

**E-READINESS AND SERVICE DELIVERY AMONG STATE
CORPORATIONS IN KENYA**

BY

SAID RAMLO AHMED

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DECLARATION


This is my original research project and has not been presented for the award of any degree in any other University.

Signature.......... Date 12/12/2022

Said Ramlo Ahmed

D61/6216/2017

This research project has been submitted with my approval as the university supervisor.

Signature  Date 11/12/2022

MR. JOEL KIPLANGAT LELEI

Lecturer

Department of Management Science and Project Planning

Faculty of Business and Management Sciences

University of Nairobi

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DEDICATION

To all my friends who supported me as I was working on this project, God bless you.

ABBREVIATIONS AND ACRONYMS

DOI	Diffusion of Innovation
ICTs	Information and Communication Technologies
NPM	New Public Management
PEU	Perceived Ease of Use
PU	Perceived Usefulness
SC	State Corporation
TAM	Technology Acceptance Model
UTAUT	Unified Theory of Acceptance and Use of Technology

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ABSTRACT

For a long term, the public institutions in Kenya have been regarded to have low level of service delivery. This low level of service delivery in the wider public sector in Kenya has resulted into inefficiencies in the operations. Although some of these institutions have adopted technologies like e-government, it is surprising that most of the operations like job application in majority of these institutions are still done manually. Thus, the present study sought to establish the extent of e-readiness among state corporations in Kenya; relationship between e-readiness and service delivery among state corporations in Kenya and determine the challenges of achieving e-readiness in among state corporations in Kenya. The study adopted a cross sectional, causal and descriptive design targeting 207 state corporations in Kenya. Convenience sampling was used to select 136 institutions. Information was obtained in its primary form and analysis was conducted via descriptive as well as inferential statistics. Table was used in presentation of the findings. It was shown that the State Corporations in Kenya had implemented e-readiness to a great extent and this had a positive and significant relationship with service delivery although challenges were encountered. The study recommends that the management of the State Corporations in Kenya should strive to improve on connectivity so as to significantly enhance on service delivery. The policy makers in Government should establish relevant legal and regulatory framework so as to enhance service delivery.

CHAPTER ONE: INTRODUCTION

1.1 Background of the Study

The world has experienced a paradigm shift emanating from rapid advancement in information and communication technologies. At the same time, customers are presently demanding for better services that satisfy their needs while creating value for money. This has forced organizations to adopt new forms of technologies and work towards electronic readiness so as to offer quality services to customers. Adoption of electronic readiness plays an important role in determining how the country is well prepared to leverage on the benefits accruing from the use of Information and Communication Technologies (ICTs). E-readiness adoption has been associated with possibility of improvement in the level and quality of services that customers get from an organization (Gupta, Shakya&Marasini, 2015) and this may have an overall effect on performance of the entity.

The connection between e-readiness and service delivery was explained by various theories: technology acceptance model (TAM) theory, the diffusion of innovation (DOI) theory, the Unified Theory of Acceptance and Use of Technology (UTAUT), the theory of network society and the New Public Management (NPM) theory. TAM theory argues that there are two important factors: perceived ease of use (PEU) and perceived usefulness (PU) that influence the decision to use a given form of technology in an organization. Thus, these two factors of TAM can help in explaining electronic readiness which is the focus of the present study (Davis, 1989). On the other hand, DOI theory plays an important role in explaining how new idea and innovations are communicated through the social dimensions (Rodgers, 1962). Embracing e-readiness require innovations which are explained by this DOI theory. The UTAUT theory offers an explanation of the intentions of users that inform the decision to use a given form of

technology and the ultimate behavior that determines usage (Ouma, Awuor&Kyambo, 2017). The theory provides four constructs that shape the intention and behavior in use of technologies to include facilitator conditions, socially exerted influence, and effort as well as performance expectancy (Davis, Davis, Morris &Venkatesh, 2003). On the other hand, the theory of network society suggests that whenever more information is available to people in a given country, these people will be in position to have exert more influence on their activities and this probably may improve service delivery (Castells, 2000). It is argued that network society can be realized through e-readiness. According to the NPM theory by Hood (1991), there is need to emulate and inculcate the practices of the private sector into the public sector so as to enhance service delivery. One of these practices that can be adopted from the private sector is adoption of technologies guided by e-readiness.

For a long term, the public institutions in Kenya have been regarded to have low level of service delivery. This low level of service delivery in the wider public sector in Kenya has resulted into inefficiencies in the operations. Although some of these institutions have adopted technologies like e-government, it is surprising that most of the operations like job application in majority of these institutions are still done manually. This is especially evident in most of the state corporations, where operations are characterized by a lot of paper work (GoK, 2018). The motivation of this study is therefore to establish the electronic readiness in the SCs in Kenya and how it relates to the level of service delivery.

1.1.1 Electronic Readiness

E-readiness is used to measure the degree which a given state or country is ready or willing to gain from the advantages that accrue from use of ICT. Winarsih (2019) consider e-readiness as the degree that a given community or economy is prepared to take part in the digital economy.

Assessment of e-readiness lies in identification of unique opportunities and challenges of an economy or country (Kagoya, Maiga&Jani, 2019). There exists various models for carrying out e-readiness activities but they differ on the basis of the results, methodologies in use as well as their objectives. Peter (2005) argues that the models for assessing readiness cover among other things: the physical infrastructures, human capacity, ICT use and the policy environment.

There are several reasons that explain the rationale and justification of carrying out e-readiness assessments. Mani (2002) suggests that it important to evaluate the e-readiness of a country so as to define the policies that would shape and turn the county into knowledge based economy. There are various measures of e-readiness assessment that help in measuring numerous factors including the ICT policies and the usage of ICT on a day to day basis (Zewdu, 2017). It is through e-readiness assessments that a nation is able to gauge the level of progress and determine the situation at hand so that it is possible to plan for the future (Stoica, 2015). In this study, e-readiness was operationalized into ICT infrastructure, legal and regulatory framework, connectivity and the human skills.

1.1.2 Service Delivery

Services include the activities (products) that a firm deals in for instance cleaning operations. Service delivery is the act of ensuring that the products are available on time at the right place for customers of the firm. There are differences measures of service delivery for instance reliability and dependability, accessibility, usability as well as credibility. Mutali (2008) in Parasuraman, Zeithmal and Berry (1991) did identify five basic attributes of service delivery covering responsiveness, reliability, trustworthiness and the ability to focus on the needs of the customers. The other attributes of service delivery include established standards, the ability to satisfy the needs of the customers and the need to place emphasis on satisfaction of the staff.

