

**STRATEGIC CHANGE MANAGEMENT PRACTICES AND SERVICE DELIVERY BY
TEACHING STAFF IN SELECTED PUBLIC UNIVERSITIES IN NAIROBI CITY
COUNTY, KENYA**

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D53/OL/CTY/21769/2022

**A RESEARCH PROJECT SUBMITTED TO THE SCHOOL OF BUSINESS,
ECONOMICS AND TOURISM IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER OF BUSINESS
(STRATEGIC MANAGEMENT), KENYATTA UNIVERSITY**

OCTOBER, 2025

DECLARATION

I declare that this research project is my original work and to the best of my knowledge has not been submitted to any other university for an academic award

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DEDICATION

I dedicate my research to the unwavering support and love of my parents, Mr. Joshua Lubanga and Mrs. Dorice Lubanga, whose encouragement and sacrifices have been the cornerstone of my journey. To Mr. George Rubiri, my esteemed boss at Car & General (TRD) Limited, whose guidance and mentorship have shaped my professional growth and instilled in me a passion for excellence. And to my spiritual guide, Rev. Canon Robhai Abutika, whose wisdom and prayers have provided me with strength and clarity throughout this endeavor. This work is a tribute to their belief in me and their invaluable contributions to my life.

ACKNOWLEDGEMENT

Earnest acclamation goes to, Dr. Peter Philip Wambua, my, supervisor, from the Department of Business Administration, for his invaluable counsel overarching this project. Much obligation also to my classmates Ruth Muli, Raynold Kiboi and Joseph Mairi Gibisu for their camaraderie and support. Their discussions and feedback proved to be a valuable resource during the research and writing process.

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ABBREVIATIONS AND ACRONYMS

I.T	Information Technology
KEF	Khayelitsha Education Forum
NACOSTI	National Commission of Science Technology and Innovation
NCC	Nairobi City County
NGO	Non-Governmental Organization
NGOs	Non-Governmental Organizations
SERVQUAL	Reliability, Responsiveness, Assurance, Empathy and Tangible
SPSS	Statistical Package for Social Sciences
USA	United States of America
WCED	Western Cape Education Department

OPERATIONAL DEFINITION OF TERMS

Strategic leadership	Vision development, inspiration, and alignment of resources within an organization to achieve long-term goals in a dynamic and competitive environment. It was measured in terms of vision and goal setting, strategic thinking and change management.
Strategic alliance	A contractual footing of organizations to liaison projects or ventures for mutual benefit. It was measured in terms of shared benefits, value creation, complementary strengths and resources
Stakeholder involvement	The active participation of individuals impacted by the courses of actions an organization decides to take. It was measured in terms of stakeholder identification, stakeholder forums and stakeholder feedback analysis.
Organizational structure	The structured organization of jobs, departments and teams within a company. It outlines how responsibilities are allocated, organized, and managed to accomplish the company's objectives. It was measured in terms of departments and teams, decision-making processes and hierarchy.
Service delivery	Provision of service to a consumer or beneficiary. This involves understanding customer needs, designing and delivering the service, and ensuring customer satisfaction. It was measured in terms of teaching and learning, research and innovation, administrative efficiency and community service.

Strategic change management process Systematic framework employed by organizations to shift to an intended future state in alignment with their strategic goals.

Public universities These are higher education institutions that are predominantly funded and operated by the government. These universities offer accessible training and education to the public, often with the aim of promoting social equity, economic development, and cultural enrichment.

ABSTRACT

Systemic challenges, including funding constraints, governance inefficiencies and quality assurance gaps, continue to undermine service delivery in Kenyan public universities. Limited funding has forced institutions to pursue alternative revenue streams, often compromising academic priorities. 75% of teaching staff report persistent issues such as inadequate materials, delayed pay and rigid bureaucracy. Administrators cite overcrowding, understaffing and strained infrastructure. These recurring concerns expose structural flaws in how service delivery is designed and managed. Therefore, this study's main focus was how delivery of service by teaching staff of selected public universities in Nairobi City County, Kenya is affected by practices of strategic change management. This research endeavored to improve service delivery in selected public universities, contributing to informed policymaking and benchmarking practices across the sector. This study was anchored on the SERVQUAL model, dynamic capabilities theory, network governance theory, stakeholder theory and contingency theory. This study was conducted using descriptive research design, which involves gathering information through questionnaires from a selected group of individuals. The target population was five (5) public universities which are UoN, Kenyatta University, TUK, CUK and Multi Media University. The total number of teaching staff across these universities was estimated at 4,676, forming the sampling frame for the study, with approximately 354 respondents selected through stratified simple random sampling. To ascertain the questionnaire's validity and reliability, a pilot study was conducted in JKUAT main campus where 36 participants were involved approximately 10% of the total study sample. A semi-structured questionnaire was employed to collect primary data. The analysis of data was done using descriptive statistics such as percentages, mean and standard deviation and inferential statistics which included multiple regression analysis. The results were presented using tables and figures with the help of SPSS software. The study reveals that strategy leadership, strategic alliance, stakeholder involvement and organizational structure had significantly positively influenced service delivery. The study concludes that strategic leadership fosters a collaborative culture among faculty, administrators, and students, enhancing coordination and responsiveness. Strategic alliances promote resource sharing across institutions, improving access to funding, research infrastructure, and instructional materials. Stakeholder involvement ensures that diverse perspectives inform program design, aligning services with market and societal needs. A well-defined organizational structure facilitates clear communication and decision-making, which are essential for efficient service delivery in public universities. The study recommends implementing targeted professional development programs to equip academic staff with strategic leadership competencies. Universities should design training aligned with specific service delivery needs to enhance staff performance. Collaborative projects should be prioritized to strengthen stakeholder engagement, while partnerships with local organizations and businesses can help develop community-responsive programs. Institutions should also invest in structured organizational frameworks that support effective communication, accountability, and service coordination.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Enhanced service provision in institutions proves vitality in improving the overall quality of services offered to customers or clients. It helps institutions differentiate themselves from competitors and leads to increased customer satisfaction and loyalty (Robinson, 2017). When institutions provide excellent service, customers are more likely to return and recommend these institutions (Staley & Blair, 2022). Additionally, high-quality service provision positively impacts the institution's reputation and brand image. Therefore, consistently delivering high-quality services allows institutions to build a strong reputation for reliability, professionalism, and customer care.

The modern rapidly evolving business landscape compels companies to adapt and evolve to meet customer needs. Strategic change management is essential in this context, involving the careful planning and implementation of changes to improve service delivery (McLoughlin, 2019). Effective change management ensures the integration and adoption of new processes, technologies, and systems by employees, leading to enhanced efficiency, productivity, and customer satisfaction (Staley & Blair, 2021).

Strategic change management is especially vital in public universities globally due to the rapidly changing landscape of higher education (Scott & Asavisanu, 2021). It is increasingly recognized as a lever for improving service delivery amid evolving educational demands. Globally, institutions are under pressure to improve operational efficiency, stakeholder responsiveness, and academic outcomes. In Asia, Malaysian public universities have implemented strategic change management to improve service quality and institutional

performance, demonstrating how targeted reforms can enhance stakeholder satisfaction (Ghavifekr, Afshari, Siraj & Razak, 2019).

Regionally, in Africa, Zimbabwean public universities face challenges like limited resources, and strategic change management helps align their goals with stakeholder needs (Tshuma & Ndebele, 2020). Within the Southern African context, Twum-Darko, Ncede, and Tengeh (2023) found that stakeholder engagement is crucial in addressing service delivery issues during strategy development, although the South African setting may limit generalizability. Similarly, Mlotshwa (2017) highlighted influence of organizational structure on service delivery in local municipalities, emphasizing management's role in shaping strategic outcomes.

In Kenya, public universities are a vital part in higher education, engaging various activities that address educational, research, and community development needs (Bichanga & Kimani, 2018). Despite the increasing demand for higher education, these institutions face challenges such as funding constraints, inadequate infrastructure, and governance issues. Previous studies indicate that the strategic integration of service delivery can significantly enhance educational outcomes (Mugambi & Mugo, 2020).

However, while prior studies have explored service delivery and strategic change management in various contexts, few have examined their intersection within Kenyan public universities. Existing literature often cites methodological and contextual gaps which limit findings' generalizability and contextual depth applicability to Nairobi's institutional realities. This study addresses these gaps by investigating how strategic change management practices influence service delivery outcomes in Nairobi's public universities.

1.1.1 Service Delivery

This is service fulfillment and provision to clients, encompassing the entire journey from initial inquiry to final satisfaction (Resnick & Burt, 2018). It includes planning, execution, management, and communication between providers and clients. In education, service delivery involves ensuring access to quality educational resources and programs that meet diverse stakeholder needs (Ponsignon, Smart & Maull, 2021).

Educational service delivery is affected by various factors, including bureaucratic inefficiencies and inadequate resources. For instance, Turkish universities have faced challenges in administrative processes that hinder service efficiency (Cimer & Cimer, 2020). Similarly, South African universities have improved their service delivery by enhancing communication channels and leveraging technology (Naidoo, 2021). Kenyan public universities also struggle with service delivery challenges, including overcrowded classrooms and inadequate resources, affecting educational outcomes (World Bank, 2020; Mwenda, 2019). This study indicated service delivery through teaching & learning, research & innovation, administrative efficiency and community service.

1.1.2 Strategic Change Management Practices

These are the systematic framework practices employed by organizations to shift to an intended future state in alignment with their strategic goals. Practices of strategic change are crucial for addressing service delivery challenges. Engaging stakeholders, such as teachers and students, fosters ownership and enhances the effectiveness of transformations (Kuva & Pollanen, 2018). Strategic initiatives like leadership development and technology integration can significantly impact service delivery outcomes. Strategic change management practices in this review was indicated by effective leadership, strategic

alliances, stakeholders' involvement and organizational culture as advocated by various scholars.

Strategic leadership is a leader's capacity to direct and inspire organizations in pursuit of long-term objectives while effectively managing resources and relationships. It encompasses vision development, inspiration and alignment of resources within a dynamic competitive environment. According to Hiller and Hambrick (2005), strategic leadership is vital for fostering innovation and adaptability within organizations. Effective leadership provides direction and resources necessary for successful service delivery (Gaitho & Awino, 2018). Measures of strategic leadership adopted by the study include: vision & goal setting, strategic thinking and change management.

Strategic alliances are contractual footings of organizations to liaison projects or ventures for mutual benefit. They involve collaborative arrangements between organizations to leverage complementary strengths for mutual benefit. As noted by Gulati (1998), these partnerships can enhance competitive advantage and service delivery. Strategic alliances within organizations facilitate collaboration and resource sharing, enabling institutions to adapt to changing environments (Chen & Graddy, 2022). It was measured in terms of shared benefits, value creation, complementary strengths and resources.

Stakeholder involvement is the active participation of individuals impacted by the courses of actions an organization decides to take. According to Freeman (1984), effective stakeholder management is paramount for attaining objectives of the organization. Involving stakeholders in decision-making enhances trust and ensures services meet community needs (Zwane & Matsiliza, 2022). It was measured in terms of stakeholder identification, stakeholder forums and stakeholder feedback analysis.

