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IS THERE ANY RELATIONSHIP BETWEEN MANAGEMENT DEVELOPMENT PRACTICES AND SERVICE DELIVERY IN HIGHER EDUCATION? EVIDENCE FROM KENYAN PUBLIC UNIVERSITIES

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Abstract

Purpose: – *Literature on management development is limited and still evolving; The purpose of this paper is to establish the relationship between management development practices and Service Delivery in Higher Education in Kenya by addressing the primary gaps in the literature: the research findings and results on the relationship between management development and service delivery have been contradicting and no attempt to clear the contradictions; biased and unbalanced analysis of the different measures of service delivery. This study was conducted at university level as the unit of analysis, using the Resource Based View theoretical underpinning.*

Design/methodology/approach – *A sample of 400 respondents was drawn using proportionate sampling from a total population of one thousand one hundred and thirty four (1134) in public universities in Kenya. The response rate was fifty two point two five (52.25 %) percent. The descriptive statistics, reliability and validity tests of the constructs, correlation analysis and factor analysis and regression analysis models were used to test the hypotheses. The preliminary tests employed the use of Kaiser Mayer-Olkim (KMO) and Bartlett's test. The study's KMO measure is 0.849, a value indicating sampling adequacy as the Bartlett's test of sphericity is significant with its associated probability is less than 0.00.*

Findings – *Management development practices are a good predictor of service delivery in Kenyan public universities as management development explain 94.9 % of the changes in service delivery.*

Research limitations/implications – *While 25 literature reviews are taken into account in this paper as the basis of the empirical analysis, this allows for assessing the range of procedures applied in previous literature reviews and for pointing to their strengths and shortcomings.*

Originality/value – *The study also concluded on future research considerations for additional variables, external validity, qualitative research design aimed at extending the research.*

Keywords: *Management development practices, service delivery index, public universities*

Introduction

The education sector globally has undergone unexpected changes that have hard-pressed the universities to embark on a range of initiatives to stay afloat and these has resulted in universities amalgamation and acquisition, integration of expertise in operations, while universities have downsized their operations. This is happening in total disregard of the fact that the central role of any university is performed by its human resources for it to have a competitive advantage. Many universities are turning to human resource development as a strategy to enhance their employees' knowledge, skills and capabilities so that they can compete and maintain a competitive advantage (Al-Khamis, 2001).

Management development is the practice in which management employees advance their abilities in order to perform efficiently in management tasks (Thurston, 2000). The duty of management is observed as a trivial and ignominious career, barely meriting unrelenting analysis. Yet, managers are a fundamental part of the employees who need to enhance their abilities and capabilities to perform. Management development comes in handy in enhancing the capacities of the individuals. Kenyan Universities are critical since they are mandated to transfer knowledge to students through teaching and research.

Management service delivery in the public universities is measured through; Customer Satisfaction, Employee Satisfaction, Research Output, Publications, Adherence to set date lines, adequate Teaching and coverage of curriculum, community outreach through advisory services/ consultancy, Number of under graduate/ postgraduate students supervised to completion/ graduation. Wanyama (2010) measuring service delivery in organization includes calculating efficiency, productivity and effectiveness. The provision of services efficiently and effectively is needed and this can only happen when universities apply the management development practices. Coaching, mentoring, supervision and Role playing increase efficiency (Abernathy, 2000).

Research Problem and Research Focus

Management of Kenyan public universities has over time been a matter of concern because of the shortfall to meet the set targets. However, Management development practices play various roles that ensure micro as well as macro economic growth and development. Previous empirical studies demonstrate the positive relationship between management development and firm performance (for example, Harold, 2000; Lee, Phan and Tan, 2003; Mabey and Gooderham, 2005). However some go to the other extreme and criticize management development for being a game of meaningless outcomes (Clarke, 1999). Furthermore, most of the recent research has taken place in Anglo-American and European contexts, and consequently there is little understanding as to how management development operates outside of these contexts, studies have been undertaken on employee development in public universities (Bigambo, 2004; Wachira, 2010; Wanyama, 2010; Cheptoek, 2000; Kuo, 2002) and all have pointed out that employee development leads to empowerment which directly improve performance by the workforce. This study specifically sought to establish the effect of management development practices on service delivery in Kenyan public universities.

