



DO ORGANIZATIONAL VARIABLES MODERATE THE RELATIONSHIP BETWEEN MANAGEMENT DEVELOPMENTS PRACTICES AND SERVICE DELIVERY IN UNIVERSITIES? A CASE OF PUBLIC UNIVERSITIES IN KENYA

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Purpose – the empirical Literature on organizational variables, management development practices and service delivery in universities is limited and still evolving; The purpose of this paper is to establish whether organizational variables moderate the relationship between management developments practices and service delivery in Kenyan Universities by addressing the primary gaps in the literature: the research findings and results on organizational variables, management developments practices and service delivery in Universities are biased and unbalanced. The universities were used as the unit of analysis, using the empowerment theoretical underpinning.

Design/methodology/approach – A sample of 400 respondents had drawn using proportionate sampling from a total population of 1134 in public universities in Kenya. The response rate was 52.25 %. 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-Olkin (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. cronbach alpha test results summarized in table 4.2, Management Development Practice which had 5 items had a reliability coefficient of 0.682, Coaching with 12 items had a coefficient of 0.840, Mentoring with 12 items had a coefficient of 0.906, Role playing with 15 items had a coefficient of 0.695, Supervision had 14 items had a coefficient of 0.518 and Organizational structure with 20 items had a coefficient was 0.639. Organizational strategy with 7 items had a coefficient of 0.653; Organizational culture with 16 items had a coefficient of 0.611. There is a significant positive linear relationship between service delivery, management development practices, and organizational variables at 5%. Coaching ($R = 0.297$, $p \leq 0.001$) Mentoring ($R = 0.870$, $p \leq 0.001$) Role Playing ($R = 0.581$, $p \leq 0.001$) supervision ($R = 0.730$, $p \leq 0.001$) organizational strategy ($R = 0.577$, $p \leq 0.001$) organizational culture ($R = 0.484$, $P = 0.02$) organizational structure ($R = 0.581$).

Findings –there is a strong significant moderation of organizational variables in the relationship between management development practices and service delivery, implying that organizational variables explain 96.1% of the changes in the in management development practices and service delivery in Kenyan public universities.

Research limitations/implications – *While 14 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: organizational constructs, employee development, service delivery

Introduction

The global labour force changes have been unforeseen for some time now; this has been despite the need for a well developed employee to perform in the organization. This changes have forced organizations to rethink the skills the employees have which are essential in job performance, initially the acquisition and utilization of the human resources in organization was done through guidance or promotion on the jobs. The introduction of performance contract by organizations require that employee performance is appraised annually (Cambell, 2013; Mkalama, 2014).

Management development brings about employee empowerment and employee involvement. It is management's response to an increasingly complex and competitive environment. Franks, (2001) states that employee empowerment is deemed critical to organizational efficiency, innovativeness and effectiveness since empowerment initiatives are geared towards enhancing management performance.

There is need to equip the management employees to be able to execute their roles effectively since management development is linked to matching of the individuals capabilities to the need of the organization. Management development is done through the practice of various activities which include, mentoring, coaching, role playing and supervision (Claire, 2006). A key presumption is that the more the employees are empowered to perform the better results than the less empowered employees. Hamblin (2010) argued that 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.

Employees' performance is affected by organizational variables which include; organizational structure, organizational strategy and organizational culture. Organizational strategy is the direction an organization takes with the goal in the long term. Smith (2002) posits that business strategy is the general scope and direction of dealing and the way in which its diverse operations work collectively to achieve meticulous goals. Organizational strategy defines the direction an organization is taking; there are various organizational strategies such as differentiation, Cost leadership, Diversification strategy. Diversification is a business strategy to penetrate into new markets other than what the organization is in. cost leadership strategy is geared towards attaining a competitive advantage through achieving the lowest cost of operations, conversely differentiation strategy entails developing products or services that offer unique attributes which are valued by customers to be better or different from those of the competitors (Awino, 2013)

Organization structure determines the distribution of authority in the organization; therefore organizational structure assist to share power all the way through the hierarchy and this will empower

employees, through this an organization will achieve its' goals (Victoria, 2006). Organizational structure provides employees with empowerment tools of authority, information, knowledge and rewards (Awino, 2013) the managers' success depends on the organizational structure and their ability to balance their goals and organizational vision. Sharing power or simply delegating power to staff inspires employees' to perform better (Thurston, 2000) the need to empower the employees through management development practices impact the employees with the right skills and understanding to perform, the strategy and structure the organization adopt determine the application of management development practices that enable the employees to perform better in the organization.

