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Complaints Infrastructure and Tutor Motivation in Public Teacher Training Colleges in the Eastern Region of Kenya

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Abstract:
Complaints resolution has been highlighted as a good management tool because where complaints are adequately managed, the motivation of tutors is increased, and the institution's performance is enhanced. Performance of Public Teacher Training Colleges in national examinations has been declining at an alarming rate, pointing to possible low motivation levels among tutors. The purpose of this study was to determine the influence of complaints resolution infrastructure on tutor motivation. The study was anchored on the systems theory. Correlation research design was applied in this study. The target population for the study was 342 tutors and 25 complaints resolution committee members in five Public Teacher Training Colleges in the Eastern Region of Kenya. Sampling was purposive for the PTTCs and the complaints resolution committees, while stratified random sampling was used to sample tutors. A total of 185 respondents participated in the study sampled using Krecjie and Morgan table of sampling. Data were collected using questionnaires for tutors and complaints resolution committee members. An observation checklist was also used by the researcher to record pertinent information. Pearson's Correlation Coefficient was used to establish the link between the variables. The study found out that there was a positive correlation between a college having complaints resolution infrastructure and tutor motivation R= 0.982 P-value 0.000 at 1% (0.01). The study recommended that PTTCs need to nurture a complaints culture by providing the requisite infrastructure. In addition, there is a need to provide complaints committees with resources to improve tutor morale and enhance the provision of sustainable teacher training services.

Keywords: Complaints infrastructure, complaints resolution, tutor motivation, public teacher training colleges

1. Background to the Study

Complaints resolution is a relatively new concept in the Education sector in Kenya though it has been practiced successfully in other sectors worldwide, especially in business and health care services. The practice of complaints resolution began in Public Teacher Training Colleges (PTTCs) in 2009/2010 financial year (FY) when the resolution of public complaints indicator was introduced in the performance contracting (PC) framework. In order to ensure a better response to tutor concerns and provide quality teaching services, PTTCs have developed various complaints resolution mechanisms as required. These include:

- Provision of service charters,
- Installation of complaints boxes, and
- Establishment of internal complaints handling committees

Since then, PTTCs have been resolving complaints internally and sending quarterly and annual reports to the Commission on Administrative Justice (CAJ), which is responsible for evaluating complaints resolution targets in PCs for public institutions in Kenya. Resolution of complaints offers education institutions an opportunity to understand their customers and ensure that the concerns they raise are quickly resolved. Unresolved complaints can affect the motivation of tutors; as such, it is prudent for colleges to ensure tutors' complaints are adequately managed by establishing an effective and efficient complaints infrastructure.

Establishing an elaborate complaints infrastructure is crucial for organizations that desire to cultivate a good complaints culture (NSW, 2017). The same can also be said to apply to educational institutions such as PTTCs. Complaints infrastructure helps tutors to air their complaints. Fornel and Wenerfelt (1998) argued that complaints management is about facilitating the expression of complaints and their dissemination within the organization. Good complaints handling systems are characterized by a design that facilitates certainty and efficiency, as noted by Onyango (2012). According to Garding and Bruns (2015), various channels, including mail, email, hotlines, and face-to-face conversations, can be used to

register complaints in institutions. However, it is worth noting that these are not the only channels that institutions can use. Hence, PTTCs should endeavor to establish complaints channels to suit the needs of tutors. The absence of complaints infrastructure can render complaints resolution systems unproductive in colleges.

1.1. Statement of the Problem

Since the early 1990s, the public sector in Kenya has been undergoing reforms intended to:

- Promote a performance-oriented culture that seeks to improve the process through which public organizations operate to Increase efficiency and effectiveness, and
- Cultivate a culture of client-oriented, mission-driven, and enhanced management (Obong'o, 2009)

These changes introduced performance contracts (PCs) in the public service in 2004. Later, Complaints resolution as an indicator in PCs was introduced in the 2009/2010 financial year to address issues that undermined the endeavor of public institutions to optimize their performance. Going by the declining performance of teacher trainees in national examinations, PTTCs cannot be said to be achieving their objective as envisaged. Hence, there is the need to find out the impact of complaints mechanisms in PTTCs regarding tutor motivation. There is a close connection between the resolution of tutor complaints and their motivation. Vanbaren (2010) defined teacher motivation as the process of stimulating a teacher's desire and energy to perform their duties effectively. Teacher motivation has also been defined as the willingness, drive, or desire to engage in good teaching (UNESCO, 2011). From this point of view, tutor motivation in this study will be taken to mean those forces or stimuli that drive tutors in PTTCs to develop and sustain certain behavior and attitudes toward their work