Conceptual Model and Hypothesis

The dependent variable in this study is service delivery. Service delivery is the execution of an action, Chapman, (2001). Service delivery is indicated by the Customer Satisfaction, Number of students supervised to completion Employee Satisfaction, Research Output, consultancy/advisory services, Publications, Adherence to set Teaching, number of student joining and leaving the university. Service delivery for all the constructs was calculated from the data obtained from the presidential delivery unit under performance

contracting of public universities over five years. A service delivery index was obtained which was used as dependent variable. A conceptual framework is a structure of ideas presented in an inquiry (Cambell, 2013). In conducting the study the conceptual discussion was schematized in the model Figure1
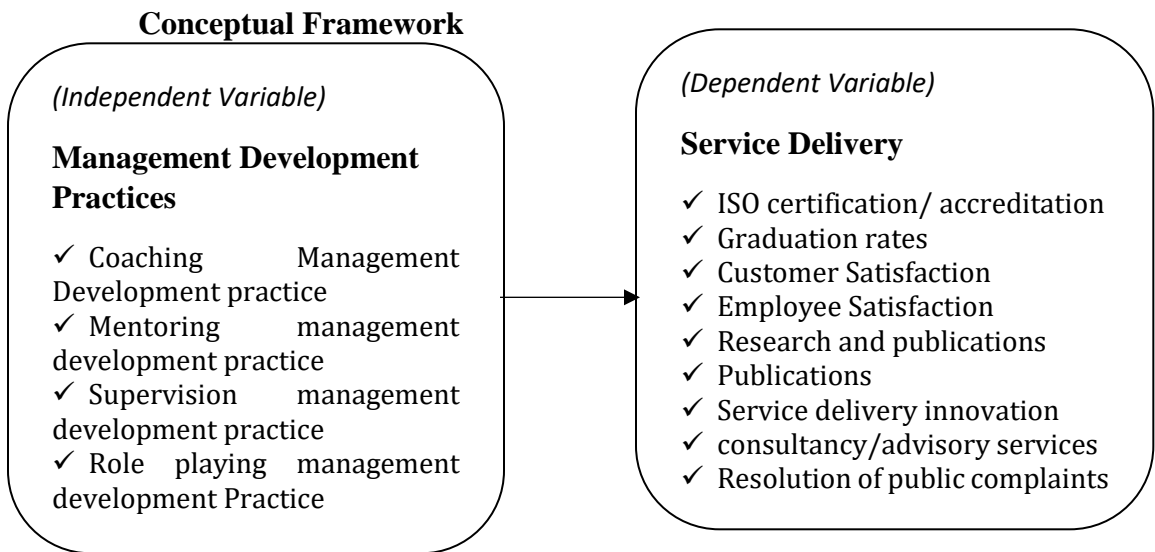
Conceptual Framework

(Independent Variable)

Management Development Practices

✓ Coaching Management Development practice
✓ Mentoring management development practice
✓ Supervision management development practice
✓ Role playing management development Practice

(Dependent Variable)

Service Delivery

✓ ISO certification/ accreditation
✓ Graduation rates
✓ Customer Satisfaction
✓ Employee Satisfaction
✓ Research and publications
✓ Publications
✓ Service delivery innovation
✓ consultancy/advisory services
✓ Resolution of public complaints

Figure 1; Conceptual Framework

The following research hypothesis was tested during the study:

Ho₁: Management Development Practices do not affect Service delivery in Kenyan Public Universities

Methodology of Research

General Background of Research

The study adopted a positivism and interpretivism research philosophy. Positivism holds that there exists a reality further than the human mind; individual perceptions are separate from reality that forms the foundation of human knowledge.

Research Design

The study adopted descriptive survey research design. The main consideration in this research design is to have the best framework to follow in collecting data necessary in addressing the research objectives and testing the stated research hypotheses. Mugenda and Mugenda, (2003) states that research design has two basic purposes, the first being to provide answers to the research questions and the second, to control the variances.

Population of the Study

The study targeted all the fourteen public universities located in the South Western Kenya. The Universities have been chosen since they are all operating under the Universities Act, 2012 and they have enough information on the topic. The target population for this study was 1134 Top Management both in academic and non academic, the employees in the population were categorized into two groups: University Management Board and HODs for Non Teaching staff. Teaching staff will be grouped into; Deans, CODs and Directors. The researcher followed the categorizations established by the university in this case.

