THE MODERATING EFFECT OF TRAINING ON THE RELATIONSHIP BETWEEN QUALITY MANAGEMENT PRACTICES AND SERVICE DELIVERY IN PUBLIC UNIVERSITIES IN KENYA

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UNIVERSITY OF KABIANGA

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DECLARATION AND APPROVAL

Declaration

This thesis is my original work and has not been submitted to the University of Kabianga or any other institution for the award of a diploma or conferment of a degree.

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DEDICATION

This PhD thesis is dedicated to my beloved wife Janet Cheptingei, whose unwavering love, patience, and encouragement have been my greatest source of strength throughout this academic journey. Her understanding and constant belief in my abilities inspired me to persevere even in moments of doubt and exhaustion. To my wonderful children; Shamillah, Sheila, Sharon, Dan, and Shereen your love, laughter, and curiosity gave me renewed energy and motivation each day. You have been steadfast pillars of hope and encouragement, demonstrating that success attains its fullest meaning when shared with loved ones. This accomplishment is as much yours as it is mine. Without your enduring support, prayers, and understanding, this journey would not have been complete. May this work stand as a lasting testament to my profound gratitude for your love, faith, and inspiration, and as a tribute that motivates you to pursue your aspirations with the same determination, perseverance, and confidence that you have inspired in me.

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ABSTRACT

Quality Management Practices (QMPs) have been adopted globally to improve service delivery in organizations. However, the effectiveness of these practices in improving service delivery remains uncertain, despite the adoption of various approaches such as Total Quality Management, Service Delivery Charters, and ISO certification. Based on this gap, the study sought to examine the moderating effect of training on the relationship between quality management practices and service delivery in public universities in Kenya. The study was guided by the following research objectives: to examine the moderating effect of training on the relationship between customer involvement, customer feedback, transformative leadership, and service delivery and to determine the moderating effect of training on the relationship between quality management practices and service delivery in public universities in Kenya. The study adopted Ishikawa's theory, Deming theory and Crosby theory. The study was anchored on cross-sectional research design. The target population comprised 35 public universities in Kenya. To obtain the desired sample, cluster sampling was used to group regions where ISO-certified universities are located. Random sampling was then used to select one university to represent each region within every cluster. The Yamane Taro formula was applied to calculate a sample size of 287 respondents which comprised Deans of Schools, Heads of Departments, Quality Assurance Officers, ISO Coordinators, and student leaders. The respondents were purposively sampled and a questionnaire was used as the primary data collection tool. Validity was ensured through reviews by supervisors and experts from the Department of Education, Administration, Planning, and Management to confirm both content and face validity. A pilot study yielded a Cronbach's alpha coefficient of 0.782, exceeding the acceptable threshold of 0.7 an indication that the data collection instrument was highly reliable. Collected data were screened, coded, entered, and analyzed using SPSS version 26. Both descriptive and inferential statistics with multiple regression were applied in data analysis. The findings revealed that customer involvement ($\beta = .064$, $p = .000 < 0.05$), customer feedback ($\beta = .073$, $p = .000 < 0.05$), transformative leadership ($\beta = .048$, $p = .001 < 0.05$), and quality management practices ($\beta = .037$, $p = .026 < 0.05$) significantly influence service delivery. The results indicate that training enhances the effectiveness of institutional mechanisms such as participatory planning, timely feedback, transformational leadership, and performance monitoring. These results are significant in understanding how public universities in Kenya implement quality management practices and training to enhance service delivery for students, faculty, staff, and other stakeholders. The study concludes that while core quality management practices significantly contribute to improved service delivery, their impact is amplified through structured and continuous training. Therefore, universities should institutionalize regular staff capacity building, inclusive engagement platforms, modern feedback systems, and leadership development programs aligned with global quality assurance standards. Training must be viewed not as a one-time event but as an ongoing investment in human capital, ensuring sustainable improvements in service responsiveness, efficiency, and stakeholder satisfaction.

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ABBREVIATIONS AND ACRONYMS

ANOVA	Analysis of Variance
CUE	Commission for University Education
ICT	Information Communication Technology
ISO	International Organization for Standardization
NACOSTI	National Commission for Science Technology and Innovation
NSD	National Society Development
QMP	Quality Management Practices
QMS	Quality Management System
SPSS	Statistical Package for Social Sciences
SQC	Statistical Quality Control
TQM	Total Quality Management
UNESCO	United Nations Educational, Scientific and Cultural Organization
VIF	Variance Inflation Factor

OPERATIONAL DEFINITION OF TERMS

The following terms were operationalized as follow;

Customer	A person or organization that purchases goods or services from a business or provider. It also refers to anyone who receives or uses services, not necessarily involving a purchase. For instance, in healthcare, a patient can be considered a customer of hospital services, or in public service, citizens are customers of government services.
Customer focus	Refers to an organizational strategy and mindset that prioritizes understanding and meeting the needs, expectations, and preferences of customers. It encompasses various aspects of how a business or organization interacts with its customers.
Customer involvement	This is the active participation of customers in various aspects of a business, including marketing, customer service, and product creation.
Public Universities	These are universities that receive their funding from public sources such as national governments.
Quality management Practices	These are a set of policies, processes, and procedures or management systems aimed at

	directing and controlling an organization with respect to quality issues. They aid in coordinating and directing the activities of an organization to ensure compliance with customer and regulatory requirements.
Service delivery	It is an element of business between service providers and clients where the service provider offers a service and the client either finds or loses value as a result. In the context of this study, it refers to the processes, activities, and systems through which a university provides services to meet the needs and expectations of its key stakeholders.
Training	Refers to the process of acquiring knowledge, skills, and competencies through systematic instruction and practice. Enhancing one's ability, capacity, productivity, and performance are the specific objectives of training.
Transformative leadership	This is a leadership style where leaders inspire, motivate, and empower their followers to achieve significant changes or transformations in an organization. This leadership approach goes beyond managing day to-day operations and aims to create a vision for the future that excites and inspires others.

CHAPTER ONE

INTRODUCTION

1.1 Overview

The study's background, problem statement, general and specific objectives, research hypothesis, justification, significance, scope, limitations, and assumptions are captured in this chapter.

1.2 Background of the Study

In today's globally competitive and knowledge-driven landscape, public universities are increasingly challenged to demonstrate higher levels of effectiveness, accountability, and quality in service delivery. As centers of learning and innovation, these institutions must respond to diverse stakeholder expectations while contending with resource constraints and shifting educational paradigms (Alomenu, 2023). This has intensified scholarly interest in the adoption of Quality Management Practices (QMPs) including stakeholder involvement, structured feedback systems, and transformative leadership as mechanisms for improving institutional performance and service quality. Empirical evidence from countries such as the United States and India underscores the significance of quality-oriented reforms, particularly ISO certification and national accreditation frameworks, in fostering continuous improvement, enhancing operational efficiency, and promoting academic excellence (Smith & Brown, 2023; NBA, 2023).