Organizational structure is the structured organization of jobs, departments and teams within a company. This is the framework through which an organization operates, influencing communication, decision-making and overall service delivery effectiveness. According to Mintzberg (1979), an appropriate organizational structure can facilitate effective service delivery. It influences how tasks are coordinated and controlled, directly affecting service delivery quality (Seip, 2021). It was measured in terms of departments and teams, decision-making processes and hierarchy.

While other factors such as communication, technology adoption and institutional culture are widely cited in change management literature (Zhou, 2025; Bozkus, 2023), this study focused on the four elaborated practices that have shown the most consistent and measurable impact in the Kenyan context. These were selected for their strategic alignment with change management theory and their practical relevance to teaching staff performance. Broader institutional factors, such as funding mechanisms and governance policies, were excluded because they tend to operate at macro-administrative levels, often shaped by national policy or external regulatory frameworks. Their influence on service delivery is indirect and typically mediated through institutional budgeting or compliance structures, making them less suitable for assessing the internal dynamics of strategic change among teaching staff (Mwangi et al., 2023; Titi, 2016). Including such variables would have expanded the scope beyond what is analytically manageable and diluted the study's focus on actionable practices within the university environment.

Research from universities in Sri Lanka and Nigeria shows that strategic change management practices have led to improved service delivery through technology adoption and effective stakeholder engagement (Herath et al., 2021; Ekechi& Umar, 2020). In

Kenyan public universities, strategic change management practices are imperative for navigating the evolving educational landscape (Nyangosi & Kamau, 2018).

1.1.3 Kenyan Public Universities

Public universities in Kenya operate under a robust regulatory framework aimed at ensuring quality education, accountability, and compliance with national standards. This framework is primarily governed by the Universities Act, which details the establishment, governance, and management of these institutions. The Commission for University Education (CUE) is crucial in this landscape, overseeing university accreditation and academic programs. The CUE sets educational standards, ensures institutions meet quality assurance criteria, and promotes the advancement of higher education in Kenya. Additionally, public universities must align their operations with national policies, such as the Vision 2030 development agenda, which seeks to position the country as a competitive and prosperous nation. This alignment ensures that universities support national development goals, including economic growth, social equity, and technological progress.

The development of Kenyan state universities has been a key focus for the government in recent years. With an increasing call for higher schooling in the country, amazing investments in expanding and enhancing the infrastructural facilities of state universities have been made by the state (Sifuna, 1998).Mugenda, O. M., &Mwangi, I. (2014) observe that one of the main goals of this development is to increase access to quality higher education for all Kenyan citizens. This includes expanding the capacity of existing universities, as well as establishing new universities in underserved regions of the country. Moreover, concerted government efforts to improve quality education at state universities is witnessed. This includes investing in faculty development, research facilities, and curriculum development to ensure that students receive a world-class education.

The landscape of Kenyan public universities is characterized by a diverse array of institutions spread across the country, each with its own unique history, strengths, and challenges (Mugambi, & Mugo, 2020). The expansive multidisciplinary programs of undergraduate, postgraduate, and research offered by the universities underscore the vitality of their role in Kenya's higher education (Muturi, & Waweru, 2017). One notable aspect of the Kenyan public university landscape is its rapid expansion in recent decades to address the increasing need for advanced education. This expansion has led to increased enrollment rates, particularly among young Kenyans seeking to attain university qualifications. However, it has also strained resources and infrastructure, leading to challenges such as overcrowded lecture halls, limited accommodation facilities, and shortages of academic staff (Nyangau, 2014).

1.2 Statement of the Problem

Systemic challenges, including funding constraints, governance inefficiencies and quality assurance gaps, continue to undermine service delivery in Kenyan public universities. Limited government funding has compelled institutions to seek alternative revenue sources, often at the expense of core academic functions. According to the National Education Sector Working Group (2021), 75% of university teaching staff reported persistent obstacles in service delivery, citing inadequate instructional materials, delayed remuneration and rigid bureaucratic procedures that hinder responsiveness and efficiency. University administrators have similarly raised concerns about strain on institutional capacity, especially in managing growing student populations with limited infrastructure and staffing. These complaints reflect a consistent pattern across public universities, pointing to structural weaknesses in how service delivery is planned, resourced and executed. Specific studies highlight the need for reform in service delivery to meet the educational and socio-economic demands.

Numerous studies have tackled strategic management practices impacts on service delivery but several contextual and methodological gaps have been identified. Contextually, existing studies have largely focused on county governments, NGOs, commercial banks and humanitarian organizations, which operate under governance structures and service delivery models that differ significantly from public universities (Shimengah, 2018; Kolil, Ondiek, and Manyasi, 2019; Kathuri, 2019; Orina, Moronge, and Guyo, 2023). These institutions often function within donor-driven, reactive or devolved frameworks, whereas public universities are guided by academic calendars, national education policies and internal governance systems. Additionally, studies conducted in sectors such as humanitarian aid emphasize market responsiveness and emergency coordination, which are not directly transferable to academic environments (Kalunda, 2023; Ngila, 2022; Elmuti, Abebe, and Nicolosi, 2020; Twum-Darko, Ncede, and Tengeh, 2023). The inadequacy of higher education-specific studies limits the applicability of existing findings to university-based service delivery, particularly among teaching staff.

Methodologically, several studies relied heavily on secondary data or cross-sectional designs, which restrict ability to capture evolving dynamics and real-time experiences of service delivery (Shimengah, 2018; Thiriku and Kegoro, 2019; Nyaberi, 2021). This limits the depth of insight into how strategic leadership, alliances, stakeholder engagement and organizational structures interact over time within academic institutions. Moreover, many studies excluded the perspectives of teaching staff, primary agents of service delivery in universities, focusing instead on senior managers, strategic planners or external stakeholders (Ngila, 2022; Orina, Moronge, and Guyo, 2023). This presents a methodological gap in capturing the lived realities, challenges and contributions of teaching staff in implementing strategic change.

Therefore to address these gaps, the review endeavored to ascertain strategic change management practices impacts on service delivery of Kenya's Nairobi City County selected public universities teaching staff.

1.3 Objectives of the Study

1.3.1 General Objective

Strategic change management practices and teaching staff' service delivery in Kenya's Nairobi City County selected public universities.

1.3.2 Specific Objectives

- i) To examine strategic leadership impacts on teaching staff' service delivery in Kenya's Nairobi City County selected public universities.
- ii) To investigate how strategic alliances affect teaching staff' service delivery in Kenya's Nairobi City County selected public universities.
- iii) To evaluate stakeholder engagement impacts on teaching staff' service delivery in Kenya's Nairobi City County selected public universities.
- iv) To determine organizational structure effects on teaching staff' service delivery in Kenya's Nairobi City County selected public universities.

1.4 Research Questions

- i) How does strategic leadership impact teaching staff' service delivery in Kenya's Nairobi City County selected public universities?
- ii) In what ways do strategic partnerships affect teaching staff' service delivery in Kenya's Nairobi City County selected public universities?
- iii) How significantly does stakeholder participation impact teaching staff' service delivery in Kenya's Nairobi City County selected public universities?

- iv) How does organizational structure relate to teaching staff service delivery in Kenya's Nairobi City County selected public universities?

1.5 Significance of the Study

University administrators shall acquire insights into effective change management strategies that could boost teaching staff performance, guiding policy adjustments and resource allocation for better educational outcomes. The teaching staff would gain a clearer understanding of how strategic changes can enhance their work environment and teaching effectiveness, potentially increasing job satisfaction and professional development opportunities. The students would benefit from improved service delivery resulting from effective change management will create better learning environments and educational support for students, leading to enhanced academic performance and overall satisfaction with their university experience. The government and policy makers would benefit from the findings in understanding how to shape educational policies and funding decisions and be able to create frameworks that promote effective practices in higher education. The researchers and academics would be able to get a way of learning the existing knowledge on change management in educational contexts, serving as a foundation for further research and exploration of best practices.

1.6 Scope of the Study

Strategic change management practices effects on the delivery of services in selected public universities in NCC was examined. The practices examined included strategic leadership, strategic alliance, stakeholder involvement, and organizational structure. Employing descriptive research, data was amassed from teaching staff across these institutions, utilizing semi-structured questionnaires from October 2024 to November 2024. The target population consisted of approximately 4,676 teaching staff from selected universities. The service delivery of these universities was analyzed from 2020 to 2024.

1.7 Limitations of the Study

Participants fear hindered research progress, leading to the withholding of information or inaccurate responses, which significantly impacts the findings' reliability and validity. To mitigate this, clear communication and participant anonymity to reduce response bias was prioritized. Additionally, a small sample size could limit generalizability, necessitating efforts to recruit a larger, more diverse group. Challenges related to data collection methodologies, time constraints, and ethical considerations, such as informed consent may also arise, potentially affecting the depth and scope of the research. Furthermore, researcher bias could influence data interpretation, making it crucial to employ triangulation and involve multiple researchers for a balanced perspective. Finally, logistical challenges, including funding and access to participants, may impact the research process, highlighting the need for strategic planning to address these limitations effectively.

1.8 Organization of the Study

The study is organized into distinct sections. Chapter one introduces the research, outlining the background, objectives, and scope. Chapter two presents a review of relevant literature, highlighting key theories and previous studies. Chapter three describes the research methodology, including data collection and analysis techniques. Chapter four presents the study findings. The final chapter 5 elucidates summary of these study's findings, conclusions, recommendations and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section delineates literature review by initially discussing theories and prior research pertaining to the variables, identifying gaps, and illustrating how the variables are interconnected through a conceptual framework.

2.2 Theoretical Review

This review begins with a theoretical review that explores key models and theories, including the SERVQUAL model, dynamic capabilities theory, network governance theory, stakeholder theory, and contingency theory, that establish a basis for comprehending the study's variables. The chapter then delves into an empirical examination of previous studies related to these variables, highlighting significant findings and methodologies.

2.2.1 SERVQUAL Model

Advanced by Zeithaml, Berry & Parasuraman (1988), the SERVQUAL model has the widespread recognition in the measurement and evaluation of organizations service quality. It aims to help businesses understand and enhance their service delivery processes by identifying gaps between customer expectations and perceptions. The model operates on the assumption that five critical dimensions of reliability, empathy, responsiveness, tangibles and assurance shape customers' views on service quality. Collectively known by the acronym RATER, these dimensions serve as a mnemonic device for organizations seeking to apply the model effectively.

Organizations can utilize the SERVQUAL model to pinpoint their customers' dimensions of utmost importance (Badri, Abdulla, & Al-Madani, 2018). According to Muhammad and Cyril (2020), the model allows organizations to measure the gaps between actual and customer expectations of service quality through surveys and questionnaires that assess performance across each dimension. By comparing these perceptions with expectations, organizations can identify areas requiring improvement and take corrective action.

However, critics have raised concerns regarding the SERVQUAL model's effectiveness. Islam (2021) argues that the model's reliance on customer perceptions may not always reflect the true quality of service provided. Additionally, there are concerns about whether the five dimensions adequately capture all aspects of service quality. Wisniewski (2022) questions SERVQUAL's soundness and accuracy alluding to undependability.