Service delivery is a process that is continuous that helps the firm to develop and deliver services that are focused to the users. Organizations should work to compare the expectations of the customers with actual performance. Lewis and Booms (1983) argue that service delivery is an indication of the degree which the services that have been delivered are aligned with the expectations of the end users. The key emphasis of service delivery is to ensure that the needs of the customers are met for viability and survival of the entity. The implication of this is that the ability of the entity to meet the needs of the end users is an important factor guiding service delivery in the enterprise. Kundenbindun (2008) contends that service delivery is the extent which an entity fulfills the service in question. In this study, service delivery was measured using timeliness, responsiveness, efficiency and effectiveness.

1.1.3 Electronic Readiness and Service Delivery

The interaction between information and communication technology (ICT) and service delivery has attracted attention among different scholars. For instance, a study was conducted in Amman by Hashem and Alsaleh (2018) on e-readiness and its interaction with performance of the marketing function where a positive interaction between e-readiness and marketing performance was established. Using a sample of 147 countries around the world, Ntemi and Mbamba (2016) sought to determine the link between e-readiness and reduction in the levels of corruption. E-readiness was operationalized into four constructs usage readiness index, society readiness index, environment readiness index and networked readiness index and the study noted a negative correlation between these constructs and level of corruption. This shows that higher incidences of e-readiness reduces cases of corruption and thus probably enhance the level of service delivery. A study conducted in Serbia by Radivojević, Krstić and Stanišić (2018) focused on determine the link between technological readiness and competitive pressure around the globe.

The study noted existence of negative link between e-readiness and competitiveness around the globe.

Adegoroye, Oladejo and Yinus (2018) conducted an inquiry into e-government and a service delivery in Nigeria establishing that e-government results into improvement in the level of service delivery through cost and time savings as well as transactional convenience. A study conducted in South Africa by Kanyemba (2017) noted that e-government has a positive influence on service delivery and that low involvement of public in planning, inadequate skills of IT, low of ICT infrastructures and the growing level of digital divide all had a negative relationship with e-readiness. A study conducted in Tanzania by Gunda, Kopoka and Kihonge (2015) focused on bringing out the interplay between e-government and service delivery noting a positive relationship.

From the reviewed studies, it is seen that there is no conclusive literature on the relationship between e-readiness and service delivery as the available literature give inconsistent evidence. In theory however, a positive relationship is anticipated between e-readiness and service delivery. Therefore, an analysis is urgently required to address these inconsistencies in literature as far as e-readiness and service delivery is concerned.

1.1.4 State Corporations in Kenya

A State Corporation (SC) is a corporate entity whose establishment was guided by the SC Act under Section 3, the act of parliament or the Companies Act with all or majority of their shares being controlled by the Government. The subsidiaries of SCs are also regarded as SCs in Kenya (Inspectorate of State Corporations, 2020). SCs help the government to realize the goals and objectives of delivery service to the citizen of any country. Different SCs are responsible for

accomplishing different and specific tasks and activities for instance education, banking, energy, food processing and health care. There are 207 SCs in Kenya (Inspectorate of State Corporations, 2020) and they are categorized into 8 key areas based on their key roles and mandates.

The motivation of creation of these SCs by the government includes the desire to create monopolies in the economy for instance an organization like the Kenya Power and Lightning Corporation (KPLC). The SCs play an important role to the economy including creation of employment opportunities (over 500,000 people) and their contribution to the gross domestic product (GDP) accounting for over 2 per cent (KNBS, 2019). Most of these SCs do handle a huge volume of data from the customers for instance Kenyatta National Hospital and Moi Teaching and Referral Hospital which are the only referral hospitals in Kenya that are expected to support over 30 million people in the country (KNBS, 2019). With the increasing population in Kenya, these SCs are under pressure and strained on how best to offer excellent services to the ever-increasing client base. The implication of this is that either the present technological systems (if any) in these SCs are not sufficient to meet the growing needs of their customers and hence the need for e-readiness so as to adopt more sophisticated forms of technologies include the 5G networks. The other challenges faced by some of these SCs include poor service delivery, unresponsiveness, untimeliness and excessive reliance on paper work at the expense of advanced and sophisticated technologies. Thus, in the effort to enhance their operations and services delivered to citizens, there is need for these SCs to adopt more advanced technologies and this require e-readiness which is the motivation of this study.

1.2 Research Problem

The available literature on e-readiness and service delivery offer mixed and inconclusive results on the relationship with some studies citing a negative relationship (Radivojević et al., 2018) while others suggesting a positive relationship (Gunda et al., 2015). These inconsistencies call for a deeper inquiry into the exact interplay between e-readiness and service delivery for policy directions. Theoretically however, a positive relationship is predicted between e-readiness and service delivery (Imbamba&Kimile, 2017), but this requires a study to verify the assertion.

In Kenya, SCs are arte statutory corporate body entities established to achieve specific goals and they are largely financed by the government. Most of these SCs are under pressure to offer services that conform to the ever-changing needs of the clients while staying abreast with these forces of globalization in the market place. In fact, the forces of globalization have seen most of the organizations around the world increasingly adopting advanced technologies like the 5G networks and these SCs are currently in the race not to lag behind this. This will however require e-readiness for the SCs to effectively adopt advanced technologies in a bit to cope with demand of quality services from the public. Most of these SCs have not optimally harnessed the benefits that accrue from technologies and the implication of this has been concerns on quality of their services.

A number of studies have been carried out on e-readiness. For instance, in Kuwait, Zaied, Khairalla and Al-Rashed (2007) an assessment of e-readiness assessment in Arab countries. The study used three variables: connectivity, infrastructure and human skills. It was shown that most of the studied firms had sufficient its human skills, infrastructure and connectivity. However, this study was conducted in Kuwait and not in Kenya hence creating a contextual gap. Olatokun and Opesade (2008) looked at e-readiness assessment in the context of Nigeria's institution of higher

learning. From the findings, the e-readiness overall index stood at 2.57 with infrastructure availability, access to infrastructure, availability of manpower and the policy and regulatory environment being the indicators of e-readiness assessment. In Yemen, Al-eryani and Rashed (2012) looked at culture and how it impacts on e-readiness for the e-government. It was shown that in Yemen, the significant indicators of e-readiness including trust and the belief in government. The level of e-readiness in Yemen stood at 63.5%.

Employing a desk survey methodology in Kenya, Khaemba, Muketha and Matoke (2017) did a study on factors that influence the ability of citizen to be ready for e-government systems. The results were that if users are not considered, e-readiness may negatively be hampered. Another study adopting desk research by Kiula, Waiganjo and Kihoro (2017) focused on determining the link between leadership and e-readiness with focus to Kenyan institutions of higher learning establishing a positive link. With a focus on public primary teacher training colleges in Kenya, Maruti (2010) arguing that most of the institutions covered were not ready for e-learning. Using a case of the Kenya National Archives, Jepkeu (2019) studied the role of e-readiness in ensuring that electronic records have been managed. The study noted that having in a place a clear policy would help the management of the organization to focus on e-readiness.

Thus, from the aforementioned studies, it is clear that some of them were conducted in other developed countries. The studies conducted in Kenya dwelled more on e-readiness without providing its interaction with service delivery this creating gaps. The research question was: what is e-readiness and how does it relate with service delivery among state corporations in Kenya?