At a regional level, several countries in Asia, such as Malaysia, Palestine, and Jordan, have witnessed notable benefits from QMP implementation, including improved stakeholder satisfaction and institutional efficiency (Ahmad et al., 2017; Sabella et al., 2014; Sweis et al., 2019). However, these gains have not come without challenges such

as limited staff training, weak stakeholder involvement, and poor infrastructure that have constrained full realization of QMP benefits (Aljuhani, 2019; Papanthymou & Darra, 2017). In the African context, the urgency to adopt Quality Management Practices (QMPs) has been aggravated by the fast-paced expansion of public universities amid declining budgetary allocations (Ouma, 2020). Empirical studies conducted in countries such as Nigeria and Kenya emphasize the critical influence of leadership commitment, employee participation, and a culture of continuous improvement in enhancing service delivery within higher education institutions (Hassan et al., 2022; Wanza, Ntale, & Korir, 2017). Despite these insights, existing literature continues to reveal significant gaps regarding the moderating effect of training in reinforcing the effectiveness of QMP implementation, particularly within the Kenyan higher education context.

Customer involvement is a principal facet of Quality Management Practices, as it ensures that the services offered by universities are attuned to student demands and expectations. However, many institutions continue to lack well-structured mechanisms for methodically gathering, evaluating, and incorporating student feedback into service improvement processes (Nguyen, Phan, & Matsui, 2018). Similarly, while customer feedback serves as a cornerstone of effective quality assurance systems, universities in Kenya often face challenges in closing the feedback loop thereby limiting the translation of feedback insights into tangible service enhancements (Wangari et al., 2023). Furthermore, transformative leadership has been widely recognized as a driving force for institutional quality reform; yet, limited empirical research has examined how leadership dynamics interact with staff training to influence service delivery outcomes in the higher education sector (Njuguna & Bett, 2018).

Training is increasingly viewed as a moderating variable that enhances the implementation of QMPs. Without adequate training, efforts in customer involvement, feedback analysis, and leadership effectiveness may remain underutilized. Despite the proliferation of QMP literature globally, limited empirical studies in Kenya assess how training modifies the relationship between QMP dimensions and service delivery in public universities (Maina, 2016; Mogaka, 2023). It is therefore against this backdrop that this study addresses this gap by examining the moderating effect of training on the relationship between quality management practices specifically customer involvement, customer feedback, and transformative leadership and service delivery in Kenyan public universities. The researcher contends that enhancing training mechanisms may serve as a catalyst for unlocking the full potential of QMPs leading to more responsive, accountable, and efficient institutions of higher learning.

1.2.1 Quality Management Practices

Quality Management Practices (QMPs) are a set of coordinated activities designed to direct and control an organization with regard to quality; they play a vital role in shaping institutional performance and stakeholder satisfaction. According to Abbas (2020) QMPs encompass the processes of designing, developing, and implementing efficient products and services within organizations. These practices integrate all institutional functions and are guided by principles such as customer focus, leadership, engagement of people, process approach, improvement, evidence-based decision-making, and relationship management. Globally, organizations have adopted QMPs as strategic tools for promoting innovation, customer satisfaction, and continuous improvement in service delivery.

Jaca and Psomas (2015) emphasize that in a dynamic and globally competitive higher education landscape, quality has emerged as a significant predictor of organizational sustainability and competitiveness**.** The adoption of internationally recognized frameworks such as ISO 9001:2015 underscores the growing importance of structured Quality Management Practices (QMPs) in higher education and other sectors. These frameworks provide systematic approaches for ensuring consistency, accountability, and continuous improvement, thereby enhancing institutional efficiency and stakeholder satisfaction across departments and organizational levels.

Globally, institutions particularly in the education sector have increasingly implemented QMPs to enhance operational performance. In the United States for instance, Smith and Brown (2023) emphasized on the need for universities to significantly improve their strategic planning, stakeholder engagement, and performance by prioritizing customer requirements, developing long-term visions, and building strong external partnerships. In Europe, García, Rama, and Alonso (2014) identified process management, quality planning, and effective leadership as foundational QMP approaches. In Turkey, Sadikoglu and Olcay (2014) discovered that QMPs significantly affect organizational performance but are hindered by resource limitations, poor organizational structure, and insufficient employee participation. In Asia, the higher education systems of countries like India and Malaysia have adopted QMP frameworks to improve quality outcomes and service delivery. India's National Board of Accreditation (NBA, 2023) and the National Assessment and Accreditation Council (NAAC, 2023) promote quality through faculty development, governance reforms, student support services, and curriculum modernization. Despite the efforts geared towards improving QMPs in India, smaller institutions still grapple with

challenges such as limited staff training and infrastructure deficits (Sharma & Gupta, 2020; Rajan & Mehta, 2021).

In Malaysia, Ahmad et al., (2017) found that the implementation of Quality Management Practices (QMPs) substantially improves institutional financial performance, competitiveness, market share, and operational efficiency within universities. In Palestine**,** Sabella et al., (2014) demonstrated that QMP adoption bolsters internal communication, promotes efficient problem resolution and enhances client satisfaction. These findings are corroborated by Saffar and Obeidat (2020), who demonstrated the efficacy of QMPs in promoting data-driven decision-making, systematic reporting, innovative product and service design, and collaborative employee engagement. Collectively, these studies illustrate that universities across different regions are rapidly incorporating QMPs as strategic tools for improving institutional performance and service quality. However, as Aljuhani (2019) observes, several institutions—such as those in Saudi Arabia—continue to face major impediments to effective QMP implementation, including limited leadership commitment, weak organizational culture, insufficient faculty engagement, and inadequate training capacity. Such challenges curtail the full realization of the prospective outcomes associated with quality management initiatives in higher education.

In Africa, the urgency to adopt QMPs has intensified due to rapid university expansion and declining public investment in higher education. In Nigeria, Nnakenyi et al., (2017) found that effective QMPs center around benchmarking, process redesign, and employee engagement. In the Kenyan context, Wanza, Ntale and Korir (2017)

demonstrated that employee involvement, leadership commitment, and a focus on customer needs significantly influence the performance of universities. Njuguna and Bett (2018) underscored the importance of leadership support, strategic communication, teamwork, and employee participation in implementing QMPs successfully. Lee et al. (2018) emphasized that understanding of ISO 9001, reward systems, and strategic alignment are essential for effective top management support. Maina (2016) added that decentralization influences service quality in terms of accessibility and citizen satisfaction, urging the national education authorities to embrace quality frameworks to improve educational outcomes (Kihoro & Wamugunda, 2022). Despite the widely acknowledged gains and enhanced prominence of Quality Management Practices (QMPs) in public universities globally and in Kenya in particular data-driven evidence examining their direct impact on university performance remains limited. Recent studies by Okumu and Musyoka (2023) and Nyaga et al., (2021) highlight this gap, noting that while QMPs are increasingly being adopted, comprehensive analyses of their effectiveness and contextual applicability within Kenyan higher education institutions are still scarce.

One critical component of QMP is customer involvement, which entails the active participation of service recipients in service design, quality assessment, and institutional governance. Globally, customer involvement has been shown to enhance transparency and responsiveness. In the USA and UK, students are integrated into quality assurance committees and curriculum review boards (Smith & Brown, 2023). In Spain, García et al., (2014) highlighted the role of customer engagement in defining institutional performance metrics. However, in the Kenyan context, mechanisms for ensuring active student involvement in quality assurance and service delivery processes

are either poorly developed or inadequately functional. This is particularly concerning given that students constitute the primary beneficiaries and key stakeholders of the services offered by universities. Furthermore, limited scholarly attention has been devoted to examining how training interventions can empower university personnel to effectively facilitate and sustain meaningful student (customer) participation in quality improvement processes.