In higher education, SERVQUAL has been widely applied to assess academic service delivery to identify gaps between students' expectations and actual experiences from the teaching staff services, thereby understanding where improvements are needed. Recent empirical studies affirm the model's applicability. Masinde, Mugambi, Musyoka & Masinde, (2025) applied the model to evaluate library service delivery at Gretsia University in Kenya, demonstrating how SERVQUAL can diagnose performance gaps and guide improvements in student-facing services. Their findings showed that responsiveness and assurance were the most influential dimensions in shaping student satisfaction. Similarly, Hoque, Alam, and Hossain (2023) used SERVQUAL to assess service quality in Bangladeshi universities, confirming its robustness in cross-cultural educational settings

These studies affirm SERVQUAL's relevance in diagnosing performance gaps and guiding strategic improvements. The model offers a structured framework for measuring service quality; through questionnaires or surveys, students can rate their perceptions of teaching

staff performance in each dimension. This quantitative data enables universities to gain a comprehensive overview of service quality and make data-driven decisions to prioritize areas for improvement, aligning with broader strategic change management theories that focus on enhancing service delivery.

2.2.2 Dynamic Capabilities Theory

Teece, Pisano and Shuen (1997) developed the theory who emphasized an organization's adaptability in a dynamic environment. According to this theory, organizational capabilities are the abilities and resources within an organization that empower it to deliver services effectively. Strategic leadership fosters the development and ongoing improvement of these capabilities. Leaders who are strategically oriented are adept at identifying and understanding external changes in customer needs, technology, and regulations.

The proponents of the theory argue that leaders implement changes to internal processes, resources, and culture to capitalize on these opportunities. This ongoing reconfiguration ensures service delivery remains effective and efficient (Teece, 2014). Dynamic Capabilities Theory proposes that organizations with strong strategic leadership will be better equipped to develop and utilize dynamic capabilities. As a consequence, betterment in service delivery is incessantly witnessed, allowing the organization to address evolving demands of its stakeholders.

Kapoor and Aggarwal (2020) argue that the theory of dynamic capabilities places too much emphasis on internal factors and neglects external factors prominence such as competition and market conditions. Arif and Dyah (2017) argue that the theory of dynamic capabilities lacks a clear causal relationship between capabilities and performance outcomes. While superior dynamic capabilities firms are favored to eclipse competitors, critics argue that this relationship is not always straightforward. These criticisms call for further refinement

and development of the theory to enhance its practical applicability and explanatory power. Organizational adaptation and responsiveness is crucial as stressed by the theory, especially in Nairobi's public universities. It highlights key aspects such as learning and knowledge creation, strategic flexibility, agility, and the value of collaboration and networking.

Recent empirical studies affirm the theory's applicability in higher education. Lilian (2024) examined strategic agility and dynamic capabilities in Nairobi-based universities using the theory, revealing that institutions with flexible leadership, adaptive departmental structures, and continuous staff development were better positioned to maintain service delivery standards. Her study directly linked dynamic capabilities to improved responsiveness and instructional consistency among teaching staff. Similarly, Kapoor and Aggarwal (2020) applied the theory to Indian joint ventures, demonstrating how strategic leadership and internal reconfiguration drive innovation and service quality under competitive pressure

2.2.3 Network Governance Theory

Attributed to Rhodes and Binder (2002), Network Governance Theory suggests that public sector organizations can leverage strategic alliances with other entities to enhance service delivery. These alliances create networks that combine the resources, expertise, and capabilities of different organizations, leading to more effective and efficient services. This theory emphasizes collaboration and coordination of public, non-profit and private entities in specific contexts. Partners within the network share common goals for service delivery and agree on their respective roles and responsibilities. Strategic alliances allow public sector organizations to access specialized skills, knowledge, and resources from their partners that they may not possess internally.

Network Governance Theory highlights the potential of strategic alliances to enhance the public sector's service delivery (Davies, 2012). Effective leadership and collaboration,

enables public organizations to leverage networks and deliver better services to citizens. The theory emphasizes that public sector organizations are not isolated entities. They rely on collaboration with other actors, including non-profit organizations, private companies, and even citizen groups, to deliver effective services. Successful networks operate with a clear understanding of common objectives for service delivery. Each partner plays a defined role and assumes responsibility for specific tasks.

Jones, Hesterly and Borgatti (2017) argue that network governance theory can lead to confusion and lack of accountability within the organization. They believe that having multiple decision-makers and stakeholders involved in decision-making processes can slow down the decision-making process and make it difficult to track who is ultimately responsible for the outcomes. Wachhaus (2022) argue that network governance can lead to power struggles and conflicts between different stakeholders, as each party may have their own agenda and priorities. Additionally, they believe that network governance can be inefficient and costly, as expansive time and resources are demanded for the management of the various stakeholders involved. In general, critics of network governance theory within organizations believe that a more traditional hierarchical approach to decision-making supersedes inefficiency and effectiveness when realizing organizational objectives.

Empirical applicability of the theory has been confirmed by several researches. For instance, Twum-Darko, Ncedo, and Tengeh (2023) applied the theory in South African universities, showing that stakeholder coordination improves responsiveness and accountability. Tauté (2020) explored its application in municipal service delivery, highlighting how networked governance enhances resource sharing and operational efficiency

To effectively address complex societal difficulties, the theory underscores the cruciality of collaboration and coordination among various actors of government, non-profit and private sector entities. In Nairobi's public universities, network governance theory stresses the importance of involving a diverse group of stakeholders in delivering top-tier services to students and the wider community. Moreover, network governance theory accentuates the prominence of transparency, inclusivity and accountability in processes of decision-making within these collaborative networks.

2.2.4 Stakeholder Theory (ST)

ST is prominent in organizational ethics and commerce. It accentuates the value of regarding needs of various groups, not just shareholders, for a company's long-term success. Proposed by R. Edward Freeman in the 1980s, ST confronts the traditional shareholder primacy view. Freeman argued that organizations are embedded within a broader social system and have a responsibility to all groups impacted by their actions.

Friedman and Miles (2021) observe that stakeholder participation in decision-making is another way to boost project success. Stakeholders' input, gained through engagement, can aid the project team in making more informed choices. Since stakeholders care about the project's outcome, their involvement can boost its quality as a whole. Improved project results can also result from increased communication and teamwork thanks to stakeholder involvement. According to Tullberg (2023) stakeholder theory offers a valuable framework for organizations to navigate the complex social landscape of business. By strategically considering the needs of all stakeholders, leaders can promote long-term success, build trust, and advance greater sustainable tomorrow. While challenges exist, stakeholder theory remains a core principle of responsible and ethical business practices.

Yuesti, Novitasari and Rustiarini (2016) contend its stress on various stakeholders' interests, often at the expense of the organization's primary goal of maximizing shareholder value. They believe that shareholders who have invested their capital and expect a return on their investment, should be the central focus of a corporation. Tullberg (2023) argue that stakeholder theory can lead to a dilution of focus and resources, as organizations try to balance the competing interests of different stakeholders. They contend that this culminates into vagueness and indirection, aggravating organizations' strategic decisions making and achieving long-term success.

Stakeholder theory is of great significance in the provision of services by public universities because it emphasizes the prominence of factoring the interests of all stakeholders in an organization, including students, faculty, staff, government, local communities, and other relevant parties. Students are the primary beneficiaries of the services offered by universities, and their needs and expectations must be considered to ensure a positive learning experience. Faculty and staff are also important stakeholders, as they are responsible for delivering high-quality education and support services to students. Government agencies and local communities are also key stakeholders in public universities, as they provide funding, resources, and support for these institutions.

This great significance is emphasized in the application of the theory to several studies. For instance, Langrafe, Barakat & Boaventura (2020) applied stakeholder theory to Brazilian universities and found that inclusive engagement with students, faculty and government stakeholders' significantly enhanced institutional value and service responsiveness. Their study demonstrated that stakeholder alignment improves decision-making, accountability, and service quality, especially in resource-constrained environments. Similarly, a study by Gati, & Namusonge (2019) applied stakeholder theory to examine how strategic innovation

impacts service delivery. Findings showed that stakeholder involvement, particularly through feedback loops and participatory planning, was critical in improving responsiveness and aligning services with user expectations

2.2.5 Contingency Theory (CT)

CT was developed by Fred Fiedler in the year 1964, revolutionizing the field of leadership studies. Fiedler's contingency theory suggests that successful leadership depends on the alignment between a leader's approach and the situational context. The theory rejects a universal leadership style, arguing that effectiveness is determined by the specific circumstances. It stresses the need to harmonize a leader's style with the particularities of the circumstances at hand for optimal results. This groundbreaking theory has a substantial influence on leadership research while still providing valuable insights into understanding the complexities of leadership in various contexts.

In organizational settings, Neilsen (2018) observe that contingency theory is used to analyze and address a wide range of factors that can influence organizational effectiveness. These factors include size, structure, environment, technology and its employees' attributes. By considering these contingencies, managers can make informed decisions and customize their practices of management to fit their unique challenges and needs. Zhao, Ren and Lovrich (2021) observe that one way in which contingency theory is utilized in organizational settings is in the design of organizational structures. Contingency theory suggests that the most effective structure for an organization depends on its size, complexity, and the uncertainty of its environment.

Luthans (2018) argue that it oversimplifies the complex nature of organizations and fails to account for the unpredictable and dynamic business landscape. They believe that the theory's emphasis on adapting to external factors may lead to a lack of focus on internal

factors such as organizational culture and leadership. Betts (2021) criticize the theory for its lack of clear guidelines on how to effectively implement contingency strategies in practice, leading to confusion and inconsistency in decision-making processes within organizations. Additionally, Weill and Olson (2022) argue that the theory's reliance on empirical research may limit its applicability to different industries and contexts, making it less useful for organizations seeking to develop a comprehensive and sustainable approach to managing change and uncertainty.

Contingency theory is crucial in understanding the delivery of service of Nairobi's public universities in Kenya because of the universal approach to management, insisting that effectiveness of an organization's structure and processes depends on the specific circumstances it faces. By applying contingency theory, administrators can better understand the complex interplay of factors that influence their operations. This can help them make more conscious decisions on the allocation of resources, organizational structure, and strategic planning, eventually resulting in optimal service delivery for students, faculty, and the community at large.

This is further emphasized by recent studies affirming the theory's relevance in public sector and educational contexts. Hadiyanti, Jannah, and Lutfi (2024) conducted a comprehensive review of contingency theory applications in public institutions, highlighting its evolution as a diagnostic tool for aligning organizational structures with environmental demands. Their study emphasized that public organizations operating in resource-constrained or politically volatile environments, such as universities, must adapt their internal processes to remain effective. Similarly, Omazic, Labas, and Uroic (2023) explored contingency theory in the context of VUCA (volatile, uncertain, complex, and

ambiguous) environments, showing that flexible leadership and adaptive systems are critical for maintaining service quality in unpredictable institutional settings

2.3 Empirical Literature Review

2.3.1 Strategic Leadership and Service Delivery

A leader's capacity to direct and inspire organizations in pursuit of long-term objectives while effectively managing resources and relationships is strategic leadership. According to Hiller and Hambrick (2005), strategic leadership is vital for fostering innovation and adaptability within organizations. Shimengah (2018) investigated how practices of strategic leadership impact delivery of service in Kenyan counties through a review of existing literature. Strategic leadership implementation promotes service provision by selecting qualified officials with necessary leadership qualities, ultimately improving resource management and community engagement. However, a methodological limitation was noted as the research relied on secondary data. Therefore, the research lacked direct insights from teaching staff, limiting its ability to capture real-time service delivery dynamics within universities. However, it was covered by the current study adopting primary data, which provided nuanced information.