Sample of Research

Sampling is process of getting a smaller number of respondents for the study from the target population. Sampling is an important process in research because it can be quite impracticable to conduct a research on the entire management employees of the universities under study (Mugenda and Mugenda, 2003) because of budgetary and time constrains a sample of employees was selected from the entire population. The study adopted Stratified sampling in selecting the respondents from the strata that are relevant to the study. The group of interest was management employees stratified into teaching and non teaching. Simple random sampling method was used in selecting respondents in each stratum, using table of random numbers since each case was assigned a unique number from which the respondents were selected.

The total numbers of management employees is 1134 in all public universities in Kenya of which 400 respondents was sampled. The study sample size was obtained using Yamane, Taro (1970) formula which simplified the procedure for sample size determination; the sample obtained by the researcher was representative.

Yamane formula for sample determination

$n = \dfrac{N}{1 + N\,(e)^2}$ (Yamane, Taro 1970)

Where **n** is the finite population sample size

N: total population which is the number of management employees

e: scope of error considered or level of accuracy is ±5% in this study

$n = \dfrac{1134}{1 + 1134(0.05)2} = 400$ approx 400 respondents

400 respondents is adequate for this studies since studies conducted by Luo, (2001); Ray, (2002); Thurston, (2000) used the Yamane formula and a sample response of 350 to 770 respondents.

Instrument and Procedures

The study collected data from primary and secondary sources. Self administered questionnaires and interview guides were used to collect Primary data while the university performance management records, journals and books were used in collecting the Secondary data. An authorization letter from Kisii University was sought by the researcher which was used in applying for a research permit to conduct research from NACOSTI then the researcher visited the Universities where the research was conducted with the introduction letter to administer the questionnaire, primary data was collected using the open ended and close ended Questionnaires. The questionnaires were delivered and picked after two weeks this was appropriate because it was meant to give the respondents time to fill the questionnaires. However, the researcher made clarification incase of unclear issues an extra week for respondents who took time.

Data Analysis

Stepwise regression analyses was used for verification of moderating effect by adding them sequentially to the regression equation to determine how much each variable is adding to the Predictor Y and Analysis of Variance (ANOVA =F test).

To establish the effect of management development practices on service delivery of Kenyan public universities, multiple regression analysis in equation (i) below were used.

$Y = \beta_0 + \beta_1 W_1 + \beta_2 W_2 + \beta_3 W_3 + \beta_4 W_4 + \varepsilon 1 \ldots\ldots\ldots\ldots (i)$

Where:

Y = Service Delivery

β_0 = Regression constant or intercept

W_1 = Coaching

W_2 = Mentoring

W_3 = Supervision

W_4 = Role playing

$\varepsilon 1$ = the error term

Table 1; Research Objective, Hypothesis and Analytical Method

Objective	Hypothesis	Analytical Model	Interpretation Of Results
To establish the effect of management development practices on employee service delivery	Ho1: management development practices does not affect service delivery	Simple linear regression analysis $Y = \beta_0 + \beta_1 W_1 + \beta_2 W_2 + \beta_3 W_3 + \beta_4 W_4 + \varepsilon 1 \ldots\ldots\ldots(i)$ Where: Y = Service Delivery β_0 = Regression constant or intercept W_1 = Coaching; W_2= Mentoring; W_3= Supervision; W_4= Role playing $\varepsilon 1$ = the error term	R^2-Coefficient of determination assess how much the dependent variable variation is due to its relationship with the independent variable *r=Correlation-to determine nature and strength among the variables Range ±1, r=0.7 plus is a very strong positive relationship; r= 0.5 plus is a strong relationship; r=0.3-0.49 is moderate relationship;* *r=.29 or less is a weak relationship; r=0 there is no relationship;* F-statistics (Analysis of Variance shows whether the relationship is statistically significant) If P-value < =0.05, the relationship is significant T – test to determine individual significance of the relationship

Research Results and Findings

The objective of the study was designed to establish to establish the effect of management development practices on service delivery in the Kenyan public universities, the study objective informed hypothesis one. The literature review and theoretical reasoning led to the belief that management development practices was associated with service delivery outcomes. The study focused on four management development practices; coaching, mentoring, role playing and supervision. It was anticipated that management development practices would have a strong, positive and significant relationship with service delivery outcome. Hence, the following hypothesis was tested:

Ho1: Management Development Practices do not affect Service delivery in Kenyan Public Universities

The Hypothesis sought to establish the effect of management development practices on service delivery in Kenyan Public universities. This hypothesis was tested by regressing management development practices on service delivery and guided by the equation $Y = \beta_0 + \beta_1 W_1 + \beta_2 W_2 + \beta_3 W_3 + \beta_4 W_4 + \varepsilon 1 \ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots..\ldots\ldots(i)$

Where: Y = Service Delivery, β_0 = Regression constant or intercept, W_1 = Coaching, W_2= Mentoring, W_3= Supervision, W_4= Role playing and $\varepsilon 1$ = the error term.