The critical role of customer involvement in achieving effective service delivery has been widely acknowledged in the literature. Several studies have investigated models and frameworks designed to foster participatory engagement and elevate service delivery standards across institutions with particular emphasis on universities and other higher learning institutions. Xie et al., (2020) contend that customer involvement plays a critical role in improving service delivery by allowing institutions to incorporate user needs and preferences into their offerings. Andersson and Hjertqvist (2015) argue that although Swedish financial institutions engage customers during service development, such participation is often inconsistent due to the absence of formal routines. In India, Nayak and Samanta (2014) carried out a study on the importance of citizen engagement in the delivery of public services, combining metrics to assess service delivery (affordability, efficiency, accessibility) and also quality of service.

A study carried out in Palestine by Abu Alrub, et al., (2021) claims that the leadership and management policies implemented have an impact on the quality management systems of an organization. A well-managed system prioritizes the provision of high-quality firm product. This finding is mirrored in a study done in India by Sinha et al., (2016) which noted that output levels and student outcomes at postsecondary

institutions are significantly impacted by staff interactions and involvement as well as the leadership's commitment to continuous improvement. In Pakistan, Tul Wahab (2020) discovered that the foundation of continuous improvement should not only be the organization's aspirations for its bottom line, but also its capacity to improve performance in the future. In order to maintain a competitive edge and provide a conducive environment for continuous improvement, a company must apply both a creative and analytical approach to continuously enhance its effectiveness and efficiency in achieving its goals. In Ethiopia, Hailu et al., (2018) posit that Total Quality Management (TQM) techniques are essential for enhancing product quality, cutting expenses, and stabilizing the production process.

Saunders, et al., (2020) carried out their research in Vietnam and found that the application of QMP regulations assisted enterprises in Vietnam to increase quality performance, specifically the internal process quality. Moreover, QMP is a beneficial initial step towards TQM. The adoption of these techniques is a significant organizational shift that calls for adjustments to the organization's procedures, strategic goals, and culture. The study’s findings revealed that the implementation of Quality Management Systems (QMS) enhances accountability and governance structures, promotes standardization of outputs, and strengthens process control and consistency across institutional operations. In a study carried out in Saudi Arabia, Aljuhani (2019) postulates that senior leadership commitment, organizational culture, faculty support, implementation time, and training are the five main challenges that colleges and universities face when attempting to successfully implement quality management methods.

Frambach et al., (2016) posit that companies continually strive to enhance their performance in both financial and market dimensions. They argue that one of the key strategic approaches to achieving long-term business sustainability is through customer satisfaction, which remains central to organizational success. To achieve this, firms must develop a deep understanding of their customers' current and emerging needs and implement strategies aimed at not only meeting but exceeding those expectations. efforts to strengthen customer orientation represent a deliberate and strategic means of gaining a competitive advantage and ensuring sustained organizational growth.in their study conducted in China, Zhang and Xiao (2020) found that customer satisfaction results in improved performance and a correlation with higher loyalty.

Ateke and Iruka (2015) confirmed a strong correlation between customer involvement and marketing success in Nigeria, supporting the idea that consumer engagement improves outcomes.

In Kenya, Chepkemoi and Bett (2018), Osemba (2014), and Dacha and Juma (2018) noted limited stakeholder involvement in Kenyan public universities, while Kamau et al., (2024) found that customer focus accounted for a significant variation in private university performance. These studies are however fragmented in scope, often lacking analytical depth, and are based on isolated institutions thereby limiting generalizability. The current study bridges these gaps by using a robust sample (n=287), a cross-sectional design, and SPSS-based correlation analysis to investigate how customer involvement moderated by training affects service delivery in public universities across Kenya.

Another key aspect of QMP is customer feedback, which enables institutions to monitor service delivery, identify performance gaps, and implement corrective measures. Customer feedback is vital for organizational improvement, as it provides actionable insights into service quality and user satisfaction (Bolton et al., 2018). A study conducted by Johnson (2019) showed that structured student feedback in U.S. colleges led to measurable service enhancements though it overlooked moderating institutional factors. Similarly, Nasr et al., (2014) noted that the introduction of the Positive Feedback Model (PFM) in the United States led to positive client responses thus enhancing employee well-being and organizational outcomes. In Vietnam, Saunders et al., (2020) demonstrated that structured feedback systems significantly improved institutional accountability and process control. In Malaysia, feedback analysis is directly linked to staff performance, service design, and strategic planning (Ahmad et al., 2017).

In a study carried out in Nigeria, Okolo et al., (2021) demonstrate that effective feedback collection directly boosts customer retention in banking. Akinyele and Olorunsola (2023) and Katungi and Tumwesigye (2022) further established the role of feedback in Nigerian and Ugandan universities respectively, though their case-study and limited sample methods weaken generalizability. In Kenya however, most universities lack real-time feedback systems. Wangari, Wasike, and Mungai (2023) found that although students frequently raise concerns about service quality, their input is often neglected or met with minimal institutional action. These feedback gaps result in unaddressed grievances and declining stakeholder trust. Moreover, the literature does not adequately explore the relationship between staff training and the ability to process

and act on customer feedback. This is a critical shortfall that this study intends to address.

Transformative leadership, another vital component of QMP, plays a strategic role in shaping institutional culture and driving quality reforms. Transformational leadership fosters innovation, inspires staff, and drives institutional performance through trust, inclusion, and strategic motivation (Al Ahmad et al., 2019). Transformative leaders are characterized by vision, innovation, inclusiveness, and the capacity to motivate others (Jaafreh & Al-abedallat, 2013). In India, Sinha et al., (2016) linked transformative leadership to improved staff engagement and student outcomes. Abu Alrub et al., (2021) found that effective leadership policies influence the robustness of QMP systems in Palestine. Mahdikhani and Yazdani (2020) carried out research in Iran and found a strong link between transformational leadership, trust, and service quality in e-commerce firms.

In Nigeria, Abubakar and Ahmed (2021) confirmed the positive impact of such leadership on university performance using PLS modeling. Studies done in Namibia by Zvavahera (2013) and Atiku et al., (2023) revealed structural inefficiencies and political interferences that hampered service delivery but advocated for transformational leadership to mitigate these challenges. In Kenya, Murage (2022) noted that not all dimensions of transformational leadership impact Kenyan university performance equally. Kahuari et al., (2019) and Otwoma et al., (2021) also highlighted the role of leadership in driving change in Kenyan Huduma centers, though they fell short of linking it to training and broader university contexts. Njuguna and Bett (2018)

noted that while leadership commitment is necessary, it must be supported by targeted training to realize its full impact. Okumu and Musyoka (2023) highlighted that the leadership-training nexus remains inadequately addressed in local literature. Despite its importance, transformative leadership in Kenya is under-researched, particularly in terms of how it interacts with training to enhance service delivery. The current study addresses these limitations by adopting a cross-sectional and correlational design to assess the role of transformational leadership moderated by training on service delivery in Kenyan public universities, employing multistage sampling and SPSS version 26 for robust analysis.

Global trend indicates that QMPs are indispensable for improving institutional performance, customer satisfaction, and organizational resilience. Regional experiences in Asia and the Middle East demonstrate how structured frameworks, leadership commitment, and stakeholder involvement contribute to successful QMP implementation. Locally, Kenyan public universities have adopted various elements of QMP, yet challenges persist due to limited training, weak feedback systems, and underdeveloped customer engagement strategies. The literature strongly suggests that while QMP components like customer involvement, feedback, and leadership are critical, their success is often dependent on the presence of structured and continuous staff training.