Thiriku and Kegoro (2019) explored how delivery of customer service in Kenya's Ministry of Industry, Investment, and Trade, is affected by strategic leadership utilizing a cross-sectional research methodology involving 557 respondents. Their findings revealed a direct robust connection. Nonetheless, the research's reliance on a cross-sectional design presents a methodological gap as it limits its ability to capture evolving patterns or causal relationships in service delivery, which this study addresses through a descriptive approach focused on contextual depth.

Kolil, Ondiek, and Manyasi (2019) explored leadership's impact on service provision in North Rift County Governments, employing a mixed-methods approach with correlation and regression analysis. A medium positive relationship was indicated with leadership accounting for 35.4% of service delivery variance. However, while the study highlighted the importance of enhancing leader training its focus on county governments in the North Rift region limits its contextual applicability to public service universities in Nairobi City County, where institutional dynamics and service delivery structures differ significantly.

2.3.2 Strategic Alliance and Service Delivery

Strategic alliances involve collaborative arrangements between organizations to leverage complementary strengths for mutual benefit. As noted by Gulati (1998), these partnerships can enhance competitive advantage and service delivery. Kalunda (2023) investigated the influence of strategic partnerships on Kenya's commercial banks delivery of service in using a cross-sectional design that included interviews with strategic managers. The findings revealed that factors like marketing relations significantly influence service quality. However, the study was limited to commercial banks, where service is driven by competition and customer loyalty and doesn't quite reflect how public universities operate under policy and academic priorities, presenting a contextual gap.

Ngila (2022) investigated the effects of strategic partnerships on service delivery in humanitarian NGOs in Kenya. The study targeted 17 accredited humanitarian organizations and adopted descriptive cross-sectional survey design, using questionnaires administered to team leaders and heads of strategy implementation, individuals presumed to have deep insight into organizational coordination. The study achieved a 100% response rate, and data was analyzed using descriptive statistics including percentages, mean scores, and standard deviation. Findings revealed that strategic partnerships positively influenced service

delivery, particularly by enhancing coordination and responsiveness during disaster interventions. However, its focus on humanitarian NGOs present a contextual gap, as they operate in emergency-driven, reactive environments, making its findings less transferable to public universities, where service delivery is structured, bounded by policy and centered on academic engagement rather than crisis response.

Elmuti, Abebe, and Nicolosi (2020) conducted a comprehensive examination of strategic alliances between universities and corporations, exploring motivations and success factors. The study identified benefits for both academia and industry, such as research funding and lower R&D costs. However, it acknowledged potential challenges, including cultural differences between partners, while relying on secondary data for analysis.

2.3.3 Stakeholder Involvement and Service Delivery

Stakeholder involvement refers to the engagement of various parties with a vested interest in an organization's operations, influencing decision-making and service outcomes. According to Freeman (1984), effective stakeholder management is paramount for attaining objectives of the organization. Orina, Moronge, and Guyo (2023) examined stakeholder management strategies in Kenyan county governments, focusing specifically on stakeholder identification as a strategic tool for enhancing service delivery. The study adopted a descriptive survey design, collecting primary data through structured and semi-structured questionnaires from 219 respondents across nine purposively selected county governments. Descriptive statistics, regression and correlation analysis were used to assess stakeholder identification-service delivery outcomes relationship. Findings revealed a statistically significant positive relationship, suggesting that identifying and engaging relevant stakeholders contributes to improved service responsiveness and accountability in county-level governance. However, the study presents a contextual limitation. Its focus on

county governments, which operate under devolved administrative structures and community-based service mandates, may not fully reflect the dynamics of public universities, where service delivery is shaped by academic priorities. As such, findings' generalizability to higher education's teaching staff performance in Nairobi's public universities is limited.

Twum-Darko, Ncedo, and Tengeh (2023) examined stakeholder engagement in the strategic management process for service delivery within the South African public sector, using the Western Cape Education Department (WCED) as a case study. The study adopted a mixed-methods approach grounded in an interpretive paradigm, combining qualitative interviews and quantitative validation to explore how actors align interests during strategy formulation and implementation. Drawing on Actor Network Theory (ANT), the researchers analyzed responses from 26 participants, including WCED managers and members of the Khayelitsha Education Forum, representing schools and community stakeholders. Outcomes revealed that stakeholder engagement can effectively address service delivery gaps when strategic plans are co-developed and continuously supported by aligned networks. It emphasized vitality of relationship-building and sustained collaboration between government departments and citizens. However, South African township education context, which centers on community forums and basic service access, differs markedly from Kenyan public universities' environment limiting findings' transferability presenting a contextual gap.

2.3.4 Organizational Structure and Service Delivery

This is the framework through which an organization operates, influencing communication, decision-making and overall service delivery effectiveness. According to Mintzberg (1979), an appropriate organizational structure can facilitate effective service delivery.

Kathuri (2019) investigated how organizational systems influence service delivery in civil organizations operating in Marsabit County employing descriptive survey design, targeting 64 senior managers from both local and international NGOs. Data was collected through questionnaires and analyzed using descriptive statistics and correlation analysis via SPSS. It focused on three core dimensions: governance structures, funding mechanisms and personnel competencies. Findings indicated that functional organizational structures, committed boards and capacity-building efforts positively influenced service delivery. Funding mechanisms, particularly donor dependency, were also found to significantly affect operational continuity, while technical and interpersonal competencies among staff were highlighted as key drivers of performance. However, a contextual gap was highlighted, focusing specifically on local NGOs. This is because NGOs typically operate through flexible, donor-driven structures with short-term project cycles and external accountability. In contrast, public universities, function within rigid frameworks, guided by national education policy, performance contracts and academic calendars. Service delivery here is shaped by internal governance, teaching staff roles and institutional mandates, making NGO-based models less transferable to university settings.

Mlotshwa (2017) explored organizational structure effects on delivery of service in the Mgungundlovu District Municipality, utilizing document reviews and interviews with staff and management. Findings indicated that management plays a crucial role in formulating and implementing organizational strategies, yet the study's local focus may limit broader insights.

Nyaberi (2021) examined organizational structure influence on service delivery and strategic leadership of Kenyan counties. Utilizing a cross-sectional design and positivist philosophy, drawing data from all 47 counties through questionnaires, interviews and desk

reviews. Both descriptive and inferential statistics were used, with multiple regression analysis applied to test the significance of relationships between variables. The research revealed that organizational structure significantly impacts this relationship. Findings indicated that organizational structure significantly shapes how strategic leadership affects service delivery, highlighting need for counties to strengthen internal systems alongside ethical oversight. However, the reliance on a cross-sectional survey presents methodological limitations, as it captures data at a single point in time, making it difficult to assess how strategic leadership and organizational structure evolve or influence service delivery over time. This design also limits the ability to establish causality, which is critical when evaluating long-term institutional reforms in public entities like universities.

2.4 Summary and Gap

Table 2.1: Summary and Gap

Name	Research focus	Result	Gap	Present focus	Research gaps filled
Mlotshwa (2017)	Organizational structures affect service delivery	The staff asserted that management is responsible for formulating and implementing the organizational strategy, and they, as lower-level employees, should concentrate on their routine duties	The study context was Mgungundlovu District Municipality	The study focused on service delivery by teaching staff of Kenyan public universities in Nairobi city county,	Contextual gap

Shimeng ah (2018)	How practices of Strategic leadership impact delivery of service in Kenyan counties through a review of existing literature	Implementing strategic leadership practices can improve service provision.	The research relied on secondary data, indicating a methodological gap	The study used primary data to address this limitation	Methodological gap
Thiriku and Kegoro (2019)	How delivery of customer service in Kenya's Ministry of Trade, is affected by strategic leadership	High direct correlation between the two variables	Research's reliance on a cross-sectional design presents a methodological gap as it limits its ability to capture evolving patterns or causal relationships in service delivery	Descriptive research was employed	Methodological gap
Kolil, Ondiek, and Manyasi (2019)	Leadership influences on the provision of service in North Rift County.	Enhancing the training of county government leaders to enhance service delivery	While the study highlighted importance of enhancing leader training its focus on county governments in the North Rift region limits its contextual applicability to public service universities in Nairobi City County, where institutional dynamics and	The study focused on service delivery by teaching staff of Kenyan public universities in Nairobi city county, Kenya	Contextual gap

			service delivery structures differ significantly.		
Elmuti, Abebe, and Nicolosi (2020)	A comprehensive examination of the strategic alliances formed between universities and corporations	There may be challenges associated with these alliances, such as differences in working cultures and values between the partners	The study relied on secondary data for its analysis, creating a methodological gap.	The study used primary data obtained through questionnaires to cover the gap.	Methodological gap
Nyaberi (2021)	Structure of strategic leadership and service delivery	How organizations are structured is key in the connection between the two variables.	Reliance on a cross-sectional survey presents methodological limitations, as it captures data at a single point in time, making it difficult to assess how strategic leadership and organizational structure evolve or influence service delivery over time	The study used descriptive research design to cover this gap.	Methodological gap
Ngila (2022)	Partnerships that are strategic impact the delivery of services in Kenya's	Forming strategic partnerships positively affects service delivery	Focus on humanitarian NGOs present a contextual gap, as they operate in emergency-	The study focused on service delivery by teaching staff of	Contextual gap

	Humanitarian NGO		driven, reactive environments, making its findings less transferable to public universities.	Kenyan public universities in Nairobi City County to address this limitation.	
Kalunda (2023)	the influence of strategic partnerships on Kenya's commercial banks delivery of service	Factors like marketing relations significantly influence the level of service provided by commercial banks	Limited to commercial banks, where service is driven by competition and customer loyalty and doesn't quite reflect how public universities operate under policy and academic priorities	Focus was on service delivery by teaching staff of Kenyan public universities in Nairobi city county, Kenya	Contextual gap
Orina, Moronge, and Guyo (2023)	How delivery of service is implicated by strategies of Stakeholder management in Kenya's County Governments	Stakeholder identification notably directly affects delivery of service.	Focus on county governments, which operate under devolved administrative structures and community-based service mandates, may not fully reflect the dynamics of public universities, where service delivery is	The study focused on service delivery by teaching staff of Kenyan public universities in Nairobi city county, Kenya	Contextual gap

			shaped by academic priorities. As such, findings' generalizability to higher education's teaching staff performance in Nairobi's public universities is limited		
Twum-Darko, Ncede, and Tengeh (2023)	stakeholder engagement in South Africa's public sector delivery-oriented strategy development process	Involving stakeholders can help address issues with service delivery and implementation of service delivery strategies	South African township education context, which centers on community forums and basic service access, differs markedly from Kenyan public universities' environment limiting findings' transferability, presenting a contextual gap.	The study focused on service delivery by teaching staff of Kenyan public universities	Contextual gap

2.5 Conceptual Framework

The framework illustrates underlying variable relationships. The independent variables are; strategic leadership, strategic alliance, stakeholder involvement and organizational structure with service delivery as the explained variable.

