents concerning their views on the quality of service delivery before and after the public service affirmative action policy.

Table 10: Quality of service before and after affirmative action

	Quality of service after affirmative action		Total
	Good Frequency	Poor Frequency	
Quality of service before affirmative action	Good	36	36
	Poor	126	154
TOTAL	162	28	190

Table 10 reveals that 126(66.3%) of the respondents interviewed were for the opinion that the quality of service delivery had changed from Poor to Good after the affirmative action policy.

Table 11 is the S.P.S.S. analysis output which tests the hypothesis that there is no difference in the proportions of respondents that changed from good to poor attitudes or poor to good attitudes towards quality of service delivery, before and after affirmative action implementation.

Table 11: The corresponding chi-square S.P.S.S. output

Test Statistic	Value	No. of Valid cases	Degrees of freedom	P-Value
Chi-square	7.677	190	1	P<0.05
McNemar test	7.636	190	1	P<0.05

From Table 11, the hypothesis which stated that there is no difference in the proportions of respondents that changed from good to poor attitudes or poor to good attitudes towards quality of service delivery, before and after affirmative action implementation was rejected(P<0.05).

The results of analysis indicated that 150(60%) of all respondents interviewed were in job-group H and below, 90(36%) were in job-group J-N, while 10(4%) were in job group P and above. 100(62.5%) of the entire public service workforce are male. 160(64%) of those interviewed were male and 90(36%) were female respondents. Male respondents in the ministries of higher education and office of the president constituted 60(66.7%) and 100(62.5%) respectively. Female respondents in the ministries of higher education and office of the president constituted 30(33.3%) and 60(37.5%) and respectively. 80(61.5%) of those interviewed were employed between the years 2006-Present while 50(38.5%) were employed between years 2000-2005 inclusive. 170(68%) of respondents agreed that there is no gender discrimination in the distribution of employment.

On promotion, of the 250 respondents interviewed, 170(68%) were for the opinion that there is no gender discrimination in the distribution of promotion opportunities. However, 80(32%) felt there was gender discrimination in the distribution of promotion opportunities. 150(60%) out the 250(100%) respondents interviewed were for the opinion that a lack of gender discrimination in the distribution of promotion opportunities was attributable to the affirmative action policy, while 20(8%) felt the fact that there was no gender discrimination in the distribution of promotion opportunities in the public service sector is not related to the affirmative action policy.

Concerning distribution of training and career progression opportunities, of the 250(100%) respondents interviewed, 200(80%) of respondents were for the opinion that there is no gender discrimination in the distribution of training and career progression opportunities. However 50(20%) of respondents felt that there is gender discrimination in the distribution of training and career opportunities. 200(80%) of respondents attributed

a lack of disparity in the distribution of training and career opportunities to the affirmative action policy, while 50(20%) of respondents were for the opinion that the lack of discrimination in the distribution of training and career opportunities was not attributable to the affirmative action policy. Again on training, 169(43.9%) of respondents agreed that they had attended at least one training session within the last five years. 81(21%) confirmed that they had not attended a training session within the last five years.

On affirmative action implementation, 90(47.4%) of the 190 respondents interviewed were for the opinion that the quality of service had improved after the implementation of the affirmative action policy. No respondent from the ministry of higher education, Science and technology was for the view that the quality of service was poor after the implementation of the affirmative action policy. In the ministry of state in the office of the president where the affirmative action implementation is still slow, 28% of the respondents were for the opinion that the quality of service delivery in the ministry was poor.

5. Discussion

On employment and quality of service delivery, discussion was guided by the research objective “To assess the impact of allocation of employment opportunities on quality of service delivery.” The related hypothesis under test was: Allocation of employment opportunities according to the affirmative action policy has no impact on the quality of service delivery. From the study it is clear that 100(62.5%) of the entire public service workforce are male. This means that women are under-represented in the public service sector employment. Again 160(64%) of those interviewed were male and 90(36%) were female respondents. Male respondents in the ministries of higher education and office of the president constituted 60(66.7%) and 100(62.5%) respectively. The results of this research are consistent with those of a research conducted by Stewart H & Syal R. (2011) which revealed that women are under-represented in public service sector employment. According to the research, women unemployment rates have risen faster recently even though women representation in the public service sector has risen also. The results are however, not consistent with those of all similar studies; for example, a study conducted in West Midlands revealed that the unemployment rate among young women matches that of men.