Although extensive research on Quality Management Practices (QMPs) has emerged globally, notable gaps in empirical evidence and contextual understanding remain unaddressed. First, most research is concentrated in manufacturing sectors, with limited focus on public universities, particularly in Sub-Saharan Africa. Second, there is a

dearth of empirical analysis that explores QMPs from a holistic perspective that includes training as a moderating variable. Third, few studies investigate how training enhances the interplay between customer involvement, feedback utilization, and transformative leadership in service delivery outcomes. Fourth, there is a paucity of empirical research within the Kenyan context into how institutions can entrench capacity-building through targeted training programs aimed at enhancing the implementation and performance of Quality Management Practices (QMPs)**.** This study therefore seeks to address these gaps by investigating the moderating effect of training on the relationship between QMPs specifically customer involvement, customer feedback, transformative leadership and service delivery in public universities in Kenya.

1.2.2 Training

Training is the systematic development of knowledge, skills, and attitudes required by individuals to perform specific jobs or improve their overall performance (Armstrong & Taylor, 2017). In the context of organizational development, training serves as both a direct and indirect tool for enhancing performance. As a moderating variable, training influences the strength and direction of relationships between independent variables such as customer involvement, customer feedback, and leadership, and the dependent variable which is service delivery. The moderating role of training implies that its presence or absence can enhance or diminish the effectiveness of other management practices.

Training is widely recognized as a key human resource strategy that fosters organizational efficiency and effectiveness. Bilal et al., (2020) carried out a study in

China that investigated the relationship between employee engagement and organizational citizenship behavior (OCB), identifying training as a significant moderator. Their findings revealed that while engagement directly influenced OCB, training enhanced this relationship by equipping employees with competencies that promote proactive and civic-minded behaviors. A similar study done in Hungary by Salamon et al. (2022) examined how coworker training participation moderated the effect of peer support on training transfer. The study showed that when more employees were trained together, peer motivation significantly improved transfer outcomes, highlighting the moderating role of shared learning environments.

Nancy (2018) conducted a study in Ghana exploring the influence of emotional intelligence on quality service delivery and customer loyalty, with training and age as moderators. The results demonstrated that training enhanced the effect of emotional intelligence on service delivery, suggesting that trained employees could better manage interpersonal relations thereby improving customer experiences. This finding supports the idea that training enhances employees' capacity to internalize and apply behavioral competencies in service-oriented settings.

Several studies carried out in Kenya affirm the moderating influence of training. Dome (2018) examined the effect of employee training on the relationship between organizational commitment and performance among insurance firms in Eldoret. The study found that training significantly amplified the impact of affective commitment on employee performance. Mutegi et al. (2021) investigated the effectiveness of Huduma Centres and noted that employee training moderated the relationship between

organizational initiatives and public service delivery outcomes. Angela (2014) found that training among international government officials in Kenya enhanced employee engagement, responsibility, and innovation, with greater impact observed among top and entry-level staff compared to mid-level ones.

From existing study, it is clear that training plays a pivotal role in shaping organizational outcomes across different contexts. As a moderating variable, training strengthens the relationship between quality management practices and service delivery by enhancing staff competencies, aligning individual capabilities with institutional goals, and promoting adaptive behavior. The researcher observes that while most public universities in Kenya implement customer involvement, customer feedback, and transformational leadership strategies, the impact of these practices on service delivery may be inconsistent without adequate training. Accordingly, this study seeks to examine the moderating effect of training on these relationships, thereby addressing the existing knowledge gap regarding its contribution to the effective implementation of Quality Management Practices (QMPs) in Kenyan public universities**.**

1.2.3 Service Delivery

Service delivery refers to the ability of an organization to provide high-quality services that meet or exceed the expectations of its stakeholders, including customers, employees, and the general public (Parasuraman, Zeithaml, & Berry, 1988). It encompasses dimensions such as reliability (consistent and dependable services), responsiveness (timely and efficient delivery), assurance (staff competence and courtesy), empathy (personalized attention), and tangibles (physical facilities and technology). In public universities, service delivery includes academic services such as

curriculum delivery, examination management, student support services, administrative responsiveness, and research facilitation. Considering the rapidly evolving and competitive landscape of higher education, where stakeholder expectations particularly those of students and employers are progressively changing, quality service delivery now stands as a central pillar of institutional performance, efficiency, and sustainability.

Service delivery has been extensively studied in education and public administration sectors. Egberongbe (2020) examined business management methods in academic libraries in Nigeria and found that adopting structured service improvement frameworks significantly enhanced operational quality and user satisfaction. Mwika and Bett (2019) found that customer focus, effective communication, and top management commitment greatly improved healthcare service delivery in Nairobi Hospital demonstrating that service delivery indicators such as responsiveness and customer involvement are central to organizational success. These studies highlight that organizations which align service delivery processes with customer needs experience better performance and stakeholder loyalty.

Worku (2022) examined quality management adoption in an East African bottling company and revealed that customer-focused practices and top management support are vital for improving service delivery. Even though the study focused on a manufacturing context, its findings emphasize that effective service delivery requires motivated staff, clear performance objectives, and consistent feedback mechanisms. Muhumed (2017) evaluated ISO-certified public universities in Kenya and found that ISO adoption improved service delivery through enhanced employee empowerment,

customer orientation, and stakeholder involvement. Muchai (2023) also demonstrated that ISO 9001:2015 implementation in public universities improved post-examination services but noted challenges in resource allocation and organizational structures, which hindered the full realization of service excellence.

In Kenya's public universities, service delivery faces multiple challenges despite the adoption of quality management frameworks. Gatimbu (2021) found that while transformational leadership and technological initiatives positively influenced service outcomes in Nyeri County universities, there were gaps in aligning employee development with service delivery goals. Furthermore, inadequate funding, increased student enrollment, and limited feedback systems have undermined universities' ability to consistently provide timely and reliable services. For example, ineffective communication channels and slow administrative processes have often led to delays in academic and administrative services, eroding student satisfaction and trust. An in-depth examination of these studies reveals a consistent emphasis on customer focus, leadership, and employee empowerment as drivers of improved service delivery.

Existing research indicates that the adoption of ISO frameworks and Quality Management Systems (QMS) has contributed to notable improvements in certain dimensions of service delivery within Kenyan public universities**.** However, these initiatives have not sufficiently addressed persistent gaps related to customer feedback utilization**,** institutional responsiveness, and continuous improvement mechanisms**.** Furthermore, there remains limited empirical investigation into how training, as a potential moderating variable, may strengthen the relationship between Quality Management Practices (QMPs) and service delivery outcomes in these institutions.

Consequently, this study seeks to address this gap by examining the moderating role of training in enhancing the effectiveness of QMP implementation in Kenyan public universities.

Prior studies have suggested that service delivery within Kenyan public universities has not reached high-performance thresholds primarily due to structural and operational inefficiencies, inadequate staff training, and the underutilization of feedback systems. These challenges have impeded universities efforts to meet the rising expectations of stakeholders in an increasingly competitive higher education environment. Consequently, there is an important scholarly demand to analyze how the adoption of Quality Management Practices (QMPs) and specifically the role of training as a moderating factor can foster greater consistency and reliability in service delivery. This study, therefore, seeks to fill this gap by exploring how training moderates the relationship between quality management practices and service delivery, with the aim of providing actionable recommendations for improving service standards in public universities.