1.3 Research Objectives

- i. To establish the extent of e-readiness among state corporations in Kenya
- ii. To establish the relationship between e-readiness and service delivery among state corporations in Kenya
- iii. To determine the challenges of achieving e-readiness in among state corporations in Kenya.

1.4 Value of the Study

State Corporations (especially the commercial ones are established to engage in income generating activities where revenue from these firms is remitted to the National exchequer. The National Treasury usually comes in to bail out some of the struggling CSCs. Therefore, the study would shed more light on their e-readiness and how it relates with service delivery.

The management of the SCs would rely on the findings of the study to improve on their e-readiness in place so as to remain responsive to the ever-changing market conditions and deliver services that meet or exceed the expectations of their customers. Future scholars would have a chance to carry out similar empirical reviews by relying on this study. The study would test the relevance of the theories like TAM and their role in e-readiness among the SCs in Kenya.

CHAPTER TWO: LITERARATURE REVIEW

2.1 Introduction

This chapter focuses on review of theories that provided anchorage to the study. Besides the theories, the chapter also focuses reviewing literature on e-readiness, service delivery and the associated interaction between the two as well as literature on challenges in achieving e-readiness.

2.2 Theoretical Review

The theories that provide anchorage to the inquiry are discussed in this section.

2.2.1 Technology Acceptance Model Theory

Davis (1986) developed this theory and it gives a demonstration of the manner which technologies are adopted ad utilized by a set of users. It provides an explanation of key issues that shape and inform people to make a decision of acceptance or rejection of key technologies. It maintains that the behavior that users have, attitudes and perceptions on usefulness and ease of utilizing technologies inform their adoption and subsequent utilization. The implication of external forces in shaping the intentions of utilizing technologies by users is also assessed(Park, 2009). These issues are summarized in Figure 2.1.

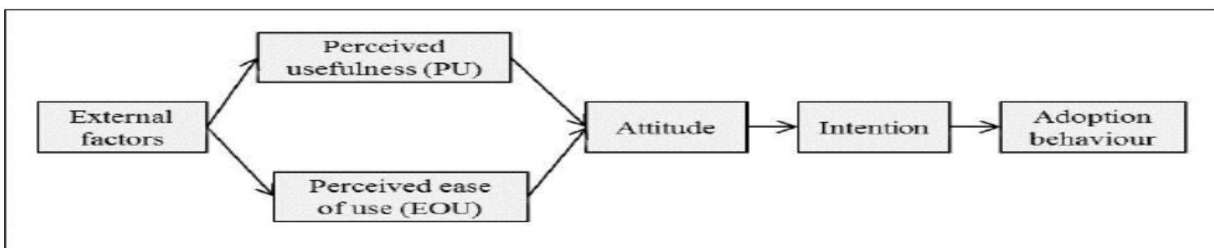


Figure 2.1:Technology acceptance model (Davis, 1986)

TAM theory has been applied in most studies covering e-readiness. The theory will explain how PU and PEOU would influence e-readiness and end effect on service delivery.

2.2.2 The Diffusion of Innovation Theory

Rogers(1995) was the proponent of this theory it offers an explanation of the rate that new innovations go through for their full adoption. Diffusion is a process that allows communication of new ideas in socially established system. The theory argues that such factors as triability, the ability to be compatible, observable and the relative advantage are key issues that shape diffusion.

On the basis of the firm, the ability to innovate is linked with such variables as leadership, internally as well as externally established issues in a body corporate. Features at individual level include the traits that leaders display. Internally established attributes include issues like level of formalization and centrality of operations. The openness of the system form the external attributes as summarized in Figure 2.2.

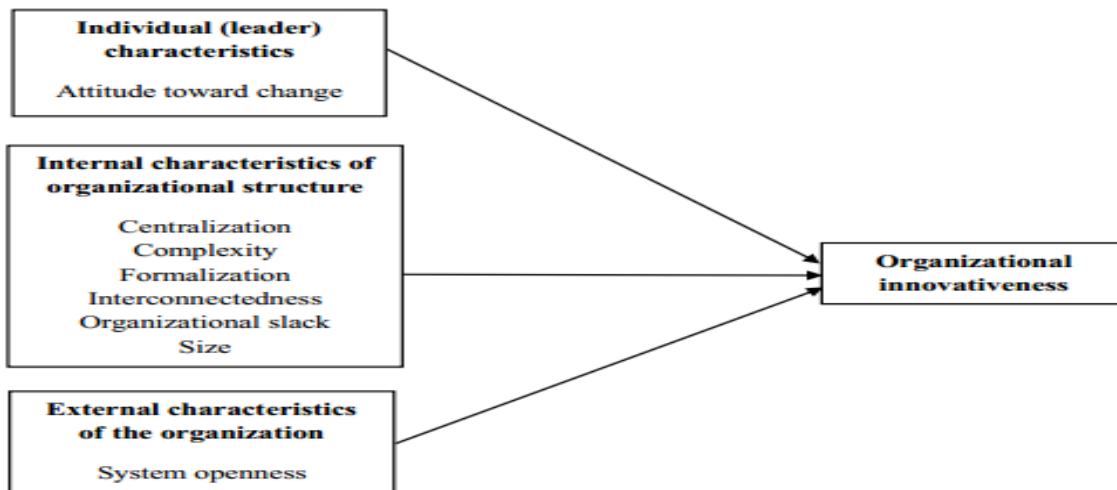


Figure 2.2: Diffusion of Innovation theory (Rogers, 1995)

2.2.3 The Unified Theory of Acceptance and Use of Technology

The UTAUT theory was advanced by Davis (1989) to offer an illustration on better use of technology in that performance and effort expectancy and the socially exerted influence all positively impact on the degree of behavioral intentions in use of a given form of technology. The theory has been used in many contexts including Ristola, Koivimäki and Kesti (2008) that leveraged on the theory to explore the perceptions of different people towards technologies. The study noted that time taken to use the technology devices did not have an influence on perceptions of consumers while the skills of the users and their familiarity with the device had an influence perception of the services. In Germany, an inquiry into the intentions to adopt some form of technologies were studied by Eckhardt, Laumer, and Weitzel (2009) with the aid of the UTAUT theory, arguing that social influence had an influence on adoption of information technologies.

2.2.4 The Theory of Network Society

The theory of network society was advanced by Castells and it argues that availability of information at the society level enables the members to have more influence on their operations and activities (Castells, 2000). In the context of ICT, Soper (2007) argue that ICT would avail more information that would result into better service delivery in the organization. The theory implies that highly networked societies are characterized by efficient and effective service delivery. It is through efforts like e-readiness that an economy is able to be fully networked.