Several studies have established the relationship between a conducive environment and tutors' motivation. For instance, a study by Thiong'o (2012) on Employee motivation in the Teachers Service Commission (TSC) Kenya indicated that in the modern-day work environment, motivation has become an important aspect, and employers have a duty to motivate workers in order to be able to realize the goal of the organization. Similarly, Nyakundi (2012), in her study on factors affecting teacher motivation in Thika West, found that 66% of teachers were motivated by their work environment because they were provided with adequate facilities and resources. This study considers complaint resolution infrastructure in PTTCs a very important environmental motivational factor, given that failure by the administrators in PTTCs to consider tutors' opinions can impact their motivation levels. Not much research has been done to establish how the existence of complaint resolution infrastructure influences the motivation of tutors in PTTCs. Therefore, this study sought to establish the link between the availability of complaints infrastructure and the motivation of tutors in PTTCs in the Eastern region of Kenya.

1.2. Purpose of the Study

The purpose of this study was to determine the link between complaints resolution infrastructure on tutor motivation.

1.3. Research Questions

The study sought to answer the following questions:

- To what extent does complaints infrastructure exist in PTTCs in the Eastern region of Kenya?
- What is the link between complaints resolution infrastructure and tutor motivation in PTTCs in Eastern Kenya?

1.4. Theoretical and Conceptual Framework

This study adopted the systems theory of management as quoted by Ackoff (1972). He observed that a system is more than a sum of its parts; it is an indivisible whole. It loses its essential properties when it is taken apart, and every system may be part of a larger system. This theory can be traced to the works of a German biologist named Ludwig Von Bertalanffy (1968), who defined an organism as an integrated system of interdependent structures and functions. Further, a system is an organized collection of people, machines, and materials required to achieve a specific goal and tied together by communication links (Skyttner2005). According to Ackoff, a purposeful system is formed by linking work, people, and things and examining their social, cultural, and psychological implications.

A system uses its own goals to assess its performance and seeks feedback on the quality of its functioning. As a result, an institution keen to improve its performance must put emphasis on things that are likely to affect its performance by modifying its operations to facilitate the achievement of goals (Skyttner, 2005). The main objective of PTTCs is churning out teachers who are well equipped for the profession hence the need for colleges to address issues likely to impede the achievement of this objective. PTTCs should endeavor to establish complaints mechanisms in all departments to get feedback from the tutors and minimize the operational risks of unmotivated workers, such as absenteeism and poor quality work (Badubu, 2017).

PTTCs, being open systems, must change to maintain themselves in a dynamic environment. The Burke-Litwin model of an organization jion shows that the external environment is the input in a system, whereas the individual and organizational performance is the output. Still, other organizational variables like leadership, management practices, motivation, work environment, and policies are included because they are instrumental in determining the work output of tutors. According to Beer (1985), every manager in an organization should think about what the organization does, keep watch of the external environment, manage internal operations, and regulate internal conflicts. All organizations are bound to experience tensions due to the interactions in the system. Therefore, PTTCs need to ensure that complaints resolution mechanisms function in every department to reduce the buildup of problems that, if left unattended, eventually

become complaints. PTTCs need to develop managerial relationships that are fluid and flexible rather than the current ones, which are perceived to be rigid.

1.5. Conceptual Framework

In this study, the compliant infrastructure was considered the cornerstone of the system of handling and resolving complaints in the PTTCs. Thus, all other sub-systems' lodging of complaints, complaints response, and complaints audit depend on an effective and efficient complaints infrastructure. This is clearly illustrated in the following conceptual framework.
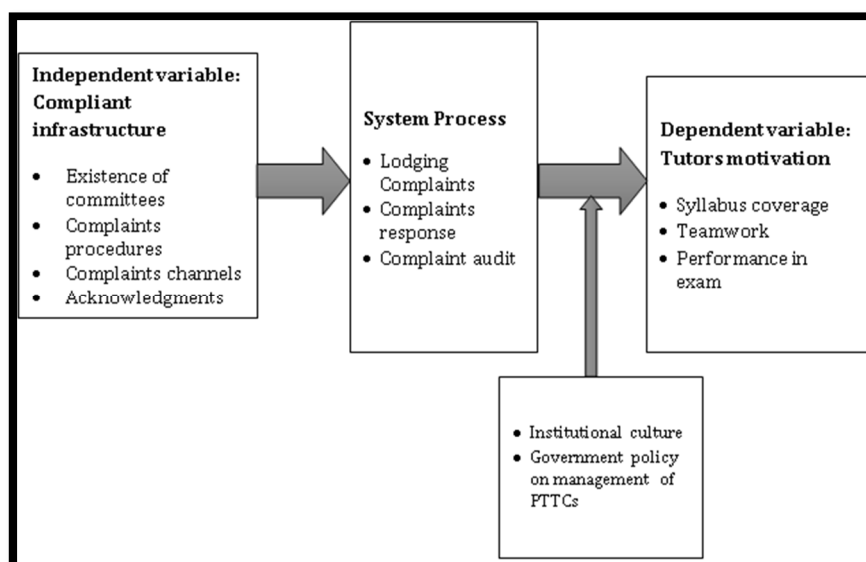