Public universities in Kenya are chartered to provide education to the Kenyan populace and they are not for making profit (Waweru, 2010). This study will focus on Kenyan public Universities; the universities are financed by the exchequer and are geared towards service provision. Bigambo (2004) noted that service delivery in public universities can be measured in the nature of handling of grievances, timely submission of examination, efficient student supervision, reduced number of missing marks, and increased completion of courses, adequate preparation of course outlines, marking of examinations, increased student-lecturer interaction, and high academic grade performance and increased levels of publications and research.

Research Problem and Research Focus

The studies conducted indicate that the university employees do not perform to the expected/set standards (Bigambo, 2004; Wachira, 2010; Wanyama, 2010; Cheptock, 2000) the performance of the university employees is still unsatisfactory than the set parameters and results are predictable; for instance the teaching employees have been accused of inadequate course coverage, the preparation of course outline is skewed and course content is shallow that set, there is increased delay in submission and processing of examination results and increased number of missing marks, low Customer Satisfaction, low Employee Satisfaction, low Research Output, reduced number of Publications, less adherence to set date lines, inadequate Teaching and coverage of curriculum, community outreach through advisory services/ consultancy, less Number of under graduate/postgraduate students supervised to completion/ graduation and increased student complaints (Bigambo, 2004)

The inadequate performance of employees has in turn affected the quality of education offered by the universities and service delivery. The existing studies related to the study include (Irungu, 2007; Mutuku, K'Obonyo and Awino, 2013; Wanyama, 2010; Awino, 2013; Ongeti, 2014; Cambell, 2013) all these studies do not have the moderating effect organizational variable. The emphasis of this study is established whether organizational variables affect the relationship between management developments practices and service delivery in Kenyan public universities.

Conceptual Model and Hypothesis

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 Figure 1.

Management development practices is the independent variable in this study, the effect of employee development on the service delivery has been at the focus of management development research for some time. The management development practices in focus include coaching, mentoring,

supervision, role playing among many, however most of the previous studies have used a single development practices to establish the influence on employee performance. Most studies only looked at the financial indicators of performance. It is important to mention that both financial and non financial factors have been combined in this study to provide for service delivery.