2.2.5 The New Public Management Theory

It was Hood (1991) who advanced this NPM theory. The theory raises the need for the public sector to be open to the influence exerted by the private sector. According to Mongkol (2011), the reforms advocated by the NPM theory were aimed at ensuring there is improvement in quality of services offered in the public sector, reduction in expenditure, enhancing the level of efficiency of the operations of the government and increasing the effectiveness of the policy making process. The key driving force of this theory was the notion that larger and most monopolistic public entities were largely inefficient (Andrews, 2012). There were other factors that gave birth to emergence of this NPM theory which fiscal issues of the government, poor state of performance, high degrees of bureaucracies, low level of accountability and high cases of corruption (Common, 1998). The theory raises the need for the public sector to pay more focus and attention on the needs of the customers.

The essence of NPM theory is to copy the some of the practices of the private sector and replicate them to the public sector (Bourgon, 2007). According to Gumede and Dipholo (2014), government operations need to be reinvented with the harnessing of entrepreneurial spirit. These will help in transformation of the public sector in terms of efficiency and effectiveness. It is the public choice theory that provided anchorage top the NPM theory. In essence, the NPM theory strives to solve three key issues: services that are centered at the citizen level, ensuring that tax payers get value for their money and creating a public work force that is more responsive (Bourgon, 2007). Therefore, this theory is used to anchor the dependent variable of the study which is service delivery. In this regard, e-readiness is an important reform in the public sector (especially among the SCs) since it would transform the service delivery in the public sector.

2.3 Overview of E-readiness

According to Alaaraj and Ibrahim (2014), e-readiness has emerged as an important concept at the government, organization and citizen level. Wickberg (2013) noted that e-readiness has emerged as an important tool in reduction of corruption, promotion of accountability and transparency especially in the public sector. Oye (2013) noted that e-readiness covering the application of mobile phones and the websites has played an important role in reporting incidences of corruption, accessibility to financial information and monitoring the level of efficiency. At a country level, e-readiness describes the extent which a country and its associated economies have put in place ICT infrastructures where individuals and firms operating in that country have adopted these infrastructures. It is from the data that various firms have published that a country is able to determine its e-readiness (Zambrano& Seward, 2013).

A number of tools have been developed for assessing e-readiness. However, there exists variation in these tools on the basis of their objectives as well as their key methodologies hence resulting into variety of outcomes. These tools for instance cover the overall size of the ICT sector, the policy environment with an influence on use of technology, the physical infrastructures covering accessibility to internet, the application of ICT at the society level and human capacity which cover ICT related skills and level of literacy (Ntemi&Mbamba, 2016). On the other hand, the Economist Intelligence Unit came up with six constructs of determining e-readiness at the country level that include the business environment, the regulatory and legal environment, connectivity, support of e-services, e-commerce consumers and adoption and the cultural and social infrastructures. Other scholars have operationalized e-readiness into ICT capacity and training, appropriateness of ICT, physical accessibility to ICT, the social and cultural factors as well as the trust and security perceptions of people on ICT. Asgarkhani (2009)

summarized the models of e-readiness into three components: skills, technology and infrastructure as well as connectivity and accessibility. These can further be summarized into human skills, connectivity and infrastructures.

At an organizational level, e-readiness is viewed as the degree to which a firm is successfully ensure that information technologies like e-commerce have been adopted, used and benefited the business entity (Ruikar, 2006). It is reflected in the degree and extent which an entity is able to leverage on the advantages accruing from the internet and a driver of the growth of the economy. At the firm level, e-readiness assessment would focus on the legal and regulatory framework, access to ICT by the population and the available infrastructures (Alghamdi, Goodwin & Rampersad, 2011). A study conducted by Kenya Education Network in an assessment of the e-readiness among the institutions of higher learning considered the following indicators of e-readiness: internet availability and affordability, network quality and speed and networked access. This therefore implies that there are various measures of e-readiness in place. However, the most commonly used factors in e-readiness assessment of most studies include the human resources, the status of infrastructures, legal and political factors and the cultural factors.

2.4 Service Delivery

Service delivery is a means of offering products that are required by customers. Traditionally, most organizations in the public sector were not delivering products that meet the need and preferences of their customers. This was largely because of the procedures and policies that focused more on profits with little focus on customers. However, the rise of new forms of technologies and increasing pressure of customers who want quality services, public institutions are under pressure to enhance the service delivery models (Adegoroye, Oladejo & Yinus, 2015).

Unlike in the past, the present customers have been more educated on their rights with more access to information and this has increased their expectations of the levels of services. Effective and efficient service delivery requires an organization to come up with a strategic consideration of service delivery models. It require an organization to have in place customer focus initiatives and recognize that service is an average experience at the customer level in terms of timeliness, reliability (dependent-ability) and trustworthiness (credibility) (Makene, 2009).

2.5 Relationship between E-readiness and Service Delivery

An inquiry into the role of ICT in delivery of services in Nepal was conducted by Geenjali (2011) with focus on the revenue department. Service delivery was analyzed from the customer and organizational point of view. The adopted design was descriptive with content analysis used to process the findings. It was shown that organizational including the issues of ICT are associated with improvement in service delivery in an organization. In Malaysia, Basri, Domini and Jehangir (2011) studied the role played by e-readiness as far as the implementation of e-procurement was concerned. The design adopted in the study was quantitative survey where information was gathered from 142 firms in the manufacturing concern. The inquiry indicated that the support of top managers, IT infrastructures and the commitment/support of suppliers are all positively linked with e-readiness at an organizational level and this will have a direct link with implementation of e-procurement in the firm.

A study conducted in Nigeria by Ojo (2017) largely focused on e-readiness and its interaction with service delivery. The design adopted by the study was descriptive survey and a total of 784 respondents who were professionals in museums were targeted by the study. It was shown that an appraisal of the e-readiness is linked with improved service delivery. A related study was

done in Nigeria by Adegroye, Oladejo and Yinus (2015) with a focus on e-government and its interaction with service delivery. The study covered three key ministries of the government and a total of 150 questionnaires were formulated and administered to senior staff from these ministries. The response rate stood at 83.3% and the results of the analysis showed that e-government positively enhances the level of service delivery in the public institutions. It was shown that e-government resulted into time saving, reduced costs and increased customer satisfaction.

Mbuvi (2017) sought to bring out the interaction between e-government and service delivery with key emphasis on the County of Nairobi..It was noted that e-government enhanced the level of service delivery. Bett (2018) evaluated the role played by the systems of e-government as far as the provision of services in Kenyan context is concerned. The study used the case of Kericho County. The design adopted was descriptive and the study targeted all the staff in the county of Kericho. The study used simple random sampling where 50 staff was sampled out from IT, finance, and customer care and administration departments. From the results, the study documented that e-government enhances and improves the level of service delivery in an organization.