Figure 1: Conceptual Framework

From figure 1, complaints infrastructure is considered a key platform upon which lodging of complaints and generation of complaints response is done. It is also clear from the conceptual framework that an audit of any complaints lodged can easily be done from a well-maintained complaints infrastructure. As shown in the figure, it is also clear that complaints infrastructure will highly depend on the government policies regulating PTTCs and the individual institutional culture. The study hypothesizes that an effective and efficient compliant infrastructure can lead to high tutors motivation which will result in efficient coverage of syllabuses, high teamwork, and improved students' performance in examinations.

2. Literature Review

This section highlights important literature on complaints infrastructure and how it is linked to the motivation of tutors in PPTCs.

2.1. Complaints Infrastructure and Motivation of Tutors

The ability of an organization to establish a complaint soliciting culture is a key element of good complaints practice (Stone, 2011). It is important for colleges to have a comprehensive framework and to provide a clear structure for handling complaints. Reliable complaints infrastructure attracts tutors as well as employees to register their complaints. Cowan and Anthony (2008) noted that the importance of complaints systems in organizations is to help them learn and improve. The Scottish Public Service Ombudsman Guidelines (2011) further showed that the right complaints culture can pay dividends in organizations by restoring trust, cutting costs, reducing recurring complaints that strain resources, improving employee morale, and enhancing the provision of sustainable services. The Kenya public sector complaints handling guidelines KPSCHG (2016) outline the following as principles of effective complaints systems:

- Fairness,
- Accessibility,
- Efficiency,
- Responsiveness,
- Confidentiality and
- Flexibility

While it might be concluded that there is no universal way of handling complaints, there is a high degree of commonality regarding the key principles and priorities in complaints resolution.

The purpose of a complaints procedure is relevant to its users only if it is effective. Stone (2011) argued that a lack of common understanding of the purpose of complaints infrastructure can be a source of dissatisfaction amongst users. Therefore, being clear about the terms of reference of the procedure is critical. Complaints handling is also influenced by legislation. Hence, clear service statements are important in reducing incidences of complaints. PTTCs must endeavor to provide clear service statements to minimize unrealistic complaints. A good example of service statements is service charters. They are powerful tools for fostering public service because they focus on the service to be delivered, measure

performance, and initiate improvements (Sharma & Agnihotri, 2001). Complaints procedures should be as easy as possible, and customers should know where to report their complaints. Moreover, complaints channels should be publicized for people to use, and the outcomes of complaints should be visible. This creates confidence in the complaints process, encouraging tutors to register their issues. A study by Senevirante and Crackwell (1988) found out that 58% of citizens surveyed in England did not know that their local authority had a complaints procedure and hence did not register their dissatisfactions. If a complaints procedure is to be effective as a means of democratic accountability and good administration, it must be accessible to all the public. Indeed, complaints procedures must be clear so that everyone knows how to press their complaints and how they will be treated in the process (Atkins, 1992).

Tutors need to be provided with a wide choice of channels to register their complaints. Mattilla & Wirtz (2004) define a complaint channel as the medium by which a customer submits a complaint to a company. Garding and Bruns (2015), in their study Channel of choice in complaints management, note that typically there are several communication channels available to consumers to address complaints, such as mail, email, calling hotlines, and face-to-face. They also find that people are intimidated by having to make written complaints and instead prefer to make complaints on the telephone or verbally. With the widespread use of technology in the 21st century, other channels have also emerged, and the use of technology may replace face-to-face complaints for many people. Considering social networks as a new complaint channel might be not only convenient but also obviate bad word of mouth by motivating people to contact relevant organizations directly. The Commission on Administrative Justice (CAJ) Kenya 2016 Annual Report indicates that social media has made the Commission more accessible, with the interactions on Twitter and Facebook growing by 40%. This indicates that social media continues to be a vibrant platform for engaging the public hence the need for PTTCs to consider engaging technology in the complaints processes. Complaint channels provided by the colleges must be suitable for providing tutors with satisfaction and confidence in the complaints resolution process. Halstead (1991) posits that the availability of communication channels is a compulsory component of corporate management. Complaint management has been widely researched with regard to complainant satisfaction with complaints channels. However, not all findings are complementary. Thus, it is needed to find out how the availability of complaints channels has helped tutors in having their complaints resolved.