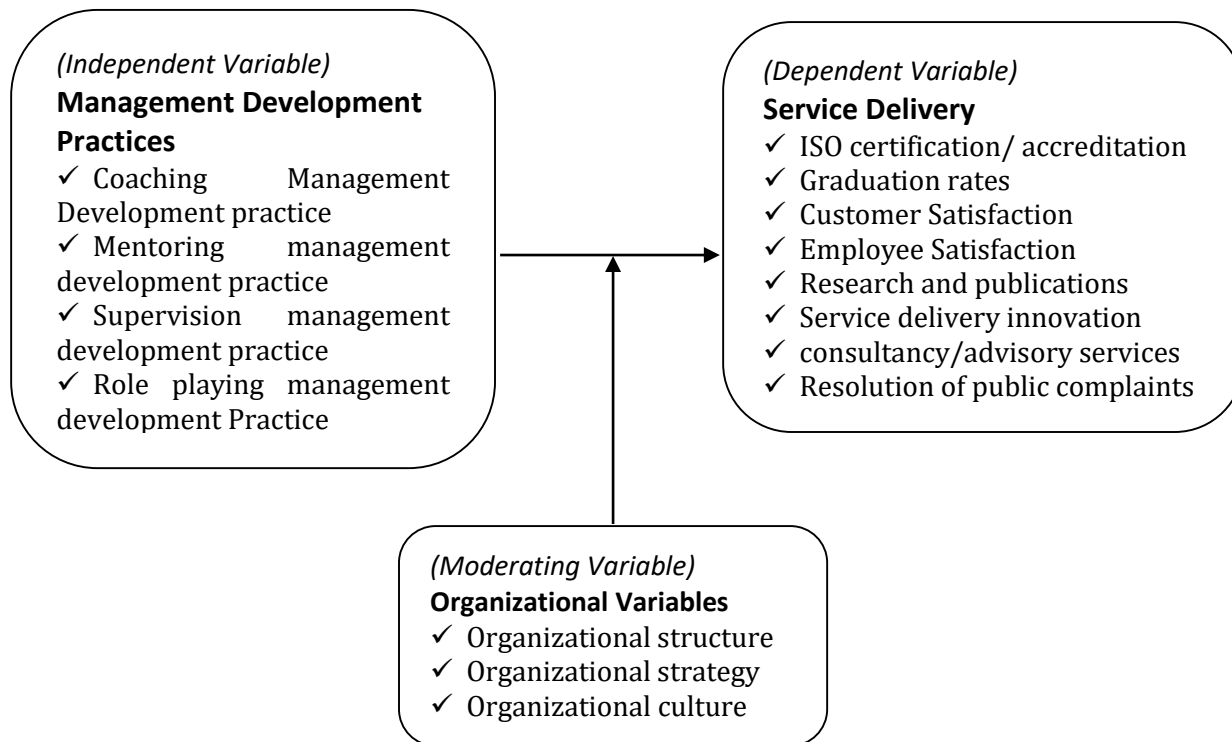


Figure 1; Conceptual framework

H₀₁: Organizational variables do not moderate the relationship between Management Developments Practices and employee Service Delivery in Kenyan Public Universities

Methodology of Research

General Background of Research

The positivistic philosophy was preferred since it combines static and a priori approaches. The positivistic paradigm often requires a test of a model using questionnaires constructed without input from the respondents as it was the case for this study. Moreover, this research comprised of predefined (a priori) relationships between Management development practices and service delivery as moderated by organizational variables that required a primary theory testing as all the hypotheses are stated with predictive rigor for acceptance aimed at making positivistic conclusions (Thurstun, 2000) The positivist approach also relies on taking large samples hence the researcher studied the entire population so as to generalize the findings

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.

Population of the Study

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

The unit of analysis is the fourteen universities targeted by the study namely; University of Nairobi, Kenyatta University, Jomo Kenyatta University of Agriculture and Technology, Masai Mara, Egerton University, Kabianga University, Kisii University, Rongo University, Maseno University, Jaramogi Oginga Odinga University, Masinde Muliro University, Kibabii University, University of Eldoret and Moi University with 400 respondents from the target population. The sample size is considered adequate since similar studies conducted by Luo, (2001); Ray, (2002); Thurston, (2000) used between 350 and 700 respondents hence the use of a sample of 400 employees is adequate and reliable to provide findings that reflect the whole target population. A sample is a number representative of the target population. 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 used both the questionnaire and the interview schedule. In order for the study to assess the statement of beliefs, attitudes, biographical information and opinions a questionnaire was used. The study used closed ended questions and open ended questions in the questionnaire so that it could address the research objectives (Kombo and Tromp, 2006).

The study questionnaire was designed to form five sections, the respondents biographical data was contained in Section A, management development practices question in section B: organizational variable, while section C; service delivery. An empirical review of literature from researchers who have conducted similar studies showed that the self administered questionnaire is the most appropriate instrument for this study because it uses self report and it is comparatively unobtrusive and inexpensive method for data collection since the population for the study was scattered

The administration of the questionnaires to the respondents was done in a flexible way, the respondents were allowed to fill the questionnaire or discuss it before filling it. A drop and pick later approach of questionnaire collection was adopted in order to lessen bias and room for probing for more information.

This is face to face oral administration of a questionnaire; the interviews were conducted to the university management board that has in-depth knowledge on the topic. The interviews were conducted by the researcher himself and each interview is slotted to take 20 minutes and the responses were written in the interview schedule guides, in is worth to note that the interview guide was used to complement the questionnaires. Permission was sought from each of the respondents so as to record the interviews, confidentiality and anonymity of the Interviewees was assured. The questionnaire provided the items for the interview guide and the interviews were transcribed to support the statistical analysis results

Data Analysis

Data collected from by the questionnaire was edited for accuracy and to detect any errors or omissions that might interfere with the data. The data was coded in order to transform it into quantitative form and make it easy for analysis, and then the data was entered to computer statistical software, (Statistical Package for Social Sciences version 21.0) for analysis. Data analysis used inferential and descriptive statistics specifically percentages, likert scale analysis frequencies for independent samples. Inferential statistics was used to test the relationships between and among the variables in the hypotheses, simple and step wise regression were used to test the hypothesis and provides an estimate equation to predict the magnitude of the dependent on the predictor variables.