Khaemba, Muketha andMatoke (2017) conducted a study on factors that shape and determine the ability of citizens in their e-readiness for e-government systems in Kenyan context. The design adopted was desktop survey and the analysis showed that inability to consider users may have an adverse effect on realization of e-readiness in an economic system. Mungai (2017) did a study on the implementation of the strategy of e-government and how this influences the ability of the public sector to perform in view of the Kenyan context. The variables covered by the study included ICT infrastructures, e-level application, e-government institutional framework and e-

government legal framework. The designs adopted included descriptive and explanatory and a total of 13,228 respondents were targeted. The technique used for sampling was multi-stage. Information gathered from primary sources and analyzed indicated that e-governance has significant influence on performance of public sector.

2.6 Conceptual Framework

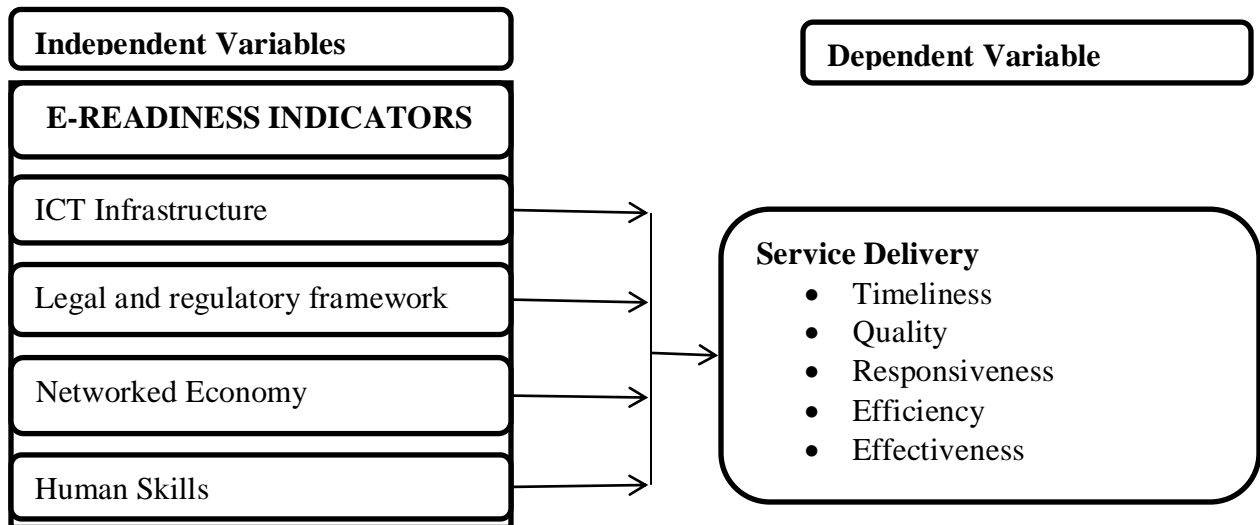


Figure 2.3: E-Readiness and Service Delivery

Source; Author (2020)

From Figure 23, the independent variable was e-readiness and it was operationalized into ICT infrastructure, legal and regulatory framework, connectivity and the human skills. On the other hand, service delivery was dependent variable as operationalized into timeliness, responsiveness, efficiency and effectiveness.

2.7 Summary of Literature and Gaps

Table 2.1: Summary of Literature and Gaps

Author	Study	Findings	Gaps
<u>Geenjali</u> (2011)	the role of ICT in delivery of services in Nepal	ICT associated with improvement in service delivery	The study was done in Nepal; the present study will be conducted in Kenya
<u>Basri, Domini and Jehangir</u> (2011)	the role played by e-readiness as far as the implementation of e-procurement was concerned in Malaysia	the support of top managers, IT infrastructures and the commitment/support of suppliers are all positively linked with e-readiness at an organizational level	The study covered e-procurement as the dependent variable; the present study focus on service delivery
<u>Mbuyi</u> (2017)	to bring out the interaction between e-government and service delivery with key emphasis on the County of Nairobi	e-government enhanced the level of service delivery	The study looked at e-government; the present study focused on e-readiness
<u>Bett</u> (2018)	The role played by the systems of e-government as far as the provision of services in Kenyan context is concerned.	E-government enhances and improves the level of service delivery in an organization.	The study looked at e-government; the present study concentrated on e-readiness

CHAPTER THREE: RESEARCH METHODS

3.1 Introduction

This chapter focuses on research design, target population, data collection and data analyses that will be adopted to achieve the objectives.

3.2 Research Design

Research design is an overall structure that determines how data is collected and analyzed in order to achieve the formulated objectives (Yin, 2017). Research design outlines the step-by-step methods that should be undertaken by the study in order to achieve the objectives. This study adopted a cross sectional, causal and descriptive design. A cross sectional design helped in covering all the State Corporations and a causal design helped in determining the cause effect relationship e-readiness and service delivery. On the other hand, a descriptive design was ideal in describing e-readiness and service delivery with reference to State Corporations in Kenya.

3.3 Target Population

Target population refers to a collection of items, events and individuals that have common features (Kothari, 2004). The study targeted 207 SCs in Kenya (Appendix II). These SCs are categories according to their primary activities that engage in as shown in Table 3.1.

Table 3.1: Target Population

Category/Classification	Population
Interior & Coordination of National Government	2
Devolution and Planning	9
Defence	1
National Treasury	21
Agriculture , Livestock & Fisheries	25
Education, Science and Technology	42
Energy and Petroleum	9
Industrialization and Enterprise Development	14
East African Affairs, Commerce and Tourism	10
Office of The Attorney General and Department of Justice	7
Labor, Social Security and Services	4
Sports, Culture and The Arts	7
Information, Communication and Technology	8
Transport and Infrastructure	13
Environment and Natural Resources	11
Water and Irrigation	13
Lands, Housing and Urban Development	2
Health	9
Total	207

Source; Inspectorate of State Corporations (2020)

3.4 Sampling and Sample Size

The formula by Yamane (1967) below was used in calculating the sample size of the study:

$$n = N / (1 + Ne^2)$$

n = is the desired sample size (when population is less than 10,000)

N = is the target population

e = is the acceptable margin of error estimated at 0.05 (at 95% confidence interval)

$$\text{Therefore, sample size (n) = } 207 \div (1 + 207 (0.0025))$$

$$= 207 \div (1 + 0.5175)$$

$$= 207 \div 1.5175$$

$$n = 136 \text{ SCs}$$

Therefore, the sample size of the study were 136 SCs. The selection of the SCs was done using convenience while ensuring equal representation.

Category/Classification	Population	Sample Size
Interior & Coordination of National Government	2	1
Devolution and Planning	9	6
Defence	1	1
National Treasury	21	14
Agriculture , Livestock & Fisheries	25	16
Education, Science and Technology	42	28
Energy and Petroleum	9	6
Industrialization and Enterprise Development	14	9
East African Affairs, Commerce and Tourism	10	7
Office of The Attorney General and Department of Justice	7	5
Labor, Social Security and Services	4	3
Sports, Culture and The Arts	7	5
Information, Communication and Technology	8	5
Transport and Infrastructure	13	9
Environment and Natural Resources	11	7
Water and Irrigation	13	9
Lands, Housing and Urban Development	2	1
Health	9	6
Total	207	136

3.5 Data Collection

Data was gathered with aid of the questionnaire. Respondents were ICT managers, operations managers and customer service managers who were deemed to have relevant information on e-readiness and service delivery in their organization. The questionnaire was administered through online method (email) owing to the current Corvid-19 pandemic in the country.