It is not just enough for PTTCs to have complaints procedures and available channels for complaints. According to Onyango (2012), complaints handling facilities must be designed in a manner that ensures all complaints are relayed to the decision makers for review and action within a reasonable timeframe. Good complaints handling focuses on training and effective recruitment of complaints handling staff to get the right people for the job (Onyango, 2012). Complaints committees in colleges own the management of complaints from initial reporting to resolution. They ensure tracking, monitoring, and reporting of complaints to internal groups, external bodies, and regulatory agencies such as the CAJ in the case of Kenya. Complaints management requires the active involvement of all staff with clear points of accountability, tracking, monitoring, and reporting. Good complaints resolution should be spontaneous (Teleghani, 2011). As such, all members of staff should be empowered to resolve complaints because most tutors want instant solutions to their complaints. The 2016 Annual report by the CAJ showed that in 2016 a total of 2055 public service officers, including complaints officers and senior managers, were trained in complaints handling with the expectation of improving the resolution of complaints within the public service. PTTCs participated in the training, which implies that complaints handling staff in the colleges had been exposed to complaints resolution strategies. Training of staff does not only make them efficient but also creates spontaneous cooperation. Organization training creates indebtedness in employees resulting in more commitment. Therefore, developing and implementing training programs is a necessary strategy to motivate workers. Complaints committees need a degree of independence for objectivity (Haji 2015). Increased autonomy increases the productivity of the committees and enhances their capabilities and motivation to accept new challenges. As such, many organizations with good complaints policies have complaints offices or designated complaints desks. Employees who deal with customers represent the organization in the eyes of the customer, so the best complaints handling procedure operates with skilled and trained staff (Scriabina & Fomichov, 2005). Appropriate complaint resolution leads to customer satisfaction resulting in increased performance, confidence, loyalty, and lasting relationships. Complaints infrastructure allows tutors to take part in decision-making in the institution. Johnson and Birkeland (2003) found that teachers in schools with an integrated professional culture where teachers could take part in decision-making in a participatory manner were motivated to remain in the school.

Employee conditions are a great source of complaints. It is, therefore, important for management to create a working environment where every tutor is highly motivated and feels valued. According to Macfie (2002), work environment significantly impacts employees' performance and productivity. The processes, systems, structures, and conditions in the workplace have a favorable or unfavorable impact on individual performance. Policies, rules, culture, resources, working relationships, work location, and internal and external environmental factors influence how a person performs their job. Owens (2004) identified the work environment as an important factor in teacher motivation. Hence, great attention should be given to improving work-related conditions for tutors to improve the quality of education. Ouchi's Theory Z advocates participatory management as a technique for improving employee motivation. Providing complaints infrastructure is necessary for enhancing tutor participation. However, not much has been documented on the extent to which complaints infrastructure has improved the motivation levels of tutors in PTTCs, hence the need for this study.

3. Research Methodology

3.1. Research Design

The study used a correlation research design. According to Brook (2013), correlation research design involves measuring two or more factors to determine the extent to which the values for the factors change in an identifiable pattern. Further, correlation design was found suitable when a researcher wants to explore the extent to which two or more variables are related (Creswell, 2008; Wambugu, Ndunge, Nyonje, & Mbii, 2015). The design was appropriate for this study since it would help show the link between the variables of the study and consequently enable the researcher to establish the relationship between the availability of complaints infrastructure and the motivation of tutors in PTTCs in the Eastern region of Kenya.

3.2. Target Population

The target population for this study was five PTTCs in the Eastern region of Kenya. The study targeted 342 tutors and 25 complaints resolution committee members in all study PTTCs as shown in table 1.

Institution/TTC	Kigari	Egoji	Meru	Kitui	Machakos	Total
Tutors	73	67	66	63	73	342
Committee members	5	5	5	5	5	25
Total	78	72	71	68	78	367

Table 1: Target Population
Source: TSC Eastern Regional Office

A sample size of 181 tutors was proportionately determined using the Krejcie and Morgan (1990) sampling table from a population of 342 tutors. The researcher used academic departments and gender as the strata for the sample population to ensure fairly equal representation. After stratification by department and gender, tutors were randomly sampled. Affirmative action was used where some departments had a dominant gender. The researcher used simple random sampling to sample the tutors in the departments. All complaints committee members purposively formed part of the sample because they were considered to have crucial information for the study.

3.3. Research Instruments and Data Analysis

A five-point Likert-type questionnaire was used as the main source of collecting quantitative data, while an observation checklist was used to complement the data collected through the questionnaire. Construct validity of the instruments was determined using the expert opinion of the university supervisors. The researcher used members of complaints committees for content validity to establish the accuracy and consistency of content in the items. The researcher ensured that the items in the instruments were accurate before the actual data collection for the study. The reliability of instruments was established using Cronbach's alpha coefficient. The questionnaires were found to have a coefficient of 0.96, which was above the minimum threshold of 0.07. Frequencies, percentages, mean values, and standard deviation were used as descriptive statistics to measure the magnitudes of the variables based on their indicators. Pearson's correlation coefficient was used to establish the relationship between complaints infrastructure and tutors' motivation.