The researcher observed while inputting the data that a few sections of the questionnaire were not fully completed. The blank sections were left blank for purposes of proper analysis. The SPSS Missing Data Analysis option was used to analyze the noted patterns in the data. The Replace Missing Values option was used to replace the missing values that were not significant with mean of all valid responses as is the norm with similar studies (Ngacho, 2013). The respondents with a significant number of missing values were eliminated.

While checking for outliers, it was found that the extreme values were either strongly agree (5) or strongly disagree (1) in response to the interval Likert scaled statements. Since this study sought to secure respondents' perceptions towards the effect of management development and service delivery as moderated by organizational variable, it was seen to be normal for a respondent to have such extreme feelings towards certain variables and be moderate on others. According to Ngacho, (2013), deleting them would, therefore, affect the generalisability to the entire population, and hence, they were all retained. "...if they do represent a segment of the population, they should be retained to ensure generalisability to the entire population (Ngacho, 2013). Observation of the distribution of data in reference to skewness and kurtosis revealed that the data was approximately normal. At the end of item screening, 209 respondents remained for the purposes of data analysis indicating an effective response rate of 52.25 %.

Prior to testing the hypotheses using regression analysis the study ensured that the basic conditions for the application and interpretation of the results were complied with. The use of regression analysis assumes that the data is normally distributed and that there is independence of errors as such it will be necessary to control Multicollinearity. Multiple regressions are challenged by Multicollinearity which is a strong correlation in two or more predictor variables in a regression model. Multicollinearity problems include an increase in the standard errors of the B coefficients meaning that the Betas across samples have relatively higher variability.

In this study test of normality was done by statistics estimating measures of shape, including skewness and kurtosis. Multicollinearity and heteroscedasticity was tested using Variance Inflation Factor (VIF) and Tolerance Statistic. Variance Inflation Factor shows whether a there exist a linear relationship with other predictors. Problems occur if VIF is 1.0 and above (Meyers, 1990). Homoscedasticity occurs when the predictor variables and the variance of the residual terms is constant at each level. If variances are unequal it is heteroscedasticity (Field, 1990). The reciprocal of the VIF (1/VIF) was computed to test Tolerance statistic in which values below 0.1 show a serious problem while those below 0.2 indicate a probable problem.

The square of Coefficient of Determination (R^2) was used to establish goodness of fit of various models and determined the amount or degree of disparity in the dependent variable(s) ascribed to the predictor variable(s). The closer R^2 is to 1, the better the fit of the regression line to actual data. The Beta values show the change in the dependent variable due to the amount of change in the predictor variable, and the F ratio is a determine of how well the equation line developed fits with the experiential data or it simply measures the model fit. The statistical implication of each hypothesized association was construed based on the F and t values.

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).

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To check the moderating effect of organizational variable on the relationship between Management Development Practice and Service Delivery stepwise regression analysis was computed. In the first step independent variable that is (Management Development and Service Delivery) were presented into the model as predictors of the outcome variable (organizational variables). The second step, an interaction term was computed. An interaction term present a moderating relationship between Management development practices and this relationship is explained by either management development or organizational characteristics alone. The stepwise regression equation is presented as in equation (ii) below:

$$Y = \beta_0 + \beta_1 W_1 + \beta_2 W_2 + \beta_3 W_3 + \beta_4 W_4 + \beta_5 Z_1 + \beta_6 Z_2 + \beta_7 Z_3 + \beta_8 W.Z + \varepsilon_1 \dots\dots\dots(i)$$

Where:

Y = Service Delivery

β_0 = Regression constant or intercept

$\beta_1 - \beta_8 =_{Are}$ the coefficients

W_1 = Coaching

W_2 = Mentoring

W_3 = Supervision

W_4 = Role playing

Z_1 = Organizational structure

Z_2 = Organizational strategy

Z_3 = Organizational culture

$W.Z$ = the interaction term or product variable of management development practices and organizational variables

ε_1 = the error term

The coefficient term in regression show the interaction term β_8 shows an estimate of the moderation effect. If β_8 is statistically different from zero, there is a significant moderation on the W (management development practices) and Y (service delivery) relation.