3.6 Data Analysis

The analysis was conducted using descriptive statistics like means and standard deviations. The researcher used regression analysis. Table 3.1 gives a summary of how data was analyzed for each objective.

Table 3.2: Summary of Data Analysis

Objective	Data Analysis	Model Specification
To establish the extent of e-readiness among selected state corporations in Kenya	Descriptive statistics <ul style="list-style-type: none"> • Means • Std. Deviation 	
To establish the relationship between e-readiness and service delivery among state corporations in Kenya	Inferential statistics <ul style="list-style-type: none"> • Regression analysis 	$Y = \beta_0 + \beta X_1 + \beta X_2 + \beta X_3 + e$ Where Y=Service Delivery X ₁ = Legal and Regulatory Framework X ₂ = ICT implementation X ₃ = Human Skills
To determine the challenges of achieving e-readiness in among state corporations in Kenya	Descriptive statistics <ul style="list-style-type: none"> • Means • Std. Deviation 	

Source; Author (2020)

CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSION

4.1 Introduction

This chapter documents the findings of analysis based on the data that was obtained.

4.2 Response Rate

From the 136 questionnaires that were administered to ICT managers, operations managers and customer service managers, 95 were filled and returned. This translated into a response rate of 70% which was considered adequate for analysis and reporting according to Babbie (2010).

4.3 General Information

The general information was analyzed and the results are shown in Table 4.3.

Table 4.3: General Information

Gender	Frequency	Percentage
Male	59	62.1%
Female	36	37.9%
Total	95	100.0
Age		
31-35 years	23	24.2%
36-40 years	38	40.0%
41-45 years	27	28.4%
Over 45 years	7	7.4%
Total	95	100.0
Education		
Diploma	13	13.7%
Undergraduate degree	37	38.9%
Masters	45	47.4%
Total	95	100.0
Years of experience		
4-6 years	15	15.8%
7-9 years	27	28.4%
10 years and above	53	55.8%
Total	95	100.0
Years of operation		
6-10 years	11	11.6%
11-15 years	19	20.0%
Over 15 years	65	68.4%
Total	95	100.0
Sector of operation		
Educational	25	26.3%
Financial services,	11	11.6%
Health services	4	4.2%
Agricultural and livestock	14	14.7%
Sport and transportation service	4	4.2%
Land and housing sector	1	1.1%
Information, communication and technology sector	3	3.2%

Other	33	34.7%
Total	95	100.0

In terms of gender, Table 4.1 shows that 62.1% were male and 37.9% were female. On the basis of age, majority represented by 40.0% were 36-40 years while the least being 7.4% were over 45 years. In view of level of education, most of respondents represented by 47.4% had masters while the least being 13.7% had diplomas. On years of experience, it emerged that while 55.8% had worked for over 10 years, the least being 15.8% had worked for 4-6 years. The findings on years of operation were that while 68.4% had operated for over 15 years, 11.65 had been in operation for 6-10 years. In terms of the sector of operation, it emerged that majority of the organizations being 34.7% were operating in other sectors that had not been indicated on the list including insurance, manufacturing and financial services while the least being 1.1% were drawn from land and housing sector.

4.4 Extent of e-readiness among state corporations in Kenya

4.4.1 ICT Infrastructure

Table 4.4.1 gives an overview of findings.

Table 4.4.1: ICT Infrastructure

Statements on ICT Infrastructure	Mean	Std. Dev
The organization networks have adequate bandwidth	3.98	.721
The networks are reliable and always available	3.84	.841
The networks and computers are well secured	3.83	.709
The organization has adequate database	3.76	.764
Computers are well networked	3.73	.827
The organization has adequate software in ICT infrastructure	3.72	.972
Each department is well stocked with computers in this organization	3.69	.730
Average	3.79	.795

Source: Research Data (2022)

Among the studied organizations, Table 4.4.1 shows that there were networks with adequate bandwidth (M=3.98, SD=0.721) and that these networks were reliable and always available (M=3.84, SD=0.841). This means that e-readiness in the studied organizations was characterized

by networks that had sufficient bandwidth besides their reliability and availability. The study observed that the networks and computers were well secured (M=3.83, SD=0.709) besides existence of adequate databases (M=3.76, SD=0.764). This means that there was safety of the systems and the organization had capacity to handle huge volume of data because of availability of the database. The study observed that computers were well networked (M=3.73M SD=0.827), the organization had adequate software in ICT infrastructure (M=3.72, SD=0.972) and that each department was well stocked with computers (M=3.69, SD=0.730). The implication drawn from the findings in Table 4.4.1 is that e-readiness was in place in the studied organizations.

4.4.2 Legal and Regulatory Framework

Consider Table 4.4.2.

Table 4.1: Legal and Regulatory Framework

Statements on Legal and Regulatory Framework	Mean	Std. Dev
The available laws in the country support ICT activities in this organization	3.69	.730
The organization has well established regulatory framework governing e-readiness	3.73	.827
The organization has ICT policy in place	3.98	.721
The country has enacted relevant legislations that have promoted e-readiness in this organization	3.84	.841
The organization has measures for enforcing its ICT policy	3.83	.709
Average	3.81	0.766

Source: Research Data (2022)

Table 4.4.2 indicate that there was a legal and regulatory framework in regard to e-readiness (M=3.81, SD=0.766). Through this, the organizations were able to have in place ICT policies (M=3.98, SD=0.721) and that the country had enacted relevant legislations that had promoted e-readiness in the studied organizations (M=3.84, SD=0.841). It became evident that there were measures for enforcing ICT policies (M= 3.83 , SD=0.709), the organization had well established regulatory framework governing e-readiness (M=3.73, SD=0.827) and that the

available laws in the country supported ICT activities in the studied organizations (M=3.69, SD=0.730).

4.2.3 ICT implementation

Table 4.4 summarizes evidence on ICT implementation

Table 4.2: ICT implementation

Statements on ICT implementation	Mean	Std. Dev
The organization has implemented ICT for use in acquisition of resources	3.76	.764
The organization has implemented ICT for use in performance of duties	3.76	.972
The organization has implemented ICT for use in payment processes	3.75	.871
The organization has implemented ICT for use in communication with its stakeholders	3.88	.909
Average	3.79	0.879

Source: Research Data (2022)

Table 4.4 indicate that there was ICT implementation in the studied organizations (M=3.79, SD=0.879). Through this, the organizations were in position to implement ICT for use in communication with its stakeholders (M=3.88, SD=0.909) besides implementing ICT for use in performance of duties (M=3.76, SD=0.972). The study shared that the organizations implemented ICT for use in acquisition of resources (M= 3.76, SD=.764) besides implementing ICT for use in payment processes (M=3.75, SD=0.871).