4. Research Findings and Discussions

This section presents findings and discussions on the two research questions presented in the following sub-topics:
- Existence of complaints infrastructure in PTTCs in the Eastern region of Kenya, and
- The link between complaints resolution infrastructure and tutor motivation in PTTCs in the Eastern region of Kenya

4.1. Existence of Complaints Infrastructure in PTTCs in the Eastern Region of Kenya

The study established that complaints handling committees existed in all the teacher training colleges studied. Complaints committees are an essential aspect of compliant management infrastructure that can impact tutors' motivation. Further, the study sought to establish the duration taken by members of the committees in their current station and the length they have served in their current committees. The results are shown in table 2.

	Category	Frequency	Percentage
Duration in the current station			
	Below 5	7	28.0
	6-10 years	6	24.0
	11-15 years	3	12.0
	16-20 years	9	36.0
Duration in complaints committee	Below 3 years	2	8.0
	4-6 years	11	44.0
	7-9 years	9	36.0
	Over 10 years	3	12.0

Table 2: Duration in Current Station and Serving in the Complaints Committee

Table 2 shows that a notable 12(48%) number of committee members had been in their current station for more than 10 years, and only 7(28%) had been in the working stations for less than 5 years. Those who had been in the institutions for a short period were found to have complaints resolution experiences from their previous stations. Therefore, the committees were found to have an adequate understanding that helps resolve the unique concerns of their institutions. Regarding how long they had served in complaints committees, 18 (80%) respondents were found to have served for 4-9 years, which meant they had requisite experience in complaints resolution. The complaints handling guidelines provided by the Commission of Administrative Justice are not specific on the tenure of office. Hence, some colleges were found to have committee members serving for extended periods, which could compromise the procedures.

4.1.1. Complaints Committee Members' Views on Complaints Infrastructure

The views of members of complaints committees on complaints infrastructure in the colleges were sought since they are the ones who deal with complaints in the colleges on a daily basis. Table 3 represents the findings.

	5		4		3		2		1		Mean	SD
	n	%	n	%	n	%	n	%	n	%		
Availability of a college complaints procedure	19	76	3	12	3	12	0	0	0	0	4.16	1.184
Committee has familiarized tutors with the procedure	13	52	6	24	3	12	3	12	0	0	4.56	0.846
Tutors are provided with adequate complaints channels	19	76	3	12	1	4	2	8	0	0	3.64	1.163
Tutors always make use of established complaints channels	7	28	10	40	2	8	4	16	2	8	3.28	1.270
Complaints committee is provided with adequate resources	3	12	13	52	0	0	6	24	3	12	3.12	1.418
Committee has the skills to handle complaints	2	8	10	40	5	20	5	20	3	12	4.40	0.666
Availability of a complaints-point in the college	16	64	3	12	6	24	0	0	0	0	4.64	0.832
Complaints office/ desk is always open to tutors	4	16	15	60	3	12	0	0	3	12	4.16	1.184
Grand mean											4.0	

Table 3: Complaints Infrastructure for Complaints Committee
Strongly Disagree-1, Disagree-2, Neutral-3, Agree-4, and Strongly Agree-5

The majority of the complaints committee members (19), with a percentage of 76%, strongly agreed that colleges had complaints procedures. More than half of the committee members (13), with a percentage of 52%, also strongly agreed that tutors were familiar with the complaints procedure meaning tutors had been sensitized to the complaints procedures. They also indicated that tutors were provided with adequate complaints channels, with the majority (19), with a percentage of 76%, strongly agreeing. However, 8% of the respondents disagreed with the statement meaning there were existing gaps in the provision of complaints channels. Halstead (1991) emphasized the availability of communication channels as a compulsory component of corporate management. Less than half of the respondents (10), with a percentage of 40%, agreed with the statement that tutors always use complaints channels regularly, while 3(12%) strongly disagreed to the statement. This further reveals that, in many instances, tutors did not make use of the provided complaints channels. When asked whether the committee had adequate resources, the majority (13) agreed, with a percentage of 52%, and more than a third (9) disagreed with a percentage of 36%. It indicates that the committees were not provided with adequate resources. Lack of resources was cited among the challenges faced by the committees. Adequate resource