Independent Variables

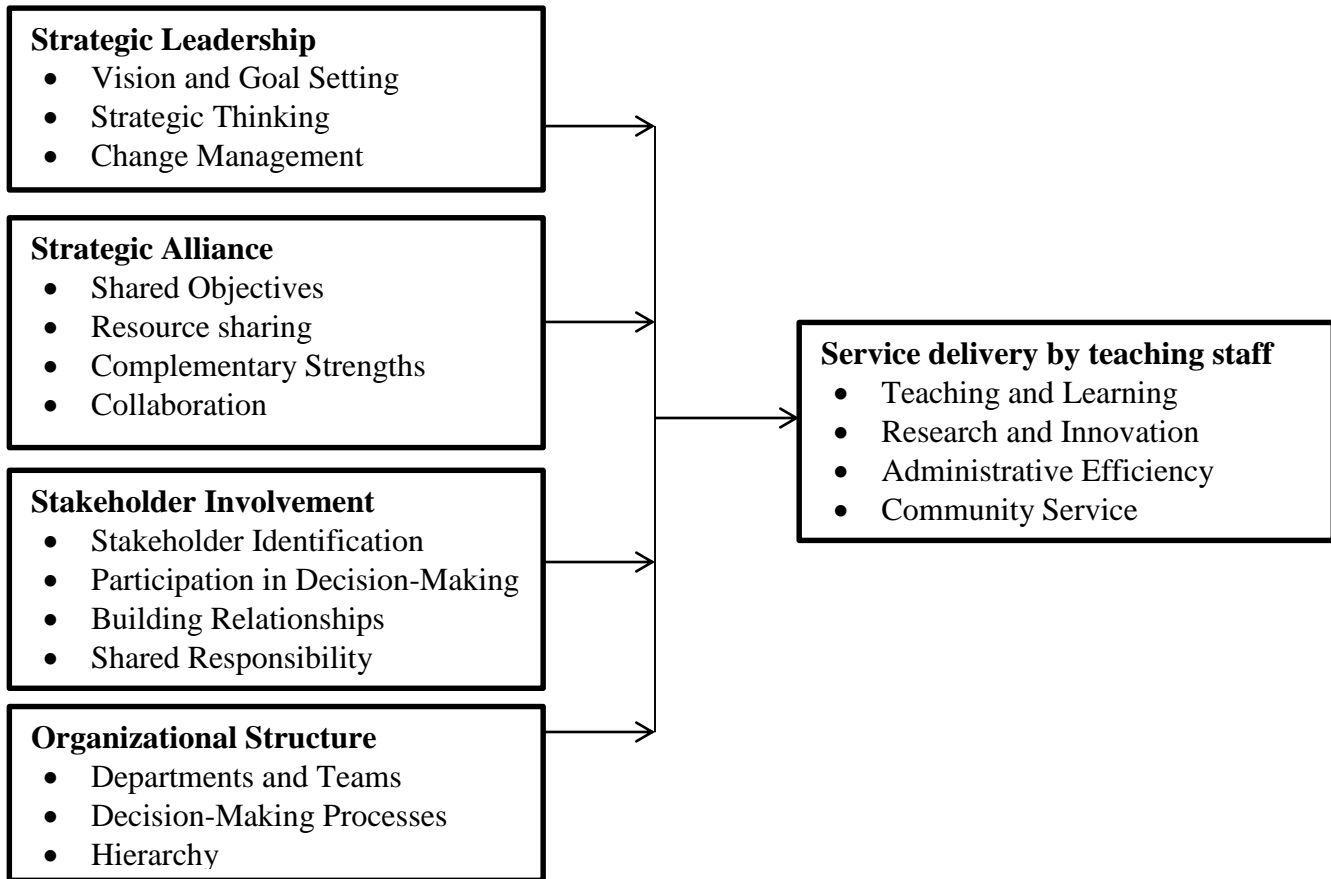


Figure 2.1: Conceptual Framework

Source: Researcher (2024)

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section outlines the methodological framework guiding the review toward its conclusion. Population, sampling, collection of data, instruments for data collection and method of analysis are going to be incorporated in this review chapter..

3.2 Research Design

The examination adopted descriptive research approach encompassing gathering information through questionnaires from a selected group of individuals and analyzing data based on the participants' viewpoints ((Saunders, Lewis & Thornhill, 2011). Lans and Vander (2022) be aware that a research design specifies how data will be managed and serves as a strategy for tackling the research questions of an investigation. It entails observing individuals in their usual environments through field surveys, without introducing any changes or alterations. Other designs like experimental could test causal effects of strategic interventions on service delivery, while exploratory could uncover unknown factors or emerging patterns in institutional performance. However, these were less suitable here since the study aimed to assess existing practices rather than manipulate variables or explore uncharted phenomena

3.3 Target Population

Target population is a number of subjects the researcher aims to examine and draw conclusions from, with the characteristics chosen being contingent on the study's goals (Mugenda & Mugenda, 2011). Cooper and Schindler (2003) further describes it as the aggregate objects which a researcher desires to forge generalizations. The target population was five (5) public universities. They were selected because they represent a diverse cross-

section of public universities within Nairobi. Their differences in size and institutional structure provided a rich ground for examination. The sampling frame is 4676 estimated employees' numbers.

Table 3.1: Target Population

Public Universities in Nairobi	Number of Teaching Staff
University of Nairobi	1,935
Kenyatta University	1,380
Technical University of Kenya	632
Cooperative University of Kenya	299
Multi Media University	430
Total	4,676

3.4 Sampling Design and Sample Size

Choosing group of individuals for a study in a manner that ensures the chosen individuals are representative of the larger population from which they are drawn is sampling design (Cooper & Schindler, 2008). Alvi (2016) posits that sampling entails selecting specific elements from a population from which the investigator can draw conclusions. The study used census and thus all the 5 universities were included in the study. For the specific respondents stratified simple random sampling was used, where each university formed a stratum. Fishers' formulae was used to calculate the sample.

Since the population of the teaching staffs is less than 10,000, Fisher (2003) formula, was adopted as illustrated below:

$$n = \frac{z^2 p (1 - p)}{d^2}$$

Where;

n = sample size

z = confidence level (95%, z = 1.96).

d = precision level/ margin error (0.1 at 90 % CI)

p = estimated proportion. p is assumed to be 0.5 if unknown (Israel, 2009)

Hence, the sample size is:

$$n = \frac{(1.96^2)(0.5)(1 - 0.5)}{(0.05)^2}$$

n = 384

Given that there are fewer than 10,000 subjects in the population, reduction of sample is represented by formulae shown below:

$$n_0 = n / (1 + ((n - 1) / N))$$

$$n_0 = 384 / (1 + ((384 - 1) / 4676))$$

$$n_0 = 354$$

Hence, proposed sample consisted of 354 personnel comprising tutorial fellows, senior lecturers, and professors sourced five Nairobi City County's public universities. Each university contributed an equal proportion of the sample. The study adopted proportionate sampling that was stratified randomly in selection of the sample with an aim to eliminate bias.

Table 3.2: Sampled Population

Units	Target population	Sample Size	Proportion of the Sample (%)
University of Nairobi	1,935	146	41
Kenyatta University	1,380	104	29
Technical University of Kenya	632	48	14
Cooperative University of Kenya	299	23	7
Multimedia University	430	33	9
Total	4,676	354	100

Source: Researcher (2024)

3.5 Data Collection Instrument

Outlined in Appendix II, a semi-structured survey amassed primary data. Surveys, as organized formats presenting a series of inquiries (Einola & Alvesson, 2021), provide several benefits including the removal of interviewer bias, extensive geographic coverage, appropriateness for reaching difficult populations, economical cost, time for precise responses, and the capacity to employ large samples for dependable results (Abgaz et al. , 2018). Despite these advantages, surveys have limitations like the inability for immediate clarifications, low response rates, potential for incomplete data, respondent bias, and a lack of motivation to participate.

3.6 Pilot Study

Aligned with Schachtebeck, Groenewald and Nieuwenhuizen (2017), a pilot study in this research signifies the study's condensed version. A pilot study evaluates and establishes research instruments validity and reliability, facilitating necessary adjustments if needed.

Following Viechtbauer et al. (2015) recommendation of 5% to 10% sample size for piloting, 36 participants were involved, approximately 10% of the total study sample was randomly selected. The pilot study was conducted pilot study at JKUAT, main campus. These selected participants completed the questionnaire and their responses underwent analysis.

3.6.1 Validity

Validity is the precision, consistency, and appropriateness of the data amassed using the selected measurement tools and scales for each variable (Mohajan, 2017). It reflects how accurately the analysis results represent the research subject. Validity is crucial for dependable and pertinent conclusions aligned with the study's objectives (Mohajan, 2017). Therefore, the study employed three validity tests: content validity, face validity, and criterion validity. Each test question's relevance to the qualities the instrument is meant to cover was assessed with the involvement of the supervisor as part of the study's content validity evaluation. The evaluation technique, components, and their suitability for assessing the research variable of interest were examined utilizing face validity. To determine the efficacy with which one measure forecasted the outcomes of another, criterion validity was involved.

3.6.2 Reliability

This is crucial, focusing on consistency and constancy of data collected through research instruments over multiple uses. To evaluate this, the test-retest method, as suggested by Ursachi, Horodnic, and Zaits (2015), was applied. Cronbach's Alpha coefficient measured instruments' internal consistency. An alpha coefficient of 0.7 or higher suggested acceptable internal coherence, ensuring that the data for each study variable remains reliable and dependable. This approach instilled confidence in the reliability of the collected

data, reinforcing its suitability for rigorous analysis within the objectives scope. Mugenda & Mugenda (2003) recommend calculating the Cronbach Alpha correlation coefficient from scores on both halves of the test ranging from .0 to 1, with increased values signifying more instrument reliability. Therefore, this research achieved correlation coefficient of .774.

Table 3.2: Reliability Test results

Variable	Frequency	Percentage
Strategic leadership	0.778	Reliable
Strategic alliance	0.805	Reliable
Stakeholder involvement	0.794	Reliable
Organization structure	0.758	Reliable
Service delivery	0.733	Reliable
Aggregate score	0.774	Reliable

The combined score of 0. 774 demonstrates that the survey items were dependable, as the score exceeded 0. 7.

3.7 Data Collection Procedure

In acquiring essential information from participants, the researcher begun by obtaining formal approval from Kenyatta University and securing a NACOSTI permit. Data collection utilized a drop-and-pick later approach for distributing questionnaires, giving participants sufficient time to carefully review and provide well-considered responses.

3.8 Data Analysis and Presentation

Data amassed underwent meticulous coding, entry and analysis using SPSS version 26, employing both qualitative and quantitative methods. Quantitative data was subjected to both descriptive and inferential analyses, utilizing mean scores and standard deviations for summarization. Pearson’s correlation coefficient (r) assessed relationship strength, and

determination coefficient R square measured dependent variable explanation by the independent variable. Multiple linear regression was employed.

Analysis was done at a 95% confidence level, with p-values guiding interpretation. The study employed a stepwise multiple regression model, presenting results through tables, figures, and charts for clarity and comprehension. Multiple linear regression, being robust and objective, aligns with the study's needs due to multiple independent variables involved:

$$Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \varepsilon$$

Y= Teaching staff service delivery

X₁= strategic leadership

X₂= strategic alliance

X₃= stakeholder involvement

X₄= organizational structure

ε = Error term

β₀= Constant (intercept)

β₁, β₂, β₃ and β₄= Independent variables beta coefficients

3.9 Ethical Consideration

Ethical considerations are paramount for researchers when dealing with humans, aligning with the guidance provided Adams et al., (2017). Attention was given to the ethical concerns, ensuring the proper and respectful treatment of participants. All information gathered was exclusively utilized for intellectual pursuits, upholding the principles of integrity and transparency. The confidentiality of respondents were rigorously maintained, and their identities remained undisclosed to safeguard their privacy. Moreover, no participant faced coercion or undue pressure to complete the questionnaire, highlighting

the optional aspect of their involvement. This ethical framework was the groundwork, promoting responsible considerate practices throughout the entire study process.

CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSIONS

4.1 Introduction

Findings from field-amassed data are depicted through tables and figures in this section.

4.2 Response Rate

354 questionnaires given to respondents who were chosen from 5 universities. Depicted in Table 4.1 are the response rates.

Table 4.1: Response Rate

Category	Number of questionnaires administered	Number of questionnaires returned	Percentage
University of Nairobi	146	123	41.3
Kenyatta University	104	88	29.5
Technical University of Kenya	48	41	13.8
Cooperative University of Kenya	23	20	6.7
Multimedia University	33	26	8.7
Total	354	298	100

With a commendable response rate of 84.2%, distributed questionnaires were duly completed and returned, as detailed in Table 4.1., whereas 15.8% were not which may be attributed to factors such as respondent unavailability, competing institutional commitments or reluctance to participate due to the sensitivity of organizational data. According to Mugenda & Mugenda (2003), an analysis can be conducted with a response rate of 50% or above. The capacity to generalize the results from the sample measurements is thus supported by the overall response rate of 84.2%.

4.3 Respondents' Demographic Information

4.3.1 Gender

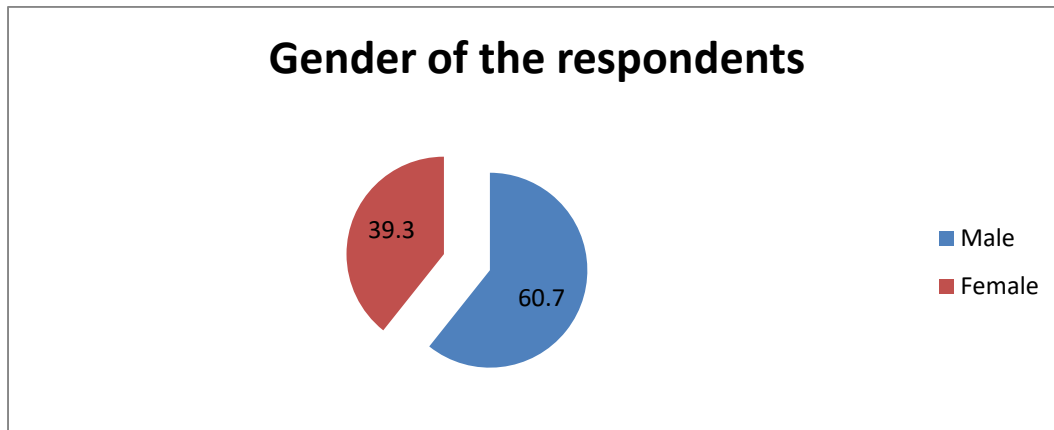


Figure 4.1: Gender

The findings reveal that male participants comprised 60.7% of the study, whereas female participants represented 39.3%. This demonstrates a commendable balance in the gender distribution of respondents. According to Maina, Nzioki and Mugambi (2024), educational institutions can tailor their services and support systems to better meet the needs of both male and female students, eventually creating a more successful and inclusive learning environment by comprehending the demographic composition of the participants.

4.3.2 Age Category

Table 4.2: Age Category

Years	Frequency	Percentage
Less 30	56	18.8
30 and 39	102	34.2
40 and 49	95	31.9
50 and above	45	15.1
Total	298	100

The majority of respondents (34.2%) were between the ages of 30 and 39, 31.9% were between the ages of 40 and 49, and 18.8% were under 30, 15.1% above 50 years. This finding highlights that the predominant age group is at least 30 years. Ali and French (2019)

observe that age diversity encompasses a range of perspectives, experiences, and skills that can enhance the overall effectiveness of change management initiatives.

4.3.3 Highest Academic Qualifications

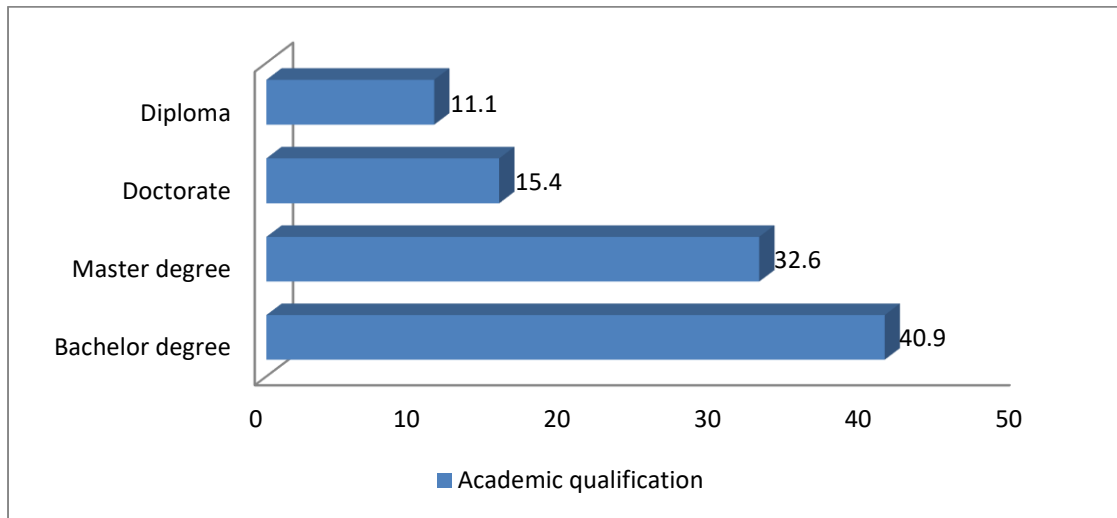


Figure 4.2: Highest Academic Qualification

The findings show that the majority of respondents (40.9%) held a bachelor's degree, followed by master's degrees (32.6%) and doctorates (15.4%), and 11.1% had a Diploma. This means the study engaged the respondents with varying academic level. According to Lu (2022), education diversity is crucial as it enriches the learning environment, fosters innovative approaches to problem-solving, and enhances the overall quality of education provided to students.

4.3.4 Years of Experience

Table 4.3: Years of Experience

Years	Frequency	Percentage
Belo 5	25	8.4
5 and 10	49	16.4
11 and 15	102	34.2
16 and 20	77	25.8
Over 20	45	15.1

Total	298	100
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The majority of respondents (34.2%) had worked for 11–15 years, 25.8% for 16–20 years, 16.4% for 5–10 years, 15.1% for 20 years, and 8.4% for a duration shorter than five years. This outcome implies that individuals surveyed possessed diverse employment backgrounds. Valentine and Adeiza (2023) indicate that diverse work experiences contribute to a broader understanding of various operational contexts and challenges faced by academic institutions.

4.4 Descriptive Statistics Results

Descriptive statistics presented quantitative data, namely Mean (M) and Standard Deviations (SD). The findings are displayed in accordance with the particular goals of the research as follows.

4.4.1 Strategic Leadership and Service delivery by Teaching Staff In Public Universities

A list of strategic leadership statements was sent to the respondents, who were asked to score each one based on how much they agreed with it.

Table 4.4: Strategic Leadership and Service delivery by Teaching Staff in Public Universities

Statements	SD %	D %	N %	A %	SA %	M	St.Dev
The leadership at my university effectively communicates a clear vision that guides our service delivery efforts.	7.7	4.7	9.1	38.6	39.9	3.98	1.178
The strategic goals set by the university leadership align with the needs of students and the community.	6.7	5.4	8.4	36.6	43.0	4.04	1.156
The leadership at my university engages in strategic thinking to	7.4	4.7	8.7	35.9	43.3	4.03	1.173

anticipate future challenges in service delivery.							
I believe that our university leaders make data-driven decisions that positively impact service delivery.	7.7	4.7	8.7	36.9	41.9	4.01	1.181
The leadership effectively manages change initiatives to enhance service delivery within the university.	5.4	4.4	10.1	37.2	43.0	4.08	1.089
I feel supported by the leadership during transitions that affect my role in service delivery.	7.7	4.4	8.7	37.2	41.9	4.01	1.175
Aggregate score	7.1	4.7	8.9	37.1	42.2	4.03	1.159

Table 4.4 reveals a strong consensus among respondents, who overwhelmingly affirmed how strategic leadership had impacted the service delivery by teaching staff in public universities, as reflected in 4.03 aggregate mean and 1.159 standard deviation. Averagely, majority (79.3%) of the respondents agreed with these statements, 8.9% indicated neutral and 12.4% disagreed. These findings suggest that the university leadership is not only proactive in its approach but also responsive to the evolving needs of its stakeholders. These results imply that there is a strong recognition of the part strategic leadership plays in increasing efficacy and quality of educational services offered by these institutions. The finding agree with Shimengah (2018) who investigated how practices of strategic leadership impact delivery of service in Kenyan counties through a review of existing literature and found that strategic leadership implementation promotes service provision by selecting qualified officials with necessary leadership qualities, ultimately improving resource management and community engagement.

4.4.2 Strategic Alliance and Service delivery by Teaching Staff in Public Universities

A list of strategic partnership statements was provided to the respondents, who were asked to score each one based on how much they agreed with it.

Table 4.5: Strategic Alliance and Service delivery by Teaching Staff in Public Universities

Statements	SD %	D %	N %	A %	SA %	M	St.Dev
The teaching staff and leadership at my university have clearly defined shared objectives that enhance service delivery.	5.0	4.0	7.0	34.6	49.3	4.19	1.070
Our university actively seeks alignment of its service delivery goals with those of external partners.	4.4	3.7	6.7	33.9	51.3	4.24	1.032
Collaboration with other universities enhances our access to resources that improve the quality of our service delivery.	5.0	3.4	6.7	34.6	50.3	4.22	1.055
Our partnerships with other institutions leverage complementary strengths that enhance our service delivery capabilities.	5.4	4.4	8.1	36.6	45.6	4.13	1.087
I believe that collaborating with other universities allows us to address gaps in our service delivery more effectively.	4.4	4.0	7.0	35.9	48.7	4.20	1.036
There is a strong culture of collaboration among teaching staff and external partners at my university to improve service delivery.	5.0	4.0	7.4	37.2	46.3	4.16	1.063
Aggregate score	4.9	3.9	7.2	35.5	48.6	4.19	1.057

Source: Survey Data (2025)

Aggregate scores underscores clear consensus of respondents on strategic alliance influencing service delivery by teaching staff in public universities (M=4.19, SD=1.057).

On average, majority (84.1%) of the respondents agreed with these statements, 7.2% indicated neutral and 8.8% disagreed. These findings imply that such partnerships and collaborative efforts are crucial for the continuous improvement of service delivery within

the educational framework. This finding implies that there is a significant recognition of the role that collaborative partnerships play in enhancing educational services, thereby potentially leading to improved outcomes for both students and faculty within these institutions. The finding concur with Elmuti, Abebe, and Nicolosi (2020) research which identified benefits for both academia and industry, such as research funding and lower R&D costs.