4.2.4 Human Skills

Table 4.5 is a breakdown on human skills

Table 4.3: Human Skills

Statements on Human Skills	Mean	Std. Dev
There are adequate qualified ICT staff in this organization	3.51	.733
The ICT staff in this organization are trained regularly	3.53	.845
Average	3.52	0.789

Source: Research Data (2022)

The study observed that human skills were relatively low when it came to e-readiness in the studied organizations (M3.52, SD=0.789). This was in terms of regular training of ICT staff (M=3.53, SD=.845) and having adequate qualified ICT staff (M=3.51, SD=0.733). Therefore, legal and regulatory framework was highly ranked followed by ICT Infrastructure, ICT implementation and lastly human skills.

4.5 Relationship between e-readiness and service delivery

The relationship between e-readiness and service delivery in SCs in Kenya was determined through regression analysis.

Table 4.4: Relationship between e-readiness and service delivery

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.777	.604	.591	.75922

Source: Research Data (2022)

The findings in able 4.6 indicate that 59.1% variation in service delivery among State Corporations is explained by e-readiness (Adjusted R²=0.591). This means that aside from e-readiness, there are other factors that explain service delivery which should be the focus of future studies. Table 4.7 is a breakdown of the ANOVA findings.

Table 4.5: ANOVA Findings

	Sum of Squares	df	Mean Square	F	Sig.
Regression	79.967	3	26.656	46.244	.000 ^b
Residual	52.454	91	.576		
Total	132.421	94			

Source: Research Data (2022)

Table 4.7 shows that on overall, the regression model used in the study was significant (F=46.244, p<0.05).

Table 4.6: Beta Coefficients

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	β	Std. Error	Beta		
(Constant)	6.894	1.003		6.875	.000
Legal and Regulatory Framework	.116	.050	.155	2.312	.023
ICT implementation	.115	.032	.031	3.594	.013
Human Skills	.437	.040	.733	10.927	.000

Source: Research Data (2022)

$$Y=6.894+0.116X_1+0.115X_2+0.437X_3$$

Where

Y=Service Delivery; X_1 = Legal and Regulatory Framework; X_2 = ICT implementation and X_3 = Human Skills

Table 4.8 shows that human skills ($\beta=0.437$ & $p<0.05$) had the greatest, positive and significant relationship with service delivery followed by legal and regulatory framework ($\beta=0.116$, $p<0.05$) and lastly ICT implementation ($\beta=0.115$, $p<0.05$). Thus, it can be inferred from the findings in Table 4.7 that e-readiness has positive and significant relationship with service delivery.

4.4 Challenges of achieving e-readiness

Table 4.7: Challenges of achieving e-readiness

Statements	Mean	Std. Dev
Inadequate training facilitation has been a challenge for this organization to achieve e-readiness	4.08	.820
The limited finances are not adequate to meet the budget for realizing e-readiness in this organization	4.03	.721
Difficulty of acquiring of qualified ICT personnel has limited achievement of e-readiness in this organization	3.91	.833
There are security issues that have affected achievement of e-readiness in this organization	3.88	.909
Achievement of e-readiness in this organization has been hampered by inadequate support from the top management	3.83	.845
Resistance to change in new ways of technologies has affected achievement of e-readiness in this organization	3.81	.733
The incompatibility of the ICT infrastructures affects achievement of e-readiness in this organization	3.75	.871
Average	3.90	.819

Source: Research Data (2022)

Table 4.9 indicate that the studied organizations did encounter challenges as they strived to achieve e-readiness (M=3.90, SD=0.819). These challenges include inadequate training facilitation (M=4.08, SD=0.820), limited finances (M=4.03, SD=0.721) and difficulty of acquiring of qualified ICT personnel (M=3.91, SD=0.833). Other challenges included security issues (M=3.88, SD=0.909) inadequate support from the top management (M=3.83, SD=0.845), Resistance to change in new ways of technologies (M=3.81, SD= 0.733) as well as incompatibility of the ICT infrastructures (M=3.75 , SD=0.871).

4.5 Discussion

E-readiness was evident in the studied state corporations in Kenya. This finding is consistent with Alaaraj and Ibrahim (2014) who shared that e-readiness has emerged as an important concept at the government, organization and citizen level. Wickberg (2013) noted that e-readiness has emerged as an important tool in reduction of corruption, promotion of accountability and transparency especially in the public sector. Oye (2013) noted that e-readiness covering the application of mobile phones and the websites has played an important role in reporting incidences of corruption, accessibility to financial information and monitoring the level of efficiency. Zambrano and Seward(2013) observed that at a country level, e-readiness describes the extent which a country and its associated economies have put in place ICT infrastructures where individuals and firms operating in that country have adopted these infrastructures. It is from the data that various firms have published that a country is able to determine its e-readiness.

E-readiness has immensely contributed towards service delivery in the State corporations in Kenya. Thus, e-readiness has positive and significant relationship with service delivery. These findings agree with Geenjali (2011) who established that organizational including the issues of

ICT are associated with improvement in service delivery in an organization. Ojo (2017) established that an appraisal of the e-readiness is linked with improved service delivery. Adegoroye, Oladejo and Yinus (2015) noted that e-government resulted into time saving, reduced costs and increased customer satisfaction.

In particular, human skills had the greatest, positive and significant relationship with service delivery followed by legal and regulatory and lastly ICT. This finding agrees with Basri, Domini and Jehangir (2011) indicated that the support of top managers, IT infrastructures and the commitment/support of suppliers are all positively linked with e-readiness at an organizational level and this will have a direct link with implementation of e-procurement in the firm. An organization should overcome a number of challenges in its efforts to achieve full e-readiness. These challenges revolve around inadequate training, limited finances and difficulty of acquiring of qualified ICT personnel. Other challenges include security issues, inadequate support from the top management, resistance to change in new ways of technologies as well as incompatibility of the ICT infrastructures.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

A recap of the key issues in the study are discussed. The conclusions are also provided with recommendations. The limitations are also raised with the areas that need further research.

5.2 Summary

A summary of the analyzed findings is presented in this section

5.2.1 Extent of e-readiness among state corporations in Kenya

There were networks with adequate bandwidth and that these networks were reliable and always available. The study observed that the networks and computers were well secured besides existence of adequate databases. The study observed that computers were well networked, the organization had adequate software in ICT infrastructure and that each department was well stocked with computers. There was a legal and regulatory framework in regard to e-readiness ICT implementation in the studied organizations. Human skills were relatively low when it came to e-readiness in the studied organizations.