The management development practices items consisted of statements that sought to measure the extent to which the public universities in Kenya have adopted the use of coaching, mentoring, role playing and supervision and a scale of 1 to 5 where "5"was to a great extent and "1"to a very small extent and how it affects service delivery. Service delivery was an index computed from the achievement on certain items for five years. The Spearman's correlation showed significant relationship between management development practices (r = 0.793, p< 0.01) and service delivery (r = 0.490, p< 0.05). Further analysis using multiple regression stepwise analysis generated four regression models as presented in Table 2; below

Table 2: **Regression results for management development practice and Service Delivery**

Model Summary: Objective 1 (Data Analysis Model #i)														
Method: Stepwise (Criteria: Probability-of-F-to-enter≤.050, Probability-of-F-to-remove ≥ .100).										**ANOVA**				
Model	**R**	**R Square**	**Adjusted R Square**	**Std. Error of the Estimate**	**Change Statistics**					**Durbin-Watson**				
					R Square Change	**F Change**	**df1**	**df2**	**Sig. F Change**		**Sum of Squares**	**df**	**Mean Square**	**F**	**Sig.**
1	.870a	.758	.757	.981	.758	647.388	1	207	.000		622.615	1	622.615	647.388	.000b
2	.920b	.846	.844	.784	.088	117.630	1	206	.000		694.974	2	347.487	564.888	.000c
3	.972c	.944	.944	.472	.099	364.312	1	205	.000		776.064	3	258.688	1162.205	.000d
4	.975d	.950	.949	.448	.006	22.847	1	204	.000	2.814	780.660	4	195.165	970.257	.000e
a. Predictors: (Constant), Mentoring														
b. Predictors: (Constant), Mentoring, Supervision														
c. Predictors: (Constant), Mentoring, Supervision, Coaching														
d. Predictors: (Constant), Mentoring, Supervision, Coaching, Role Playing														
e. Dependent Variable: Service Delivery														

From the regression results in Table 2 above, a model was generated using stepwise approach where the Stepwise (Criteria: Probability-of-F-to-enter <= .050, Probability-of-F-to-remove >= .100). The stepwise multiple regression model number 4 is the most significant model since it has the inclusion of the four

management development practices; the results are significant at the set confidence interval of 95%. Durbin Watson statistic was computed to test the correlation between each residual and residual for the time period immediately preceding the one of interest and the findings indicated that there is no auto correlations of the residuals indicated by 2.814which is within the accepted range of 1 -3 and therefore indicates that the data met the assumptions for normality in using regression analysis.

Also from the model above in Table 2, it can be observed that as one moves from stepwise model number one to four, the standard error of the estimate keeps decreasing from 0.981 to 0.448 as so does the F values. The adjusted R^2 also keeps on improving from 0.757 to 0.949. Although all models are significant, the stepwise model number four is a good predicator of the relationship between management development practices and service delivery. The stepwise regression model number four shows a strong significant relationship between management development practices and service delivery, implying that management development practices explain 94.9% of the changes in service delivery in the public universities in Kenya. The coefficients of this predicative model aimed at addressing the concerns of objective one as modelled in model number four of the data analysis are given as in the Table 3 below.

Table 3: **Regression Coefficients (a) for management development practices and service delivery**

Indicators: Objective 1 (Data Analysis Model #i)							
Method:							
Stepwise (Criteria: Probability-of-F-to-enter≤.050, Probability-of-F-to-remove ≥ .100).							
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
Model#1	(Constant)	-2.013	.475		-4.233	.000		
	Mentoring	3.971	.156	.870	25.444	.000	1.000	1.000
Model #2	(Constant)	-7.879	.661		-11.917	.000		
	Mentoring	3.067	.150	.672	20.433	.000	.692	1.446
	Supervision	2.862	.264	.357	10.846	.000	.692	1.446
Model#3	(Constant)	-8.654	.400		-21.648	.000		
	Mentoring	3.440	.092	.754	37.239	.000	.661	1.514
	Supervision	4.488	.180	.559	24.910	.000	.537	1.862
	Coaching	-1.994	.104	-.406	-19.087	.000	.599	1.670
Model #4	(Constant)	-10.350	.520		-19.909	.000		
	Mentoring	3.115	.111	.683	28.028	.000	.413	2.424
	Supervision	3.949	.205	.492	19.270	.000	.375	2.667
	Coaching	-2.999	.233	-.611	-12.896	.000	.109	9.159
	Role Playing	2.378	.497	.305	4.780	.000	.060	16.653
a. Dependent Variable: Service Delivery							

From the specific beta coefficients for the measures of management development practices in Table 3 above, management development practices make contribution to the performance of public universities in Kenya. Mentoring, role playing and supervision have a significant ($p \leq 0.05$) positive effect (positive beta value) on service delivery.