4.4.3 Stakeholder Involvement and Service delivery by Teaching Staff In Public Universities

A list of stakeholder involvement statements was provided to the respondents, who were asked to score each one based on how much they agreed with it.

Table 4.6: Stakeholder Involvement and Service delivery by Teaching Staff In Public Universities

Statements	SD %	D %	N %	A %	SA %	M	St.Dev
There is a clear process for recognizing the needs and interests of stakeholders at my university	4.7	3.0	5.7	39.6	47.0	4.21	1.015
Stakeholders, including staff and students, are actively involved in decision-making processes related to service delivery	5.0	3.0	6.4	40.6	45.0	4.17	1.030
My university fosters strong relationships with stakeholders, which positively impacts service delivery.	3.0	2.7	5.4	35.6	53.4	4.34	0.926
Regular communication and engagement with stakeholders are prioritized to enhance service delivery effectiveness.	6.7	2.7	7.4	36.9	46.3	4.13	1.111
Stakeholder feedback and analysis provide valuable insights Stakeholders share	4.4	2.3	5.7	39.6	48.0	4.24	0.983

responsibility for the outcomes of service delivery initiatives at my university.							
Collaborative efforts among stakeholders lead to improved service delivery outcomes at the university.	5.0	3.4	7.0	36.9	47.7	4.19	1.050
Aggregate score	4.8	2.9	6.3	38.2	47.9	4.21	1.019

The overall mean score was 4.26, with a standard deviation of 0.772, according to the statistics shown in Table 4.6. This suggests that respondent's common agreement that service delivery by teaching staff at public universities has been impacted by stakeholder involvement. On average, majority (86.1%) of the respondents agreed with these statements, 6.3% indicated neutral and 7.7% disagreed. This finding suggests that the engagement of stakeholders and the cultivation of strong relationships are critical factors that enhance the effectiveness of service delivery within the university context. The finding concur with Twum-Darko, Ncedo, and Tengeh (2023) research who examined stakeholder engagement in the South African public sector, employing qualitative and quantitative methods and indicated that stakeholder involvement can effectively address service delivery issues during strategy development.

4.4.4 Organizational Structure and Service delivery by Teaching Staff in Public Universities

A list of organizational structure statements was provided to the respondents, who were asked to score each one based on how much they agreed with it.

Table 4.7: Organizational Structure and Service delivery by Teaching Staff in Public Universities

Statements	SD	D	N	A	SA	M	St.Dev
	%	%	%	%	%		

The decision-making processes at my university are transparent and involve input from relevant stakeholders.	4.7	3.0	5.7	39.6	47.0	4.21	1.015
I believe that the decision-making framework supports timely and effective service delivery in my department.	4.4	2.7	5.7	36.6	50.7	4.27	0.998
The hierarchy within my university clearly defines roles and responsibilities, contributing to efficient service delivery.	3.0	1.3	3.4	29.2	65.9	4.59	0.657
Communication flows effectively through the hierarchical structure, ensuring that service delivery issues are addressed promptly.	6.7	2.7	7.4	36.9	46.3	4.13	1.111
My university's organizational structure allows for flexibility and adaptability in response to changing service delivery needs.	3.7	2.0	5.0	36.9	52.3	4.32	0.941
The organizational structure of my university effectively facilitates teamwork among different departments to enhance service delivery.	3.7	2.7	5.0	30.5	58.1	4.37	0.969
Aggregate score	4.4	2.4	5.4	34.9	53.4	4.32	0.949

The average score was 4.21 with a standard deviation of 0.982. This implies that the participants concurred that the way public institutions are structured has affected the services that their teaching staff provide. On average, majority (88.3%) of the respondents agreed with these statements, 5.4% indicated neutral and 6.8% disagreed. This finding suggests that the organizational framework is vital in shaping educational services effectiveness and efficiency rendered by faculty members, highlighting the importance of structural considerations in enhancing academic performance and student satisfaction within these institutions. The finding agree with Seip (2021) research observation that the

organizational structure influences how tasks are coordinated and controlled, directly affecting service delivery quality.

4.4.5 Service Delivery by Teaching Staff in Public Universities

A series of statements about service delivery was provided to the respondents, who were asked to score each one based on how much they agreed with it.

Table 4.8: Service Delivery by Teaching Staff in Public Universities

Statements	SD %	D %	N %	A %	SA %	M	St.Dev
The teaching staff at my university effectively engages students in the learning process to enhance educational outcomes.	27.9	15.1	12.8	21.1	23.2	2.97	1.552
The resources provided for teaching and learning are sufficient to meet the needs of students.	20.5	9.1	9.7	29.5	31.2	3.42	1.512
Collaborative research initiatives positively impact the university's reputation and service delivery.	39.6	16.8	15.8	15.4	12.4	2.44	1.449
The administrative processes at my university are efficient and contribute to timely service delivery.	54.0	24.5	14.8	3.7	3.0	1.77	1.029
My university actively engages in community service initiatives that benefit both the university and the local community.	50.3	32.9	13.4	2.3	1.0	1.71	0.860
Community service programs are well-structured and significantly enhance the university's role in societal development.	48.7	19.1	14.8	6.4	11.1	2.12	1.370
Aggregate score	40.2	19.6	13.6	13.1	13.7	2.41	1.295

The aggregate mean and standard deviation scores of 2.41 and 1.295, respectively, in Table

4.8 demonstrate that respondents expressed neutrality on all claims pertaining to the service

provided by teaching personnel in public universities. These findings imply that respondents' opinions are not particularly strong, since they are neither significantly in agreement nor disagreement with the caliber of services rendered by the teaching personnel. The finding is in line with World Bank (2020) report that show that Kenyan public universities struggle with service delivery challenges, including overcrowded classrooms and inadequate resources, affecting educational outcomes.

4.5 Multiple Regression Analysis Results

The regression analysis included an examination of the model summary, ANOVA table, and coefficients. The findings are outlined below.

4.5.2 Model Summary

The model summary's findings, which give a general picture of the model's fit and performance.

Table 4.9: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.916	0.839	0.795	1.0051

The model summary's results show that the corrected R-squared value is 0.795, or 79.5%.

An adjusted R-squared value this high indicates that the strategic leadership, strategic alliances, stakeholder engagement, and organizational structure collectively account for a substantial portion of the variability in service delivery outcomes, thereby emphasizing their critical role in enhancing the educational experience in these institutions. This indicates that 20.5% of service delivery was attributed to other strategic management techniques that were not examined in this study. The finding agree with Thiriku and Kegoro (2019) who explored how delivery of customer service in Kenya's Ministry of Industry, Investment, and Trade, is affected by strategic change management and their findings revealed a strong positive correlation.

4.5.3 Analysis of Variance

Table 4.10: ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	356.185	4	89.046	102.678	0.003
	Residual	254.101	293	0.868		
	Total	610.286	297			

The ANOVA table reveals a mean square value of 89.046, representing the average squared deviations from the mean for the analyzed groups. When compared to within-group variance, the F value of 102.678 indicates a substantial variance ratio between the groups. The significance level of 0.003 demonstrates a statistically significant difference among group means, as it is below the conventional threshold of 0.05. These results indicate that at least one group mean differs significantly from the others, which is compelling evidence against the null hypothesis. The finding agree with Kuva and Pollanen (2018) research observation that practices of Strategic change management are crucial for addressing service delivery challenges. Engaging stakeholders, such as teachers and students, fosters ownership and enhances the effectiveness of transformations.

4.5.4 Coefficients

Table 4.11: Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	0.601	0.264		2.277	0.004
	Strategic leadership	0.779	0.118	0.0251	6.602	0.003
	Strategic alliance	0.702	0.224	0.0413	3.134	0.004
	Stakeholder involvement	0.811	0.305	0.0185	2.659	0.001
	Organizational structure	0.799	0.323	0.0338	2.474	0.002

Table 4.11's findings demonstrate that when the independent factors (strategic leadership, strategic alliance, stakeholder involvement and organizational structure) are held constant, the service delivery by teaching staff in public universities would be 0.601. This finding suggests that, when these factors are adequately managed and optimized, there is a measurable enhancement in the quality of services provided by the teaching staff, thereby contributing positively to the overall educational experience for students.

The coefficients obtained indicate that when the strategic leadership, strategic alliance, stakeholder involvement and organizational structure are improved would cause an improvement on the service delivery by teaching staff in public universities by 0.779, 0.702, 0.811 and 0.799 respectively.

$$Y = 0.601 + 0.779X_1 + 0.702X_2 + 0.811X_3 + 0.799X_4 + \varepsilon$$

Where;

Y= teaching staff service delivery

X₁ = strategic leadership

X₂ = strategic alliance

X₃= stakeholder involvement

X₄= organizational structure

ε = Error term

The findings show that strategic leadership has (β=0.0251, t=6.602, p=0.003). This shows that good service delivery by teaching staff in public universities is positively correlated with strategic leadership in a statistically meaningful way. The results concur with those of Thiriku and Kegoro (2019), who investigated the relationship between strategic leadership and customer service delivery at Kenya's Ministry of Industry, Investment, and Trade. Their research showed a strong and direct correlation.

Additionally, the analysis shows that strategic alliances have ($\beta=0.0413$, $t=3.134$, $p=0.003$). This finding underscores the importance of collaborative partnerships in enhancing the caliber of services rendered by faculty members at public universities. The finding agrees with Kalunda (2023) who investigated the influence of strategic partnerships on Kenya's commercial banks delivery of service. The findings revealed that factors like marketing relations significantly influence service quality.

Furthermore, stakeholder involvement is highlighted with ($\beta=0.0185$, $t=2.659$, $p=0.004$). This indicates that engaging stakeholders is essential to enhancing the provision of services by teaching staff in public universities. The finding agrees with Orina, Moronge, and Guyo (2023) research that showed that stakeholder identification positively influenced the delivery of service, though the focus on county governments may limit generalizability.

Lastly, the organizational structure is associated ($\beta=0.0338$, $t=2.474$, $p=0.002$), suggesting that the way an organization is structured significantly impacts its ability to deliver services effectively by teaching staff in public universities. The finding agree with Nyaberi (2021) who examined organizational structure influence on service delivery and strategic leadership of Kenyan counties and revealed that organizational structure significantly impacts this relationship.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The findings, conclusions, recommendations, and ideas for additional research are summarized in this chapter.

5.2 Study Summary

This study set out to establish how strategic change management practices influence service delivery by teaching staff in selected public universities within Nairobi City County. The practices examined included strategic leadership, strategic alliances, stakeholder involvement, and organizational structure. The dependent variable, service delivery, was assessed through Teaching and Learning, Research & Innovation, Administrative Efficiency and Community Service. The variable's discussion was anchored on the SERVQUAL Model. Questionnaires were utilized to gather the primary data. The quantitative data that was gathered was analyzed using both descriptive and inferential statistics. The findings are summarized as follows;

The study sought to investigate the influence of strategic leadership on service delivery by teaching staff of Kenyan public universities in Nairobi City County and revealed that strategy leadership had significantly influenced service delivery ($t=6.602$, $p=0.003$). The University administration articulates a distinct vision that directs our service delivery initiatives. The strategic objectives established by the university's leadership correspond with the requirements of both students and the community. Furthermore, the leadership employs strategic foresight to predict upcoming challenges in service delivery. The university leaders utilize data-informed decision-making to improve service delivery

outcomes. Additionally, the leadership adeptly oversees change initiatives aimed at enhancing service delivery across the university.