Table 1: Regression Models

To determine the moderating effect of organizational Variables on management development practices and employees service delivery	Ho2: Organizational variables do not moderate the relationship between management development practices and service delivery	Stepwise Regression Analysis $Y = \beta_0 + \beta_1 W_1 + \beta_2 W_2 + \beta_3 W_3 + \beta_4 W_4 + \beta_5 Z_1 + \beta_6 Z_2 + \beta_7 Z_3 + \beta_8 W.Z + \varepsilon_1 \dots (ii)$ Where: Y = Service Delivery β_0 = Regression constant or intercept $\beta_1 - \beta_8$ = Are the coefficients W_1 = Coaching; W_2 = Mentoring; W_3 = Supervision; W_4 = Role playing; Z_1 = Organizational structure; Z_2 = Organizational strategy; Z_3 = Organizational culture $W.Z$ = the interaction term or product variable of management development practices ε_1 = the error term
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Research Results and Findings

The study was designed to determine the Moderating effect of organizational variables on the relationship between management developments practices and service delivery. The literature review and theoretical reasoning led to the belief that organizational variables moderate the relationship between management development practices and service delivery. The organizational variables under consideration are organizational strategy, organizational structure and organizational culture. It was anticipated that organizational variables would have a strong, positive and significant relationship in the relationship between management development practices and service delivery and the study objective informed hypothesis two. Hence, the following hypotheses were tested:

Ho2: organizational variables do not moderate the relationship between Management developments practices and employee service delivery in Kenyan public Universities.

This hypothesis was tested by regressing organizational variables moderator and management development practices on service delivery and guided by the equation $Y = \beta_0 + \beta_1 W_1 + \beta_2 W_2 + \beta_3 W_3 + \beta_4 W_4 + \beta_5 Z_1 + \beta_6 Z_2 + \beta_7 Z_3 + \beta_8 W.Z + \varepsilon_1 \dots (ii)$ Whereby = Service Delivery, β_0 = Regression constant or intercept, $\beta_1 - \beta_8$ = Are the coefficients, W_1 = Coaching, W_2 = Mentoring, W_3 = Supervision, W_4 = Role playing, Z_1 = Organizational structure, Z_2 = Organizational strategy, Z_3 = Organizational culture, $W.Z$ = the interaction term or product variable of management development practices and organizational variables and ε_1 = the error term.

The organizational variables items that moderate the relationship between management developments practices and service delivery consisted of statements that sought to measure the extent to which the organizational variables influence management development practices in public universities and a scale of 1 to 5 where “5” was to a great extent and “1” to a very small extent. Service delivery index was computed from the achievement on certain items for five years. The Spearman’s correlation showed significant relationship between management development practices ($r = 0.829$, $p < 0.01$) and service delivery ($r = 0.955$, $p < 0.05$) organizational variables individually with service delivery.

Further analysis using multiple regression stepwise analysis generated five regression models as presented in Table 2 below.

Table 2: Regression Results for the organizational variables, management development practices and service delivery

Model Summary: Objective 2 (Data Analysis Model #ii)											ANOVA				
Method: Stepwise (Criteria: Probability-of-F-to-enter≤.050, Probability-of-F-to-remove ≥ .100).															
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change in R Square	F Change	df1	df2	Sig. Change	Durbin-Watson					
											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	.000
2	.920b	.846	.844	.784	.088	117.630	1	206	.000		694.974	2	347.487	564.888	.000
3	.972c	.944	.944	.472	.099	364.312	1	205	.000		776.064	3	258.688	1162.205	.000
4	.978d	.956	.955	.423	.011	51.525	1	204	.000		785.265	4	196.316	1099.365	.000
5	.981e	.962	.961	.392	.006	33.663	1	203	.000	1.936	790.447	5	158.089	1027.041	.000
a. Predictors: (Constant), Mentoring															
b. Predictors: (Constant), Mentoring, Supervision															
c. Predictors: (Constant), Mentoring, Supervision, Coaching															
d. Predictors: (Constant), Mentoring, Supervision, Coaching, RolePlay*OrgCulture															
e. Predictors: (Constant), Mentoring, Supervision, Coaching, RolePlay*OrgCulture, Organizational Structure															
j. Dependent Variable: Service Delivery															