On promotion, the discussion was guided by the research objective “Assess the impact of promotion on quality of service delivery.” The research hypothesis was: Allocation of promotion opportunities according to the affirmative action policy has no impact on the quality of service delivery. From the study, it is clear that 170(68%) of respondent did not agree that gender discrimination existed when it comes to the distribution of promotion opportunities. 150(60%) of the respondents felt this was attributable to the affirmative action policy. For the quality of service to be of high quality the workforce must be convinced that there is no gender discrimination. In the event that there is no gender discrimination, then the quality of service delivery (measured in terms of accountability, transparency, productivity, and cost effectiveness and employee participation) is likely to be of high quality. The research hypothesis: Allocation of Promotion opportunities based on the affirmative action policy has no impact on quality of service delivery was rejected at the 5% level of significance.

Concerning training and career progression, the study was guided by the research objective “Assess the impact of training and career progression on quality of service delivery”. The research hypothesis related to this objective was: Allocation of training and career progression opportunities according to the affirmative action policy has no impact on the quality of service delivery. From the study findings, we note that 200(80%) of respondents interviewed agreed that there was no gender discrimination in the distribution of training and career progression opportunities. The study findings were in agreement with those of Skweyiya S.T. (1995) which suggest there is a close relationship between employment and training opportunities. The research hypothesis: Allocation of training and career progression opportunities based on the affirmative action policy has no impact on quality of service delivery was rejected at the 5% level of significance.

On affirmative action implementation, the discussion was guided by the research objective “Determine whether affirmative action implementation has any impact on quality of service delivery”. The research hypothesis was: There is no difference in the proportions of respondents that changed from good to poor attitudes or poor to good attitudes, before and after affirmative action implementation in the public service sector. The study findings reveal that 200(80%) of the 250(100%) respondents agreed the affirmative action policy was being implemented; and as a result 199(79.6%) of all respondents attributed the quality of service delivery the affirmative action policy. The findings of this research are consistent with those of Botha A. (2008) which reveal that there is a close relationship between implementation of an affirmative action policy as concerns the distribution of employment, promotion and training and career progression opportunities and the quality of service delivery. The findings were also supported by the research hypothesis under test which stated that: There is no difference

in the proportions of respondents that changed from good to poor attitudes or poor to good attitudes, before and after affirmative action implementation in the public service sector, which was rejected at the 5% level of significance.

Based on the findings of this study, there is a positive impact between affirmative action and quality of service delivery in the public service sector. For example, majority of all the respondents interviewed were for the opinion that quality of service delivery had improved following reduced disparity and non-discrimination in the distribution of employment, promotion and training and career progression opportunities. Majority of the respondents interviewed attributed the lack of discrimination in the distribution of opportunities of employment, promotion, training and career opportunities to the affirmative action policy. This means implementation of affirmative action programmes lead to an improvement in the quality of service delivery in the public service sector.

5.2 Recommendations of the study

Due to the slow pace at which affirmative action policy is being carried out at the Ministry of state in the office of the president, its heads of the gender department should move fast and start implementing the affirmative action policy. The study also recommends that the government should continue to support and advocate for affirmative action implementation in the public service sector since the study has revealed that implementation of an affirmative action policy in the public service sector has a positive impact on quality of service delivery.

Future studies should investigate the impact of affirmative action with respect to race and ethnic differences on the quality of service delivery. Future studies should also investigate the impact of affirmative action with respect to disability on the impact of affirmative action.