1.3 Statement of the Problem

Globally, public universities are increasingly embracing ISO certification and other Quality Management Practices (QMPs) as a strategic approach to improving institutional performance, enhancing stakeholder trust, and aligning with international standards of service excellence. Ideally, QMPs aspects such as customer involvement, feedback integration, and transformative leadership should lead to consistent, efficient, and student-centered service delivery. However, the current state of Kenya's public universities paints a less promising picture. Despite adopting QMP frameworks and

obtaining ISO certifications, these institutions continue to grapple with persistent challenges including resource constraints, undertrained staff, weak feedback mechanisms, rigid administrative structures, and leadership inertia. Empirical studies show inconsistent results with some QMPs contributing positively to service delivery while others yielding negligible impact, raising concerns about the contextual appropriateness and effective implementation of these practices. Although training is meant to mitigate the implementation gap by furnishing staff with the necessary skills and attitudes to operationalize quality management practices (QMPs) effectively, its role in moderating the relationship between QMPs and service delivery outcomes remains underexplored, particularly within the context of Kenyan higher education. With growing student populations, pressure to meet global university rankings, and increasing public demand for quality education services, the inability of universities to translate QMP adoption into tangible service improvements exposes a critical implementation deficit. This study, therefore, seeks to investigate the moderating role of training in strengthening the relationship between quality management practices specifically customer involvement, customer feedback, and transformative leadership and service delivery, thereby addressing a crucial knowledge gap and offering practical insights to improve institutional effectiveness in Kenya's public university system.

1.4 Purpose of the study

The general objective of the study was to establish the moderating effect of training on the relationship between QMPs and service delivery in public universities in Kenya.

1.5 Objectives of the study

The research was guided by the following research objectives:

i. To establish the moderating effect of training on the relationship between customer involvement and service delivery in public universities in Kenya.

ii. To determine moderating effect of training on the relationship between customers' feedback and service delivery in public universities in Kenya.

iii. To examine the moderating effect of training on the relationship between transformative leadership and service delivery in public universities in Kenya.

iv. To determine the moderating effect of training on the relationship between quality management practices and service delivery public universities in Kenya.

1.6 Research Hypothesis

The research was guided by the following hypotheses:

H_01: There is no statistically significant moderating effect of training on the relationship between customer involvement and service delivery in public universities in Kenya

H_02: There is no statistically significant moderating effect of training on the relationship between customers' feedback and service delivery in public universities in Kenya

H_03: There is no statistically significant moderating effect of training on the relationship between transformative leadership and service delivery in public universities in Kenya

H_04: There is no statistically significant moderating effect of training on the relationship between quality management practices and service delivery in public universities in Kenya

1.7 Justification of the Study

This study, which analyzed the moderating effect of training on the relationship between quality management practices and service delivery in public universities in Kenya, is crucial for several reasons. Firstly, ISO certification in universities signifies adherence to international standards, making it imperative to understand how quality management practices translate into improved service delivery. Secondly, all universities in the world are always competing with each other to ensure that their products and services are globally recognized thus the need for standardization brought about by ISO. Lastly, through analyzing the moderating role of training, on the relationship between quality management practices and service delivery in Kenya the study seeks to address a gap in current literature.

1.8 Significance of the Study

The study provides empirical evidence that may guide policymakers in formulating and refining education and human resource development policies within Kenya's higher education sector. By establishing the moderating role of training, the study underscores the importance of institutionalizing continuous staff development policies in public universities. Government agencies such as the Commission for University Education (CUE) and the Ministry of Education (MoE) can utilize the findings to design policy frameworks that promote mandatory capacity-building programs as a means of enhancing quality service delivery. This will guarantee that universities harmonize their quality management systems with national development goals and international standards of educational excellence.

For university administrators and managers, the study offers practical insights on how training can strengthen the integration of quality management practices including customer focus, leadership commitment, and process improvement into overall institutional performance. Managers can use the findings to develop structured training interventions that build staff competencies in implementing Total Quality Management (TQM) principles. Furthermore, the study highlights how management can integrate training within strategic planning processes to improve responsiveness, accountability, and operational efficiency in public universities.

The practical contributions of the study may be at the operational level as the study equips practitioners in the education sector with evidence-based strategies for enhancing service delivery through continuous quality improvement and targeted training programs. It demonstrates that when academic and non-academic staff are adequately trained, the implementation of quality management practices becomes more effective and sustainable. This knowledge can assist departments in adopting standardized practices, strengthening teamwork, and enhancing student satisfaction thereby improving the overall quality of educational services offered by public universities.

The study makes several significant theoretical contributions to the field of quality management and higher education administration. Integrating Ishikawa's, Deming's Management, and Crosby's theories of Management, the research advances theoretical understanding of how training functions as a moderating variable in the quality–service relationship. It expands the conceptualization of TQM frameworks by empirically

demonstrating that training not only facilitates process improvement but also enhances the alignment between quality management systems and service outcomes.

The findings contribute to the refinement of Deming's continuous improvement cycle (PDCA) by positioning training as a reinforcing mechanism that sustains the "Act" and "Do" stages of quality enhancement. Consistent with Ishikawa's principle of employee involvement in quality management, this study provides evidence that structured training promotes a culture oriented towards quality among staff. Finally, the study strengthens Crosby's "zero defects" philosophy by showing that knowledge and skill enhancement are essential precursors to achieving error-free and efficient service delivery in academic institutions.

Collectively, these theoretical insights deepen scholarly understanding of how human resource development interacts with quality management frameworks thereby enriching existing models and opening new avenues for academic inquiry into the dynamics of service delivery within higher education.

1.9 Scope and Limitation of the study

This study focused on public universities in Kenya, with its scope limited to key administrative and student stakeholders. Specifically, the research targeted Deans and departmental heads, who are responsible for overseeing university operations and ensuring service quality. Additionally, student presidents were included, as representatives of the primary beneficiaries of university services, to provide insights into service delivery satisfaction. Moreover, two other groups that is, ISO coordinators who offered information on certification standards and Quality Assurance Specialists

(QASs) who clarified adherence to regulations and policies were likewise considered. The research examined quality management practices (independent variable) with a bias on customer involvement, customers' feedback and transformative leadership, training (moderator), and service delivery (dependent variable). A correlation research design was employed to assess relationships between these variables while information was obtained through questionnaires and interviews.

This study encountered several limitations that may have influenced its methodology, data quality, and the interpretation of findings. First, incomplete survey responses and respondent bias posed challenges to data accuracy and representativeness. Some respondents failed to complete all sections of the questionnaire, reducing the usable sample size and potentially limiting the statistical power of the analysis. Moreover, respondent bias particularly social desirability may have led some participants to provide responses they believed were expected rather than those reflecting their true opinions. This limitation may have slightly distorted the relationship between training, quality management practices, and service delivery, thereby affecting the precision of inferential results. To minimize this effect, only public universities were included, and a scientifically derived sample was employed to enhance data validity and generalizability.

The study was subject to external factors such as societal or policy changes occurring during data collection. Given the dynamic nature of Kenya's higher education environment, shifts in government funding policies, staff reforms, or changes in university management structures could have influenced respondents' perceptions of quality management practices and service delivery. These contextual fluctuations may

have introduced uncontrolled variability into the data, limiting the ability to fully attribute observed outcomes solely to the studied variables. To mitigate this, the researcher initiated data collection immediately after proposal approval to reduce the temporal gap and minimize the influence of such external changes.