From the regression results in Table 2 above, five models have been generated using stepwise approach where the probability-of-F-to-enter was $\leq .050$, while the probability-of-F-to-remove was $\geq .100$. The stepwise multiple regression model number 5 is the most significant model since it has the inclusion of organizational variables and 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 correlation of the residuals indicated by 1.936 which 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 five, the standard error of the estimate keeps decreasing from 0.981 to 0.392 as so does the F values. The adjusted R^2 also keeps on improving from 0.757 to 0.961 although all models are significant, the stepwise model number five is a good predictor of the effect organizational variables plays in moderating the relationship between management development and service delivery in Kenyan public universities.

The stepwise regression model number five shows a strong significant moderation of organizational variables in a relationship between management development practices and service delivery, implying that organizational variables explain 96.1% of the changes in the in management development practices and service delivery in Kenyan public universities. The coefficients of this predicative model aimed at addressing the concerns of objective two as modelled in model number five of the data analysis are given as in the Table 3 below.

Table 3: Regression Coefficients for the organizational variables, management development practice and service delivery

Indicators: Study Objective (Data Analysis Model #ii)							
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
#1	(Constant)	-2.013	.475	-4.233	.000		
	Mentoring	3.971	.156	.870	.000	1.000	1.000
#2	(Constant)	-7.879	.661	-11.917	.000		
	Mentoring	3.067	.150	.672	.000	.692	1.446
	Supervision	2.862	.264	.357	.000	.692	1.446
#3	(Constant)	-8.654	.400	-21.648	.000		
	Mentoring	3.440	.092	.754	.000	.661	1.514
	Supervision	4.488	.180	.559	.000	.537	1.862
	Coaching	-1.994	.104	-.406	.000	.599	1.670
#4	(Constant)	5.136	1.954	2.628	.009		
	Mentoring	3.280	.086	.719	.000	.616	1.624
	Supervision	-2.655	1.008	-.331	.009	.014	72.667
	Coaching	-4.091	.307	-.833	.000	.056	17.956
	RolePlay*OrgCulture	1.399	.195	1.225	.000	.007	134.076
#5	(Constant)	11.696	2.138	5.471	.000		
	Mentoring	3.138	.083	.688	.000	.563	1.778
	Supervision	-3.022	.938	-.377	.001	.014	72.999
	Coaching	-4.174	.285	-.850	.000	.056	18.001
	RolePlay*OrgCulture	1.846	.197	1.617	.000	.006	158.382
	Organizational Structure	-3.005	.518	-.326	.000	.059	16.884

a. Dependent Variable: Service Delivery

From the specific beta coefficients for the measures of the moderating effect of organizational variables in Table 3 above, organizational variables make some contribution to the relationship between management development practices and service delivery. The organizational variables that have a significant ($p \leq 0.05$) positive effect (positive beta value) of 1.617 on the relationship between management development practices and service delivery.

As shown in Table 3 above, when the moderating effect of organizational variable is included in the same model, they have a strong positive with a correlation coefficient of $R = 0.981(i)$ and adjusted $R^2 = 0.961$, $F = 18051.762$; $Sig. = .000(i)$. This implies that 96.1% of the variance in the relationship between management development practice and service delivery. Organizational variable moderate on the relationships between management development practices and service delivery are positive.

Given that the calculated $F = 18051.762$, while the $F_{\text{Critical}} = 2.920$; at $\alpha = 5\%$ (95% C.I), numerator degrees of freedom - $V_1 = 13$ (14-1) and denominator degrees of freedom - $V_2 = 6$ (7-1). Then $F_{\text{calculated}}$

$\geq F_{\text{critical}}$ at $\alpha = 5\%$. This is a clear indication that organizational variable significantly moderate the relationship between management development practice and service delivery, hence **H₀₂** is rejected.