References

- Republic of Kenya, Ministry of Education, Science and Technology, *Sessional Paper No. 1 on A Policy Framework for Education, Training and Research: Meeting the challenges of Education, Training and Research in Kenya in the 21st century*. (2005). Retrieved July 2011
- al, J. e. (2008). Sex and Gender, Beyond the Binaries. In J. L. Repta.
- Bamberger, M. B. (2002). *Gender, WorldBank*. Retrieved September 2011, from <http://poverty.worldbank.org/files/4221> chapter 10.
- Bamgboye, E. A. (2006). *A Companion of Medical Statistics*. Ibadan, Oyo, Ibadan: Folbam Publishers, Samonda, Ibadan.
- Botha, C. a. (2008). Financing South Africa's national health system through national health insurance: Possibilities and challenges: colloquium proceedings. Capetown. HCRC press.
- Brunner, B. (2009). *Timeline of Affirmative Action Milestones*. Retrieved from <http://www.chronicpoverty.org/uploads>.
- DCI Mozambique. (2004). *Civil Society Strategy Paper*. Maputo.
- Development Cooperation Ireland-Ethiopia. (2004). *Gender Mainstreaming Workshop Report*. Addis Ababa: Ethiopia Government.
- E., B. (2003). *PRSP Sourcebook*. Retrieved July 2011, from <http://www.bridge.ids.ac.uk/reports/re67.pdf>.
- Johnson, J. &. (2007). Better Science with sex and gender: A primer for health research. *Womens Health Research Network*.
- Katznelson, I. (n.d.). *When Affirmative Action was white: An untold History of Racial Inequality in the Twentieth-Century-America*(New York W.W). Retrieved from www.academic.brooklyn.cuny.edu/history/johnson/gkaznelson.htm.

Ministry of Gender, Children and Social Development. (2008). *Kenya Gender Data Sheet* . Retrieved July 2011, from <http://www.gender.go.ke>.

Ministry of Gender, S. D. (2008). *Kenya Gender Data Sheet*. Retrieved from www.gender.go.ke.

Ministry of Gender, Social Development and Children. (2010). *Affirmative Action Monitoring Project*. Nairobi.

Ministry of Justics and Coinstitutional affairs. (2010). *Your Guide to the proposed constitution, Simplified Version*. Naironi,Kenya: Government Printer.

Mukhopadhyay. (2004). *Mainstreaming gender or Streaming gender away. "Feminists marooned in the development business", IDS Bulletin 35.4, "Repositioning Feminists in Development"*. Retrieved July 2011

R., W. (2009). Vulnerability in Mozambique: Patterns, trends and responses; Paper presented at the IESE conference;Poverty Dynamics and Patterns of Accumulation in Mozambique, Maputo, 22-23,. Maputo.

Terry, A. H. (n.d.). *The Pursuit of fairness: A history of Affirmative Action*.

Verhagen. (2005). Equitable Gender Participation in local water Governance: An impact into Institutional paradoxes. *Journal of water Resources management*, 925-942.

Wilcher, S. (2003). *When Affirmative Action was white* .

Bibliography

¹Evans Mbuti Kilonzo was born in 1977. He attended Mutonguni School, Kitui, Kenya for ordinary-level education. He later attended the University of Nairobi in Nairobi, Kenya and graduated with a Bachelor of Science in Mathematics in 2001. He then attended University of Ibadan, Ibadan, Nigeria for MSc in Medical Statistics/ Biostatistics in September 2007, completed coursework in 2008 and defended final research project in 2011, then graduated in 2012. He also attended the University of Nairobi, Nairobi, Kenya for M.A in Project Planning & Management in 2009 and graduated in September 2011. He is currently a postgraduate student at the University of Nairobi, Nairobi, Kenya, pursuing MSc. In Population Studies; and a full-time assistant Lecturer in Bio-Statistics and Actuarial Sciences at Moi University, Eldoret, Kenya. Future research interests include Statistical Modelling in Actuarial Science and Epidemiology, Monitoring & Evaluation and any other emerging research themes of interest.

The IISTE is a pioneer in the Open-Access hosting service and academic event management. The aim of the firm is Accelerating Global Knowledge Sharing.

More information about the firm can be found on the homepage:

<http://www.iiste.org>

CALL FOR JOURNAL PAPERS

There are more than 30 peer-reviewed academic journals hosted under the hosting platform.

Prospective authors of journals can find the submission instruction on the following page: <http://www.iiste.org/journals/> All the journals articles are available online to the readers all over the world without financial, legal, or technical barriers other than those inseparable from gaining access to the internet itself. Paper version of the journals is also available upon request of readers and authors.

MORE RESOURCES

Book publication information: <http://www.iiste.org/book/>

Academic conference: <http://www.iiste.org/conference/upcoming-conferences-call-for-paper/>

IISTE Knowledge Sharing Partners

EBSCO, Index Copernicus, Ulrich's Periodicals Directory, JournalTOCS, PKP Open Archives Harvester, Bielefeld Academic Search Engine, Elektronische Zeitschriftenbibliothek EZB, Open J-Gate, OCLC WorldCat, Universe Digital Library, NewJour, Google Scholar