5.2.2 Relationship between e-readiness and service delivery

It emerged that over half proportionate variation in service delivery among State Corporations is explained by e-readiness. Human skills had the greatest, positive and significant relationship with service delivery followed by legal and regulatory framework and lastly ICT implementation. Thus, it can be inferred that e-readiness has positive and significant relationship with service delivery.

5.2.3 Challenges of achieving e-readiness

The studied organizations did encounter challenges as they strived to achieve e-readiness. These challenges include inadequate training facilitation, limited finances and difficulty of acquiring of qualified ICT personnel. Other challenges included security issues, inadequate support from the top management, resistance to change in new ways of technologies as well as incompatibility of the ICT infrastructures.

5.3 Conclusion

E-readiness was evident in the studied state corporations in Kenya. This e-readiness was characterized by networks that had sufficient bandwidth besides their reliability and availability. There was safety of the systems and the organization had capacity to handle huge volume of data because of availability of the database. Computers were well networked, the organization had adequate software in ICT infrastructure and that each department was well stocked with computers.

E-readiness has immensely contributed towards service delivery in the State corporations in Kenya. In particular, human skills had the greatest, positive and significant relationship with service delivery followed by legal and regulatory and lastly ICT. Thus, e-readiness has positive and significant relationship with service delivery.

An organization should overcome a number of challenges in its efforts to achieve full e-readiness. These challenges revolve around inadequate training, limited finances and difficulty of acquiring of qualified ICT personnel. Other challenges include security issues, inadequate support from the top management, resistance to change in new ways of technologies as well as incompatibility of the ICT infrastructures.

5.4 Recommendations for Management, Policy and Practice

The management of the SCs in Kenya should strive to improve on connectivity so as to significantly enhance on service delivery. The policy makers in Government should establish relevant legal and regulatory framework so as to enhance service delivery. The study recommends the ICT practitioners working among SCs in Kenya should invest more resources in strengthening connectivity as an indicator of e-readiness in their organization so as to enhance service delivery. The human resource managers working in the State corporations in Kenya should organize for more training among employees on the need for adoption of e-readiness. The top management team of the State Corporations in Kenya should demonstrate their commitment towards e-readiness efforts.

5.5 Limitations of the Study

The information was gathered in its primary form. However, there was a challenge during administration of the questionnaire to the respondents physically owing to the Covid-19v pandemic that meant social distancing. To overcome this challenge, online platforms were embraced in administration of the tool of the inquiry.

5.6 Areas for Further Research

Other dependent parameters aside from service delivery need to be of focus. These other indicators may include performance or competitive advantage. The focus of the future studies should be non-State Corporations firms for instance the commercial banks. Future studies can also be conducted focusing on

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APPENDICES

Appendix I: Questionnaire

SECTION A: GENERAL INFORMATION

Respondent

1. Kindly indicate your gender?

Male

Female

2. Kindly indicate your age bracket in years:

25 years or less 26-30years

31-35 years 36-40 years

41-45 years Over 45 years

3. What is your highest level of education?

Diploma

Undergraduate degree

Masters

Others, specify

4. How long have worked in the organization?

3 years and below

4-6 years

7-9 years

10 years and above

5. Organization: _____

6. When was the organization established?: _____

7. How many employees does the organization have?.....

8. How many branches does the organization have?.....

9. How long has the organization been in operation?

5years or less [] 6 – 10years [] 11– 15years [] Over 15years []

10. In which sector organization is ?

Manufacturing, []

Educational, []

Financial services, []

Health services, etc []

Agricultural and livestock []

Sport and transportation service []

Hospitality service []

Land and housing sector []

Insurance service []

Information, communication and technology sector []

Others specify

SECTION B: SERVICE DELIVERY

1. Indicate the extent to which the organization has performed according to each of the following measures of service delivery: 1= no extent; 2=little extent; 3=moderate extent; 4=great extent; 5=very great extent

Statements	1	2	3	4	5
timely response to the needs of the customers					
timely response to customer complaints					
service delivery efficiency					

service delivery effectiveness					
timely delivery of services					
Customer satisfaction					
Service reliability					

SECTION C: EXTENT OF E-READINESS

5. To what extent do you agree with the following statements on ICT Infrastructure in your organization? Use a scale of 1-5, where 1=not at all, 2=little extent, 3=moderate extent, 4=great extent and 5=very great extent.

Statements on ICT Infrastructure	1	2	3	4	5
Each department is well stocked with computers in this organization					
Computers are well networked					
The organization networks have adequate bandwidth					
The networks are reliable and always available					
The networks and computers are well secured					
The organization has adequate database					
The organization has adequate software in ICT infrastructure					

6. To what extent do you agree with the following statements on legal and regulatory framework that relates with e-readiness in your organization? Use a scale of 1-5, where 1=not at all, 2=little extent, 3=moderate extent, 4=great extent and 5=very great extent.

Statements on Legal and Regulatory Framework	1	2	3	4	5
The available laws in the country support ICT activities in this organization					
The organization has well established regulatory framework governing e-readiness					
The organization has ICT policy in place					

The country has enacted relevant legislations that have promoted e-readiness in this organization					
The organization has measures for enforcing its ICT policy					

7. To what extent do you agree with the following statements on ICT implementation as related with readiness in your organization? Use a scale of 1-5, where 1=not at all, 2=little extent, 3= moderate extent, 4=great extent, and 5=very great extent.

Statements on ICT implementation	1	2	3	4	5
The organization has implemented ICT for use in acquisition of resources					
The organization has implemented ICT for use in performance of duties					
The organization has implemented ICT for use in payment processes					
The organization has implemented ICT for use in communication with its stakeholders					

8. To what extent do you agree with the following statements on human skills as related to e-readiness in your organization? Use a scale of 1-5, where 1=not at all, 2=little extent, 3=moderate extent, 4=great extent and 5=very great extent.

Statements on Human Skills	1	2	3	4	5
There are adequate qualified ICT staff in this organization					
The ICT staff in this organization are trained regularly					
The organization has sufficient ICT staff					

SECTION D: CHALLENGES OF ACHIEVING E-READINESS

9. To what extent do you agree with the following statements on challenges of achieving e-readiness in your organization? Use a scale of 1-5, where 1=Strongly Disagree; , 2=Disagree; 3=Neutral; 4=Agree; and 5=Strongly Agree.

Statements	1	2	3	4	5
The incompatibility of the ICT infrastructures affects achievement of e-readiness in this organization					
There are security issues that have affected achievement of e-readiness in this organization					
Resistance to change in new ways of technologies has affected achievement of e-readiness in this organization					
Achievement of e-readiness in this organization has been hampered by inadequate support from the top management					
Difficulty of acquiring of qualified ICT personnel has limited achievement of e-readiness in this organization					
Inadequate training facilitation has been a challenge for this organization to achieve e-readiness					
The limited finances are not adequate to meet the budget for realizing e-readiness in this organization					

THANK YOU