The review endeavored to ascertain strategic alliances impacts in driving change on service delivery by teaching staff of Kenyan public universities in NCC. According to the study, strategic alliances significantly improved service delivery ($t=3.134$, $p=0.003$). Working together with other universities enables the employees to more effectively tackle deficiencies in their service delivery. There exists a robust culture of collaboration among faculty and external partners aimed at enhancing service delivery. Engaging in partnerships with other universities broadens the access to resources that elevate the quality of our service delivery. Additionally, collaborations with various institutions capitalize on complementary strengths, thereby improving their service delivery capabilities.

The study sought to look into stakeholder involvement on service delivery by teaching staff of Kenyan public universities in NCC. According to the study, stakeholder participation had a favorable and substantial impact on service delivery ($t=2.659$, $p=0.004$). A well-defined procedure exists for identifying the needs and interests of stakeholders at my university. Both staff and students play an active role in the decision-making processes concerning service delivery. The university cultivates robust relationships with stakeholders, which significantly enhances the quality of service delivery. Consistent communication and engagement with stakeholders are emphasized to improve the effectiveness of service delivery.

The study sought to investigate the effect of organizational structure as a framework for implementing change on service delivery by teaching staff of Kenyan public universities in NCC. Service delivery had benefited greatly from the organizational structure. ($t=2.474$, $p=0.002$). The decision-making framework enhances the prompt and efficient delivery of services within the University departments. Communication is streamlined through the

hierarchical system, which guarantees that service delivery concerns are resolved swiftly. The University organizational structure promotes flexibility and adaptability, enabling a responsive approach to evolving service delivery requirements. Furthermore, this structure effectively fosters collaboration among various departments, thereby improving overall service delivery.

Each strategic management practice demonstrated a measurable influence on service delivery, confirming that structured change initiatives, when well-led, collaborative, inclusive and supported by systems, can enhance teaching staff performance in public universities

5.3 Conclusions of the Study

The study concludes that through strategic leadership, a culture of collaboration is cultivated among faculty members, administrative staff, and students. This collaborative spirit enhances communication and teamwork, leading to more effective service delivery and a more cohesive academic community. Strategic leaders establish clear goals and performance metrics, which promote accountability among academic personnel. This clarity helps ensure that all staff members comprehend their duties and obligations, which will enhance performance and service results. Effective strategic leaders are adept at identifying and utilizing resources efficiently ensuring that the universities operate at their highest potential. However, even with strong leadership, service delivery can still lag if staff feel excluded from decision-making or if change efforts face internal resistance

The study concludes that strategic partnerships facilitate resource sharing among institutions, which can include access to funding, research facilities, and educational materials. This pooling of resources allows universities to enhance their academic programs and research initiatives, ultimately benefiting both faculty and students. Strategic partnerships enhance networking opportunities for academic personnel. Additionally, these

partnerships cultivate a mindset of ongoing development and accountability within universities. Nevertheless, while strategic alliances improved service delivery, some partnerships struggled to take off due to slow approval processes or mismatched institutional priorities

The study concludes that stakeholder engagement fosters a collaborative environment where diverse perspectives are considered resulting in the development of programs and services that are more aligned considering the requirements of the labor market and societal needs. Involving stakeholders enhance the quality of education and services provided which ensures that the curriculum remains relevant and that teaching methodologies are effective, ultimately benefiting students' learning outcomes. Moreover, stakeholder engagement can strengthen the university's reputation and credibility leading to increased support for the university, whether through funding, partnerships, or student enrollment. Stakeholder engagement is/was impactful, but in some cases, feedback isn't/wasn't acted on promptly and some groups feel/felt their input didn't carry enough weight.

The study concludes that a well-defined organizational framework facilitates clear communication channels, which are essential for effective collaboration among faculty members, administrative staff, and students. This clarity in communication helps to streamline processes, ensuring that academic personnel can focus on their primary responsibilities of teaching, research, and community engagement. Moreover, a structured organization allows for the delineation of roles and responsibilities, which minimizes confusion and overlaps in duties. This clarity enables academic staff to understand their specific contributions to the university's mission, thereby enhancing accountability and performance. A clear structure helps streamline service delivery, but rigid hierarchies sometimes slow down responses, especially when decisions have to pass through multiple channels.

5.4 Recommendations of the Study

The review puts forth that professional development initiatives must to be put in place to equip academic staff with essential leadership skills. These programs can include workshops, seminars, and mentorship opportunities that focus on strategic planning, decision-making, and effective communication. Fostering a culture of collaboration and teamwork is crucial. Encouraging interdisciplinary projects and initiatives can help academic personnel share knowledge and resources, leading to improved service delivery. Training academic staff on the use of digital tools and platforms can streamline administrative tasks, enhance communication with students, and facilitate access to educational resources.

The study suggests that universities create customized training curricula that align with the specific needs of the service sectors can significantly improve the skills and competencies of university personnel. Foster collaboration between public universities and local industries to create opportunities for internships and hands-on experiences. Additionally, implementing continuous professional development initiatives for university staff can ensure that educators remain updated on the latest trends and technologies in service delivery. This can be achieved through workshops, seminars, and conferences that encourage knowledge sharing and networking among professionals.

The study suggests that in order to improve participation, universities should undertake cooperative projects and academic staff should seek partnerships with local organizations and businesses to develop programs that address community challenges. Such collaborations not only enrich the educational experience for students but also demonstrate the university's commitment to societal development. Establish online platforms for feedback, surveys, and discussions to facilitate real-time communication and allow for a broader reach. This digital engagement can complement traditional methods.

The university should put in place extensive professional development programs to give employees the abilities and information they need to enhance service delivery. Foster a culture of collaboration and teamwork among personnel to significantly enhance service delivery through enabling staff members to understand each other's roles better and work more effectively towards common goals. The University should also focus on utilizing online learning platforms and digital resources can provide personnel with flexible access to educational materials, allowing them to enhance their skills at their own pace.

5.5 Suggestions for Further Study

In order to fill a conceptual gap, future research is advocated to delve deeper into alternative approaches to strategic management that were not previously examined. The paper also recommends that comparable research be conducted with an emphasis on other educational establishments, like technical colleges.

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APPENDICES

Appendix I: Introduction Letter

JOYLEEN AMWAYI LUBANGA

REG No: D53/OL/CTY/21769/2022

Kenyatta University

Dear Participant,

Subject: Invitation to Participate in Research

I am currently pursuing MBA with a specialization in Strategic Management at Kenyatta University. As part of the degree program, I am required to complete a research project titled, *"Strategic Change Management Practices and Their Impact on Service Delivery by Teaching Staff in Public Universities within Nairobi City County, Kenya."*

Your participation in this study would be greatly valued, and I kindly beseech taking a few moments to fill out the attached questionnaire. The survey aims to collect pertinent data to address the purposes of this project.

Please be assured that your responses will be used exclusively for academic purposes and will be handled with the utmost covertness. No personal references will appear in the final research report.

Thank you very much for your time and support.

Yours faithfully,

JOYLEEN AMWAYI LUBANGA

Appendix II: Questionnaire

Data amassed will be handled with the utmost reticence, and no personal identification, such as names, will be required in the questionnaire.

Check the box or fill in the blank as directed.

SECTION A: DEMOGRAPHIC INFORMATION

Kindly tick (✓) on options that best describes you.

1. Indicate your gender

- a) Male
- b) Female

2. Indicate Your Age

- a) Below 30 Years
- b) 30-39 Years
- c) 40-49 Years
- d) 50 and above

3. Highest Academic Qualifications:

- a. Diploma
- b. Bachelors' degree
- c. Master's degree
- d. Doctorate
- e. Other (specify)

4. Years of Experience in Public Universities

- a) Less than 5 Years
- b) 5 – 10 Years
- c) 11-15 Years
- d) 16-20 Years
- e) Over 20 Years

For sections B-F: Please tick (✓) one cell for each statement where 1= Strongly Disagree; 2= Disagree; 3= Neutral; 4= Agree; 5= Strongly Agree.

SECTION B: Strategic Leadership and Service Delivery by Teaching Staff of Public Universities in Nairobi County

This section has statements on strategic leadership

Statement	5	4	3	2	1
The leadership at my university effectively communicates a clear vision that guides our service delivery efforts.					
The strategic goals set by the university leadership align with the needs of students and the community.					
The leadership at my university engages in strategic thinking to anticipate future challenges in service delivery.					
I believe that our university leaders make data-driven decisions that positively impact service delivery.					
The leadership effectively manages change initiatives to enhance service delivery within the university.					
I feel supported by the leadership during transitions that affect my role in service delivery.					

SECTION C: Strategic Alliance and Service Delivery by Teaching Staff of Public Universities in Nairobi County

This section has statements on strategic alliance

Statement	5	4	3	2	1
The teaching staff and leadership at my university have clearly defined shared objectives that enhance service delivery.					
Our university actively seeks alignment of its service delivery goals with those of external partners.					
Collaboration with other universities enhances our access to resources that improve the quality of our service delivery.					
Our partnerships with other institutions leverage complementary strengths that enhance our service delivery capabilities.					
I believe that collaborating with other universities allows us to address gaps in our service delivery more effectively.					
There is a strong culture of collaboration among teaching staff and external partners at my university to improve service delivery.					

SECTION D: Stakeholder Involvement and Service Delivery by Teaching Staff of Public Universities in Nairobi County

This section has statements on stakeholder involvement

Statement	5	4	3	2	1
There is a clear process for recognizing the needs and interests of stakeholders at my university					
Stakeholders, including staff and students, are actively involved in decision-making processes related to service delivery					
My university fosters strong relationships with stakeholders, which positively impacts service delivery.					
Regular communication and engagement with stakeholders are prioritized to enhance service delivery effectiveness.					
Stakeholder feedback and analysis provide valuable insights Stakeholders share responsibility for the outcomes of service delivery initiatives at my university.					
Collaborative efforts among stakeholders lead to improved service delivery outcomes at the university.					

SECTION E: Organizational Structure and Service Delivery by Teaching Staff of Public Universities in Nairobi County

This section has statements on organizational structure

Statement	5	4	3	2	1
The decision-making processes at my university are transparent and involve input from relevant stakeholders.					
I believe that the decision-making framework supports timely and effective service delivery in my department.					
The hierarchy within my university clearly defines roles and responsibilities, contributing to efficient service delivery.					
Communication flows effectively through the hierarchical structure, ensuring that service delivery issues are addressed promptly.					
My university's organizational structure allows for flexibility and adaptability in response to changing service delivery needs.					
The organizational structure of my university effectively facilitates teamwork among different departments to enhance service delivery.					

SECTION F: Service Delivery of Public Universities in Nairobi County

This section has statements regarding service delivery of Kenyan public universities.

Statement	5	4	3	2	1
The teaching staff at my university effectively engages students in the learning process to enhance educational outcomes.					
The resources provided for teaching and learning are sufficient to meet the needs of students.					
Collaborative research initiatives positively impact the university's reputation and service delivery.					
The administrative processes at my university are efficient and contribute to timely service delivery.					
My university actively engages in community service initiatives that benefit both the university and the local community.					
Community service programs are well-structured and significantly enhance the university's role in societal development.					