Respondent hesitation in providing truthful or complete information posed another methodological constraint. Some university staff members were initially reluctant to disclose information related to internal management or service delivery due to confidentiality concerns. This hesitancy could have affected the depth and authenticity of the collected data, potentially biasing the findings toward more neutral or favorable assessments. To counter this, the researcher clarified the academic and objective nature of the study and provided official authorization letters from NACOSTI and the University of Kabianga to assure participants of confidentiality and data protection.

Some items in the questionnaire carried the risk of being misinterpreted due to ambiguous phrasing which could have compromised data consistency. Ambiguous or overly technical wording may have led to varied interpretations among respondents, thus affecting measurement reliability. To address this, the research instrument underwent thorough review and pre-testing under the guidance of the supervisors, ensuring that the final questionnaire employed clear, simple, and contextually appropriate language. This step significantly improved comprehension and reduced measurement error, thereby strengthening the overall validity and reliability of the study findings.

1.10 Assumptions of the Study

This study was founded on several fundamental assumptions that guided the research process and influenced the interpretation of findings. The researcher assumed that respondents would provide accurate, honest, and truthful information when participating in the study. This assumption was critical since the validity and reliability of research findings heavily depended on the authenticity of data collected from the target population. The researcher believed that participants would respond genuinely without misrepresenting facts or withholding crucial information.

It was assumed that accessibility to most public universities in Kenya would be feasible and that positive responses would be received from these institutions. The researcher presumed that university management would cooperate fully by providing relevant information and facilitating the data collection process. Additionally, it was assumed that the target population would be available and accessible during the scheduled data collection period, ensuring adequate sample representation.

The study assumed that existing literature available for review would be sufficient and appropriate to support the investigation. This presumption suggested that previous scholarly works would provide adequate theoretical and empirical foundations for examining the relationships between quality management practices, training, and service delivery in higher education contexts. Furthermore, the researcher assumed that a relationship existed between the study variables quality management practices, training, and service delivery and that this relationship would be positively significant. This assumption implied that improvements in quality management practices,

moderated by training interventions, would lead to enhanced service delivery outcomes in public universities.

Finally, the study was conducted under the assumption that findings would be generalizable and replicable not only within Kenyan public universities but potentially across other higher education institutions in similar contexts, thereby contributing to broader theoretical and practical applications in educational quality management.

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CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter discusses the theoretical framework, related literature review, conceptual framework, and outlines the existing knowledge gap.

2.2 Review of Related Literature

The study reviewed empirical literature from other scholars which are relevant to the study's objectives.

2.2.1 Customer involvement and service delivery

Customer involvement is defined as the varying level of personal interest in each potential customer assessing and acknowledging the factors that go into consumer decision-making (Xie et al., 2020). Andersson and Hjertqvist (2015) investigated how a Swedish financial institution involved clients in new service development using a qualitative approach with an embedded case study design. They employed a mix of inductive and deductive reasoning utilizing both secondary data and primary data obtained using a semi-structured interview schedule. The study found that customer involvement occurred in three of the four key stages of service development but was hindered by a lack of established routine for managing this involvement. The authors recommended that businesses adopt new organizational structures to enhance customer participation in their service development programs. This study differs from the current in a number of ways. Firstly, while it was carried out in Sweden, the current was done in Kenya. Secondly, data was collected from financial institutions in this study while in the current it was obtained from public universities. Lastly, while this study's focus was on client incorporation in service development, the current focused on the moderating

effect of training on the relationship between quality management practices and service delivery in public universities in Kenya.

Cheung, and To (2021) examined the direct and indirect effects of customer involvement on co-creation via the lenses of customer-dominant logic and the stimulus organism-response framework. Data was collected from 211 Chinese service users in Hong Kong and the study found out that customer involvement influenced co-creation directly and indirectly through absorption and interaction but not identification. The study further reveled that for individuals with a high relation orientation, customer involvement had a stronger influence on the co-creation of services. Therefore, service providers should properly employ mass media to evoke feelings of relevance and importance of services to customers and constantly engage with clients on social media. This study is significant to the current since it provides sufficient literature on customer involvement, a crucial aspect of QMP that the study is interested in. The study also informs the current with regard to literature on data collection tools because the current study also employed a questionnaire as a primary data collection instrument. The study further informed the current with regard to data analysis as both used descriptive and inferential statistics. The point of departure however, was on the sampling technique employed; while this study used multistage sampling to select the respondents, the current used purposive sampling and applied the Yamane Taro formula to calculate a sample size.

Wang (2022) explored the influence mechanism of customer participation in virtual communities on service innovation performance, analyzing the mediating role of knowledge transfer based on theories of customer participation, knowledge transfer,

and service innovation. Through analysis, the research verifies that customer participation in virtual communities has a positive impact on service innovation performance. The findings indicate that customer participation enables enterprises to acquire knowledge for new product development, thereby enhancing service innovation performance with knowledge transfer playing a partial mediating role in this relationship. However, significant methodological gaps exist as the study's focus on virtual communities and online knowledge transfer mechanisms may not capture the dynamics of service delivery in sectors requiring physical presence and formalized training protocols.

Contextual gaps are evident in the exclusive examination of business-to-consumer relationships mediated through digital platforms, which does not address the structured operational environment of public service institutions where quality management practices are implemented through formal organizational hierarchies. Furthermore, the research does not investigate the potential moderating effect of organizational interventions such as employee training, which could potentially strengthen the relationship between participatory practices and performance outcomes. These gaps warrant a study in Kenya to establish the moderating effect of training on the relationship between quality management practices and service delivery in public universities, thereby extending the understanding of how structured organizational interventions might enhance the impact of quality practices in non-commercial, service-oriented environments.

Dewarani and Alversia (2023) examined the effect of customer involvement on the development of SaaS applications and its impact on service co-creation, satisfaction,

and loyalty, utilizing the level of co-creation as a moderating variable. Data were gathered via an online questionnaire from 282 users of a SaaS application in Indonesia, all of whom were decision-makers for the selected SaaS provider. The collected data were analyzed using structural equation modeling. The results demonstrate that customer involvement in SaaS development has a significant positive effect on service co-creation, satisfaction, and loyalty. Furthermore, the level of co-creation was shown to strengthen the impact of customer involvement on service co-creation, evidenced by an interaction Standardized Loading Factor (SLF) path of 1.36. Consequently, the findings indicate that increased customer involvement fosters collaborative activities with service providers, and an optimal level of co-creation enhances customer satisfaction.

This study is pivotal to the current as it provides literature on the customer involvement a variable that is central to the current study. Moreover, it also informs the current on the data collection instrument used. However, it differs from the current in several ways for example, it was carried out in Indonesia while the current in Kenya. Additionally, while it investigated the effect of customer involvement on the development of SaaS applications and its impact on service co-creation, satisfaction and loyalty, the current examined the moderating effect of training on the relationship between quality management practices and service delivery in public universities in Kenya revealing persistent gaps in the geographical scope of existing literature, which has been concentrated in specific urban centers and sectors like commercial banking, resulting in limited understanding of these dynamics within the diverse and decentralized public university system across Kenya. The number of respondents was also different; this study used 282 users of a SaaS application while the current used 287 respondents

comprising Deans of Schools, Heads of Departments, Quality Assurance Officers, ISO Coordinators, and student leaders.