allocation is critical to the success of complaints management (NSW Ombudsman, 2017). Regarding whether the complaints committees had the requisite skills to resolve complaints, only 10 (40%) respondents agreed with the statement. This shows that only about half of the committee members had adequate complaints handling skills. Lack of requisite skills by the committee can lead to mismanagement of complaints which can be detrimental to the management of the colleges. Makeye & Amasa (2012) found out that unresolved conflicts result in communication breakdown, thereby affecting the smooth running of schools. Failure to resolve tutors' complaints can easily lead to low motivation levels and, consequently, the poor performance of duties. On the existence of complaints points, the majority of the respondents (16), with a percentage of 64%, strongly agreed, indicating that there were complaints points in the colleges. An observation by the researcher found that the complaints points were domiciled in departmental offices. Haji (2015) found that most complainants preferred registering their complaints in privacy. Hence, departmental offices should not double up as complaints offices. Regarding whether complaints offices or desks were always open, the majority (15, 60%) of the respondents agreed, while 3(12%) either strongly disagreed or remained neutral. This indicated that tutors had access to complaints points most of the time. However, some of the complaints committee members indicated that they could not operate the complaints points fully since they also had their teaching duties to attend to. Additionally, the means of the various items revealed that provision of adequate resources and tutors' use of the complaint's channels had moderate means of 3.12 and 3.28, respectively, indicating deficits in these areas.

4.2. The Link between Complaints Resolution Infrastructure and Tutor Motivation

The second research question of this study sought to determine the link between complaints resolution infrastructure and tutor motivation. Tutors were asked to indicate how much they agreed with the provided statements on complaints resolution infrastructure. The results are indicated in table 4.

	5		4		3		2		1		Mean	SD
	n	%	n	%	n	%	n	%	n	%		
College has a complaints procedure	55	34.4	74	46.3	13	8.1	12	7.5	6	3.8	4	1.034
Familiar with procedure	31	19.4	65	40.6	34	21.3	20	12.5	10	6.3	3.54	1.126
Complaints channels well-publicized	33	20.6	41	25.6	34	21.3	46	28.8	6	3.8	3.31	1.197
Use channels always	16	10	37	23.1	46	28.8	42	26.3	19	11.9	2.93	1.172
Ease of use of complaints channels	24	15	60	37.5	33	20.6	32	20	11	6.9	3.34	1.160
Complaints committee available	39	24.4	45	28.1	28	17.5	31	19.4	17	10.6	3.36	1.325
Committee members trained	22	13.8	31	19.4	45	28.1	38	23.8	24	15	2.93	1.260
Complaints points available	39	24.4	33	20.6	34	21.3	22	13.8	32	20	3.16	1.452
Complaints system is effective	21	13.1	45	28.1	40	25	28	17.5	26	16.3	3.04	1.280
Grand mean											3.29	

Table 4: Tutors' Views on Complaints Infrastructure
Strongly Disagree-1, Disagree-2, Neutral-3, Agree-4, and Strongly Agree-5

Stauss (2002) points out that complaints resolution in organizations is highly influenced by the establishment of adequate infrastructure. The study found out that the colleges had complaints procedures since the majority of the respondents (74, 46.3%) agreed to the statement that their college had a complaints procedure. On the contrary, 18 (11.3%) disagreed. This means that although the colleges were in compliance with the guidelines provided by the Commission on Administrative Justice (CAJ) to public institutions, some colleges might not have established a complaints infrastructure. The study also found out that complaints resolution guidelines were not clear on the kind of infrastructure the colleges needed to establish. Hence, colleges used their own discretion. For objectivity and effectiveness, sufficient guidelines should be provided to the colleges and other institutions. The majority of the respondents (65, 40.6%) agreed that they were familiar with the complaints procedures in their colleges. An indication that the colleges had sensitized tutors on the complaints procedures. However, more still needed to be done to ensure all tutors were familiar with the procedure since 10 (6.3%) respondents strongly disagreed that they understood the procedures. Regarding whether complaints channels are well-publicized, most of the respondents (46, 28.8%) disagreed, while 41(25.6%) agreed. This means that, although the study reveals colleges have established complaints channels, a good number of tutors did not appear to know whether they existed or not. Failure to publicize the complaints infrastructure can lead to its underutilization and hinder its effectiveness, resulting in compromising the complaints resolution process. As to whether the respondents always made use of the complaints channels, most of the respondents (46, 28.2%) remained neutral to the statement, which can be attributed to the little publicization of the complaints channels. At the same time, 42(26.3%) disagreed that they always made use of the complaints channels. This means that the use of the complaints channels in the