As shown in Table 2 the independent variables (mentoring, coaching, supervision and role playing) are included in the same model, they have a strong positive effect on service delivery with a correlation coefficient of R = 0.975(d) and adjusted R^2 = 0.949, F = 970.257; Sig. = .000(d). This implies that 94.9% of the variance in the service delivery in public universities is explained by the combined variables of management development practices. The relationships between management development practices and service delivery are significantly positive.

Given that the calculated F = 970.257, while the F $_{Critical}$ = 2.292; at α = 5% (95% C.I), numerator degrees of freedom - V_1 = 13, (14-1) and denominator degrees of freedom -V_2 = 6, (7-1). Then F $_{calculated} \geq$ F $_{critical}$ at α = 5%. This is a clear indication that management development practices is a significant predicator of service delivery Kenyan public universities, hence **Ho**$_1$ is rejected.

Discussion of the Findings

It was hypothesized that management development practices does not affect service delivery Kenyan public universities and the findings in Table 3 above reject the hypothesis. Coaching, Mentoring, Role playing and supervision practices in a single model as predicted are positively and significantly affect service delivery. This captures and unravels the methodological weaknesses noted by Awino (2013) that discussions of quantitative and balanced service delivery measures are noticeably excluded in most studies.

This empirical evidence follows conclusions from other studies which have found out that selection and implementation of Management development practice is the practice in which management employees advance their abilities in order to perform efficiently in management tasks (Thurston, 2000) the implementation of management development practices facilitates performance of the management and can lead to improvements of university metrics such as increase in publication and research, community outreach and resolution of complaints.

In comparison to the results found by Franks, (2001) states that employee empowerment is deemed critical to organizational efficiency, innovativeness and effectiveness since empowerment initiatives are geared towards enhancing management performance.This study contributes to the literature of management development by analysing the relationship of four management development practice; coaching, mentoring, role playing, supervision with service delivery than other studies management development brings about employee's feelings of "being empowered" and this can be attributed to the increased participation in decision making, increased autonomy and access to information relevant to performance (Hamblin, 2010)

Management development practice explain 94.5% of the outcomes in service delivery, from these findings, the study can conclusively attribute that there is a positive relationship between management development practices and service delivery Kenyan public universities.

Conclusions

The primary objective of the study was to establish the effect of management development practices on service delivery in Kenyan public universities. The management development practices under study were coaching,

mentoring and role playing. The management development practices and service delivery had a significant relationship with a correlation coefficient of R = 0.975(d) and adjusted R^2 = 0.949, F = 970.257; Sig. = .000(d). This implies that 94.9% of the variance in the service delivery in public universities is explained by management development practices. The study focused on service delivery outcome measures only which included: ISO certification/ accreditation , Graduation rates, Customer Satisfaction, Employee Satisfaction, Research and publications, Publications, Service delivery innovation, consultancy/advisory services and Resolution of public complaints. The use of the above wide range of measures in a balanced and weighted manner lend to some support of the findings. According to Becker, B and Huselid, M (1998) there was limited literature that addresses issues of management development practices implementation in a balanced way although implementations of service delivery in public universities are now wide spread.

Contributions to Knowledge

This study has contributed to knowledge in the fields of Human Resource Development and service delivery in several ways. First, the study has empirically extended itself to the public universities generally, and tested and established empirically Management development is described as one of the key constituents of human resource policy, a source of competitive advantage, and an instrument of organizational change (Clarke, 1999). However despite its suggested crucial role, management development is still at the embryonic stage and is often described as *a theoretical* (Mabey, 2002). The most significant contribution this study has made to knowledge is linkage of management development practices and service delivery in public Universities service delivery. Previous literature had merely suggested that management development could have positive effect on management performance outcomes. These empirical findings are important and represent substantial contribution to literature and theory development for management development and service delivery in Kenyan public universities.

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