Methodologically, there is a reliance on descriptive designs that confirm relationships but fail to explore the causal mechanisms or the influence of moderating variables, creating a need for analytical techniques like correlation analysis to test for such interactive effects. Furthermore, a gap exists in the research design concerning the specific population of interest, as previous studies have focused on profit-driven environments and their staff, whereas the service delivery objectives, stakeholder relationships, and operational frameworks within public universities present a distinct context that has not been adequately investigated.

Dadfar et al., (2013) explored the role of customer involvement in service production and its effects on service quality and customer satisfaction. Adopting an exploratory case study approach, the research analyzed five cases across diverse sectors, including a general contractor, a chemical engineer, a software developer, a language institute, and a petrochemical company. The findings indicate that the impact of customer co-production is highly situational; while it led to malfunctions in complex engineering services due to inappropriate customer specifications, it resulted in greater productivity and satisfaction in software development and language training when managed effectively. The study also highlighted that educating suppliers could resolve service quality issues. However, significant methodological gaps exist, as the small, heterogeneous sample of five cases limits the generalizability of its findings and the exploratory design precludes the identification of definitive causal relationships or the statistical testing of moderating effects. Contextual and geographical gaps are also

prominent, as the focus on specific international business-to-business service scenarios does not translate to the public education sector in Kenya, where service delivery is not only non-commercial but also involves a different set of stakeholders and objectives.

Ateke and Iruka (2015) examined the relationship between consumer involvement and marketing performance indicators such as customer satisfaction, market share, and return on investment in Nigeria's manufacturing sector using Spearman's Rank Order Correlation. The study revealed a significant positive relationship, concluding that customer involvement enhances marketing performance and should be integrated into strategic planning. However, several gaps are evident. Geographically, the study was conducted in Nigeria, limiting applicability to Kenya's education context. Methodologically, it relied solely on correlation without incorporating broader institutional or behavioral factors. Population-wise, it focused on manufacturing firms, not academic institutions. Conceptually, it emphasized consumer marketing rather than stakeholder engagement within universities. Contextually, it ignored governance, policy, and operational dynamics influencing performance in Kenyan public universities, which the present study addresses using a cross-sectional correlational design and SPSS-based inferential analysis.

Guided by stakeholder, consumer-involvement, and principal-agent theories, Dacha and Juma (2018) investigated the influence of user involvement, top management support, and stakeholder interaction on procurement efficiency at Jomo Kenyatta University of Agriculture and Technology. Using a descriptive survey design and probability random sampling, the study found that limited user participation, weak managerial support, and minimal stakeholder engagement hindered procurement

efficiency, leading to dissatisfaction. While the study recommended enhanced stakeholder sensitization, it lacked specific, actionable strategies for implementation. Several gaps are evident for instance, geographically, the research was confined to a single institution, limiting generalizability across Kenyan universities. Methodologically, it relied on a descriptive design without inferential analysis. Conceptually, it emphasized stakeholder participation but overlooked technological and policy factors. Contextually, it ignored comparative multi-institutional dynamics, which the present study addresses through a broader, data-driven approach.

Chepkemoi and Bett (2018) examined the performance of ISO-certified public universities in Kenya concerning quality management practices, emphasizing employee empowerment, customer focus, stakeholder involvement, and top management commitment. Using a descriptive research design and a drop-and-pick questionnaire method, the study found that ISO certification enhanced institutional performance through improved resource utilization and strong management commitment to ISO QMS standards. While employee empowerment and customer focus positively influenced performance, stakeholder participation showed minimal impact. Despite its contributions, the study presents several gaps. Geographically, it was limited to ISO-certified public universities, excluding non-certified and private institutions. Methodologically, it relied solely on descriptive analysis without inferential testing to establish causal relationships. Contextually, it did not account for organizational culture or external regulatory influences. The present study addresses these gaps by applying a mixed-methods design and including a broader range of institutions for generalizable results.

Osemba (2014) investigated challenges affecting the implementation of performance contracting in Kenya's public universities, focusing on target formulation, resistance to change, stakeholder involvement, and management style. Using primary data from surveys, the study revealed that employee resistance had minimal influence on performance contract implementation, while performance planning and review significantly contributed to success. It recommended consultative forums between management and staff to enhance adoption. Various deficiencies were observed in this study; the first was related to context in the sense that the study did not explore how institutional culture or policy frameworks shape performance outcomes. The second was related to methodology since this study relied solely on descriptive analysis limiting causal inference. The third was related to population in the sense that the focus on a few public universities restricted generalizability of findings. The current study addressed these gaps by adopting a cross-sectional correlational design, employed inferential statistics through SPSS version 26, and used a scientifically derived sample of 287 respondents to enhance validity and applicability.

Wangari et al., (2023) examined the effect of Quality Management Practices (QMP) on service delivery at the Catholic University of Eastern Africa using a survey design that combined quantitative, descriptive, and inferential methods. Their findings showed that QMP explained 43.6% of the variation in service delivery with strong positive correlations between customer focus and continuous improvement. However, commitment of the top management showed a weak but significant relationship, while employee involvement had a negative and insignificant effect. Despite these invaluable insights, several areas of weakness were revealed. Conceptually, the study did not investigate factors influencing the negative link between employee involvement and

service delivery. Contextually, it focused on a single private university, limiting generalizability to public institutions. Methodologically, it lacked moderating or mediating analysis of variables like resource training which the current study addresses using correlational design and inferential statistics for in depth understanding.

Omore (2022) investigated the effect of employee involvement as a Total Quality Management (TQM) practice on service delivery within Nairobi County's healthcare sector, emphasizing customer focus, quality improvement, and managerial support. The study employed a cross-sectional descriptive design, collecting data through questionnaires and analyzing them using descriptive and inferential statistics. Findings revealed that customer orientation improved patient assessment and relationships, while teamwork and continuous quality initiatives enhanced service quality. Additionally, management support played a critical role in goal setting, motivation, and resource mobilization, with a strong positive correlation between customer involvement and healthcare service quality. This study contributed to the current in a number of ways for instance, in relation to data collection instrument, and methods of data analysis. It however differs from the current in the sense that while this study was conducted in a health sector context, the current was carried out in an educational context. Additionally, the study employed a cross-sectional descriptive design while the current, a cross-sectional correlational design. To remedy this shortcoming, the current study focused on Kenya's public universities and examined the moderating effect of training on the relationship between quality management practices and service delivery.

Kamau et al., (2024) examined the critical role of customer focus on institutional performance in Kenya's private universities using a descriptive research design and a

census sampling technique. Data were collected through questionnaires piloted at Carlile College, with Cronbach's Alpha confirming reliability. Analysis of data was done using descriptive and inferential statistics. Results showed a significant positive correlation between customer involvement and institutional performance, with customer focus explaining 33.61% of the variance. This study was different from the current because it focused on private universities and not public ones. The differences were also evident in the research designs used.

Nekesa and Wanjira (2020) examined the effect of employee involvement on customer service delivery in full-service restaurants within Nairobi City, guided by the Resource-Based View theory, the SERVQUAL model, and Kanter's Theory of Empowerment. Using a descriptive research design, the study targeted 740 employees across 50 restaurants, selecting a sample of 216 respondents through multistage sampling. Data were collected via self-administered questionnaires, whose reliability was confirmed using Cronbach's Alpha ($\alpha = 0.7$). Analysis employed descriptive statistics and multiple regression, revealing a significant positive relationship between employee involvement and customer service delivery ($R = 0.212$). The study concluded that employee participation in decision-making enhances competitiveness and customer satisfaction. This study impacts the current with regard to the instrument used in collecting data and how reliability of the instrument was confirmed. Despite the similarities, differences were also noted. For example, this study focused on the hospitality sector while the current on education; with regard to data analysis this study used descriptive statistics and multiple regression while the current employed descriptive and inferential statistics (including multiple regression). The current study addressed the gaps by examining quality management practices and service delivery moderated by training.