Summary of the Findings

This study set out to establish the moderating effect of organizational variables on the relationship between management development practices and service delivery in Kenyan public universities by addressing five primary gaps in the literature: the study of the five variables in isolation; the research findings and results have been contradicting and no attempt to clear the contradictions; biased and unbalanced analysis of the different measures of service delivery, as well as the failure to use weighted scores to measure service delivery; the limited and still evolving literature on management development practices; and the narrow literature on Management Coaching, Management Mentoring, Management Role playing and Management supervision was largely focused on the adoptions, but not on the moderating effect of organizational variables on the relationship between management development practices and service delivery in Kenyan public universities.

Table 4: Summary of Findings

To determine the moderating effect of organizational variable on the relationship between management development practices and service delivery in Kenyan public universities	H ₀₂ :organizational variables do not moderate on relationship between Management developments practices and employee service delivery in Kenyan public universities	R = 0.981; Adjusted R ² = 0.961; F = 18051.762, while the F _{Critical} = 2.920; Then F $\geq F_{\text{critical}}$ at $\alpha = 5\%$. Organizational variables moderate the relationship between management development practices and service delivery, implying that the organizational variables explain 96.1% of the changes in the management development practices and service delivery.	These results indicate that organizational variables moderate the relationship between management development practices and service delivery. The results fail to accept hypothesis H ₀₂ .
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Discussion of the Findings

Scholarly research should contribute to and extend the current literature by filling in existing gaps for both researchers and managers (Varadarajan, 2003 and Kirchoff, 2007). This section discusses the findings guided by the primary research objectives and hypotheses.

The study was to determine the moderating effect of organizational variable on the relationship between management development practices and service delivery Kenyan public universities. The study focused on the moderating effect of organizational variable on the relationship between management development practices and service delivery. The organizational variables included organizational strategy, organizational structure and organizational culture while management development included coaching, mentoring, role playing and supervision and service delivery included ISO certification/ accreditation, Graduation rates, Customer Satisfaction, Employee Satisfaction, Research and publications, Publications, Service delivery innovation and Resolution of public complaints. The use of the above wide range of measures in a balanced and weighted manner supports the findings. According to Turner, Bititici, & Nudurupati, (2005) there was limited literature

that addresses issues of organizational variable moderating on management development practices implementation in a balanced way although implementations of service delivery measures in public universities are now wide spread.

It was hypothesized that organizational variables do not moderate the relationship between management development practices and service delivery and the findings in Table 4 above reject the hypothesis. Both organizational variables and management development practices in a single model as predicted are positively and significantly related to service delivery.

Conclusions

This empirical evidence follows conclusions from other studies which have found out that the selection and implementation of the organizational variables which include organizational structure, organizational strategy and organizational culture affect employees' performance. Organizational strategy is the direction an organization takes with the goal in the long term. Organization structure determines the distribution of authority in the organization (Smith, 2002) and organizational culture shapes an individual's belief and attitude and this can lead to improvements of service delivery.

In comparison to the results found by Awino, (2013) the managers' success depends on the organizational structure and their ability to balance their goals and organizational vision. Sharing power or simply delegating power to staff inspires employees' to perform better. This study contributes to the literature of the moderating effect of organizational variable by analysing the relationship of management development practices with service delivery than other studies (Lee, 2004) and by testing at the same time the factors that motivate public universities to invest in the management development practices taking into consideration of the organizational variables.

The moderating effect of the organizational variables explain 96.1 % of the outcomes in the relationship between management development practices and service delivery, from these findings, the study can conclusively attribute the positive relationship between management development practices and service delivery in Kenyan public universities.

Contributions to Knowledge

Management development research has lagged behind advances in other areas of human resource management, such as high performance work systems, and more specific selection, training, and reward system so it is not surprising to find that most firms do not have an integrated view of management development. Despite the growing body of empirical research in management development practices, the field has been criticized for lacking a sound theoretical foundation. The available modes of theorizing in the field include empowerment theory. This study tested empirically direct and indirect linkages between management development practices as moderated by organizational variables on service delivery in public universities using the three theoretical perspectives, using data from 14 public universities in Kenya. The results of the study provided a strong support for the empowerment perspective.

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