colleges was moderate. This is further confirmed by the moderate mean value of 2.93. The majority of the respondents (60, 37.5%) agreed it was easy to use the established complaints channels, while the minority (11, 6.9%) strongly disagreed, meaning that the established channels were user-friendly. Ease of use is a key quality of good complaints channels (Stone, 2011). Regarding the availability of complaints committees, the majority (45, 28.1%) agreed to the statement, while 17 (10.6%) strongly disagreed. This is an indication that some colleges might not have functional complaints committees. The lack of complaints committees in the colleges could mean that tutors' complaints were not prioritized. Failure to prioritize complaints can lead to a buildup of complaints, thus impacting tutors' motivation levels. The majority of the respondents (45, 28.1%) were neutral to the statement that the complaints committee members were well-trained to handle complaints. Only a minority (22, 13.8%) strongly agreed that committee members were well-trained. This means that the complaints committees might lack the capacity to resolve complaints. According to Onyango (2012), good complaints handling focuses on effective training of the complaints handling staff. If the complaints procedures are to be productive, colleges should ensure that members of the complaints committees are well-trained. Lack of skills by the committees can cause tutors to lack confidence in the whole process. As to whether the complaints systems were effective in resolving complaints, the majority of the respondents (45, 28.1%) agreed, indicating that tutors' complaints were resolved. However, more than half of the tutors either remained neutral or disagreed, which could mean that tutors' complaints were not effectively resolved.

The means of the various items were computed, ranging from 0 to 5, where: 0-2 was considered low, 2-3.5 was considered medium, and 3.5 and above was considered high.

The highest mean of 4.0 for the availability of a complaints procedure indicated the colleges had complaints procedures. The respondents were also familiar with the procedure, with a mean of 3.54. Publicization of complaints channels had a medium mean of 3.31, meaning tutors were not adequately familiarized with the complaints channels. Use of the established complaints channels had the lowest mean of 2.93, indicating tutors did not always use the established channels. Some tutors stated that they used alternative methods to resolve complaints, such as guidance and counseling departments, college chaplains, heads of departments, and peers since they felt these methods were easily accessible and provided almost instant solutions. The findings resonate with Adhiambo (2011), who found that public secondary schools used arbitration, reconciliation, negotiation, collaboration, and effective communication as strategies to resolve conflicts. Makeye and Amasa (2012) also found out that most teachers in Zimbabwe preferred having their problems handled by the District Education Officers because they were not satisfied with how the head teachers handled their complaints. Ease of use of the complaints channels had a mean of 3.34, meaning the complaints channels are fairly easy to use. Despite the complaints committees being available at a mean of 3.36, the members lacked adequate skills for the job mean=2.93.

4.2.1. Tutors' Views on Motivation

Tutor motivation was the dependent variable of this study. The researcher sought to find out how complaints resolution in the colleges influenced the motivation of tutors. Table 5 presents the findings.

Tutor Motivation	5		4		3		2		1		Mean	Sd
	N	%	n	%	n	%	n	%	n	%		
Complaints procedure increases motivation	28	17.5	86	53.8	20	12.5	15	9.4	11	6.9	3.66	0.467
Complaints infrastructure enhances motivation	35	21.9	78	48.0	20	12.5	18	11.3	9	5.6	3.70	1.037
Complaints channels improve motivation	49	30.6	55	34.4	25	15.6	21	13.1	10	6.3	3.70	1.126
Response to complaints improves motivation	80	50	59	36.9	10	6.3	8	5	3	1.9	4.28	1.051
Auditing complaints system improves motivation	22	13.8	54	33.8	45	28.1	21	13.1	18	11.3	3.26	1.072
Complaints resolution enhances syllabus coverage	38	23.8	60	37.5	27	16.9	14	8.8	21	13.1	3.50	1.189
Complaints resolution improves punctuality	20	12.5	47	29.4	50	31.3	29	18.1	14	8.8	3.19	1.015
Complaints resolution improves teamwork	33	20.6	71	44.4	23	14.4	20	12.5	13	8.1	3.57	1.095
Complaints resolution improves students' performance in examinations	10	6.3	55	34.4	45	28.1	31	19.4	19	11.9	3.04	1.055
Grand mean											3.54	

Table 5: Tutors' Views on Motivation
Strongly Disagree-1, Disagree-2, Neutral-3, Agree-4, and Strongly Agree-5

The findings of the study revealed that 114 (71.3%) respondents agreed that the availability of a complaints procedure in their college increased their motivation. This means that tutors appreciated having complaints procedures in the colleges. The tutors indicated that a complaints procedure signifies that the management was willing to listen to them. Even those who had never used the complaints procedure admitted that having it was good enough. Chisato (2010) found that teachers in Ghana were motivated and had a better perception of their job when they were given the opportunity to express their misgivings. A large number of the respondents (113, 69.9%) either agreed or strongly agreed that the availability of a complaints infrastructure enhanced their motivation. The establishment of complaints infrastructure removes the rigidity in administration by allowing tutors to participate in the management of the colleges. Moussa (2020) noted that a school needs to create a culture and practices that prevent misunderstandings and conflicts within its community. Moreover, 104(65%) of the respondents agreed that the establishment of complaints channels improved their motivation since they were able to reach out to the management to have their issues addressed. This was found to increase the tutors' willingness to deliver services. Half of the respondents (80, 50%) strongly agreed on whether the response to complaints influenced their motivation. The tutors indicated that positive responses motivated them, while negative responses and failure to get responses were cited as causes of dissatisfaction. Nearly half of the tutors (76, 47.6) felt that auditing the complaints system in the colleges improves motivation. However, they indicated they were not adequately involved in initiating changes after audits. Changes in the complaints process can help eliminate possible bias in the system and establish areas of weakness in the system. Thuo (2017) found out that a lack of openness and involvement in decision-making was a cause of conflict between school heads and teachers in primary schools. Hence, college Principals must endeavor to involve tutors in the complaints management process to promote a favorable work environment and minimize complaints. Regarding whether complaints resolution improved their motivation to cover the syllabus, 98 (61.3%) respondents either strongly agreed or agreed with the statement. Some of the respondents, however, indicated that their motivation to cover the syllabus lay in their interest in helping learners become better people. This relates to Mumo's (2000) findings that showed that tutors in Technical Training Institutes in Nairobi derived satisfaction in molding students to become better citizens. The findings also agree with Khalid (2014), who found that 76% of teachers in Saudi Arabian secondary schools were motivated by contributing to a better society. Majority of the respondents (67, 41.9%) agreed that complaints resolution influenced their punctuality to work. However, 50 (31.3%) respondents disagreed to the statement indicating there could be other factors that determined tutors' punctuality. Some tutors felt that punctuality had nothing to do with complaints resolution as it was part of their responsibility, while others indicated they were punctual because they feared the repercussions of lateness. As to whether complaints influenced teamwork, 104 (65%) respondents agreed to the statement. This means that teams can work harmoniously when sources of conflicts are eliminated. Further, Khalid (2014) found that good interpersonal relationships were a major motivator for teachers. Regarding the influence of complaints resolution on the performance of students in exams, 65(40.7%) respondents agreed, and 50 (31.3%) respondents disagreed, citing other factors that influence students' performance, such as their own desire to excel, conducive learning environments and provision of adequate resources. The findings were in agreement with Gbollie (2017), who observed that motivational beliefs in Liberian students were essential to their academic performance as they determined the extent to which they put effort into academic tasks.

The means for the various items revealed that response to complaints had the highest mean of 4.28, meaning that tutors' motivation is highly influenced by the response to their complaints. The lowest mean of 3.04 for complaints resolution improves students' performance can be explained by the fact that tutors cited other factors that influence students' performance. The means also show that the respondents were in agreement that motivation was enhanced by availability complaints procedures (mean = 3.66). Auditing of the complaints system and the influence of complaints resolution on punctuality had moderate means of 3.26 and 3.19, respectively. It means that complaints mechanisms were not always audited, and the punctuality of tutors was not solely determined by the resolution of complaints.

4.2.2. Correlation Analysis between Complaints Resolution Infrastructure and Tutor Motivation

A correlation analysis between complaints resolution infrastructure and tutor motivation was performed to answer the research question: what is the link between complaints resolution infrastructure and tutor motivation? The level of significance was set at 0.01 to increase the accuracy of the findings. The results are shown in table 6.

		CRI	TM
CRI	Pearson Correlation	1	.982**
	Sig. (2-tailed)		.000
	N	160	160
TM	Pearson Correlation	.982**	1
	Sig. (2-tailed)	.000	
	N	160	160

Table 6: Correlation Analysis between Complaints
Resolution Infrastructure and Tutor Motivation for Tutors
**. Correlation Is Significant at the 0.01 Level (2-Tailed)

Table 6 shows that there is a strong positive correlation between Complaints Resolution Infrastructure (CRI) and Tutor Motivation (TM) (r = .982). The P value of 0.000 at 1 % (0.01) indicates that the correlation between the two

variables is significant. This means complaints resolution infrastructure is a strong determinant of tutor motivation in PTTCs in the Eastern region of Kenya.

5. Conclusions of the Study

Based on the findings of the study, it was concluded that the availability of complaints resolution infrastructure in the public teacher training colleges in the Eastern region of Kenya was moderate, as evidenced by a 3.29 mean. The study further revealed that the availability of complaints infrastructure significantly influenced tutor motivation. Therefore, there exists a significant link between complaints resolution infrastructure and tutor motivation.

6. Recommendations

Based on the findings of this study, the researcher recommended that:

- Efforts must be made to ensure that adequate infrastructure is established to facilitate registering complaints by tutors
- More sensitization of tutors on the use of established complaints infrastructure needs to be done to make sure they utilize it to lodge complaints
- There is also a need to ensure that all PTTCs cultivate a culture of openness and trust in terms of following the laid down complaints handling mechanisms to optimize their utilization

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