Anchored on the Resource-Based View Theory, SERVQUAL Model, and Kanter's Theory of Empowerment, Nekesa (2020) examined the effect of employee empowerment on customer service delivery in full-service restaurants in Nairobi City. The study employed a descriptive research design, targeting 740 respondents drawn from 50 restaurants and selected a sample of 216 using multistage sampling. Data were collected through self-administered questionnaires, validated by a pilot study and tested for reliability using Cronbach's Alpha ($\alpha = 0.7$). Both descriptive and inferential statistics (including multiple regression) were used for analysis. Findings revealed a strong positive relationship ($R = 0.79$) between employee empowerment and customer service delivery, with training ($R = 0.082$), leadership ($R = 0.054$), employee involvement ($R = 0.212$), and incentives ($R = 0.518$) all contributing significantly. The points of convergence between this and the current study is that both used self-administered questionnaires; in both reliability of research instruments was tested using Cronbach's Alpha and both carried out pilot studies to validate the studies. The studies are nevertheless different context wise as this was done in a specific location (Nairobi County) while the current was conducted in public universities in different parts of Kenya. Additionally, methodological gaps are evident due to the sole reliance on quantitative data without qualitative validation. The current study addressed these gaps by investigating quality management practices and service delivery in Kenya's public universities, using a cross-sectional design, multistage sampling, and SPSS version 26 for analysis.

Dong et al., (2015) examines the moderating effect of three distinct customer participation readiness factors: ability, perceived benefits of participation, and role identification, which collectively determine customers' preparedness to engage

meaningfully in service delivery processes. The empirical results demonstrate that when customer participation readiness is high, it significantly enhances service outcomes including customer satisfaction and perceived service quality, creating positive value for both customers and service providers; however, when customer participation readiness is low, the effect of customer participation on service outcomes tapers off substantially or becomes negative, potentially undermining service quality and customer satisfaction. These findings highlight the contingent nature of customer participation's effect on service delivery, demonstrating empirically that customer participation could indeed function as a double-edged sword that either enhances or diminishes service outcomes depending on contextual readiness factors.

Previous research has largely assumed a uniformly positive relationship between customer participation and service outcomes without accounting for variations in customer preparedness, ability, motivation, or role clarity that might condition this relationship. The interactive effects between customer participation levels and readiness factors such as ability, perceived benefits, and role identification have been inadequately investigated, limiting comprehensive understanding of how these variables jointly influence service delivery effectiveness. There is a notable absence of experimental evidence examining the contingent nature of customer participation's effects, with the existing study relying on correlational approaches that cannot establish causal relationships or identify specific conditions under which customer participation becomes beneficial or detrimental.

Gathuku and Kimanzi (2022) investigated the effect of customer involvement strategy on financial performance of commercial banks in Nakuru City, Kenya. The study

sought to address the relationship between customer engagement and organizational outcomes in the financial services sector. The research used a sample size of 178 respondents and it adopted a descriptive research design. The findings established that customer involvement strategies play a vital role in influencing a banks' financial performance demonstrating the significance of customer engagement in enhancing organizational success. The researchers recommend that banks should focus on assimilating customer retention strategies.

Methodological gaps were evident as the study relied solely on descriptive research design without examining causal relationships or moderating variables contrary to the current study that sought to investigate moderating effects of training using correlational design. Contextual gaps arise from the study's exclusive focus on commercial banks in Nakuru City, limiting applicability to educational institutions where service delivery objectives differ fundamentally from profit-driven financial organizations. Population gaps occur since public university contexts where service delivery involves academic and administrative functions distinct from banking operations were excluded.

Geographical gaps were evident as the research concentrated only on Nakuru City commercial banks without exploring other regions or sectors. Theoretical gaps regarding how quality management practices and training interventions influence service delivery outcomes in non-commercial settings were realized. Gaps with regard to the variables which were explored in the study were brought to focus this study focused on financial performance as the primary outcome measure rather than service delivery quality, customer satisfaction, or operational efficiency. The current study

addresses these gaps by examining the moderating effect of training on the relationship between quality management practices and service delivery in public universities across Kenya, thereby extending understanding beyond commercial banking to higher education institutions.

Gathumbi (2024) examined the relationship between public participation and service delivery in Nairobi City County Government, Kenya. It focused on understanding how citizen engagement influences governmental service outcomes in urban local governance contexts. The study also concentrated on information sharing and public involvement as the independent variables while service delivery in Nairobi City County Government, Kenya was the dependent variable seeking to establish the strength and nature of these relationships. The study was guided by Communication Accommodation and Decision Participation theories which provided theoretical foundations for understanding participatory governance mechanisms.

The research used descriptive research design, targeting 68 services that are accessible by the public in Nairobi City County, with the unit of observation being 85 ward public participation facilitators/ward administrators, and one official from the 112 residents' associations in Nairobi County, resulting in a total of 197 respondents. A census approach was adopted since the population was manageable, eliminating sampling concerns and ensuring comprehensive data collection. In the regression analysis, information exchange (β=.415, sig=.000) and public involvement (β=.508, sig=.000) significantly influenced service delivery in Nairobi City County, demonstrating statistically significant positive relationships. Public involvement (Beta=.572 or 57.2%) had the highest influence on service delivery in Nairobi County followed by

information exchange (Beta=.520 or 52%), revealing the relative importance of these engagement mechanisms.

Gathumbi (2024) concluded that information exchange and public involvement significantly influence service delivery in Nairobi City County and recommended that the county government should ensure they adhere to the Constitution of Kenya and further develop policies to supplement the public participation process. This study was different from the current in the sense that while it used 197 respondents, the current used 287 respondents comprising university administrators, members of faculties and students. With regard to methodology, the study relied solely on descriptive research design while the current adopted a cross-sectional correlational design. The two studies also differed contextually with this one focusing on municipal services offered in the county government of Nairobi while the current concentrated on service delivery in public universities. The variables that were the center of focus in the two studies were also different as this study examined public participation while the current, quality management practices as the primary independent variable. Underlying theoretical gaps regarding how training interventions and quality management systems specifically influence service delivery in higher education institutions were revealed. The current study thus addressed these gaps by examining the moderating effect of training on the relationship between quality management practices and service delivery in public universities across Kenya thereby extending understanding beyond county governance to tertiary education contexts.

2.2.2 Customers' Feedback and service delivery

Bolton et al., (2018), asserts that customer feedback is the data, opinions, concerns, and suggestions that members of a community offer regarding their interactions with

the business, goods, or services. This input directs enhancements to the consumer experience and has the capacity to spur constructive change in any industry. Johnson (2019) explored the relationship between student's feedback and service delivery in public colleges focusing on service quality and student satisfaction among Public Colleges in California. A mixed-methods approach was used to explore how student feedback affects teaching, administrative services, and overall institutional performance. The research introduced the "Student Feedback and Service Delivery Framework" (SFSD-F) to assess the impact of feedback on service outcomes.

A quantitative survey design was used and data was collected from 400 respondents. The results demonstrated that student feedback was positively correlated to service improvements particularly when it was timely and constructive. Formal feedback channels like course evaluations were found to have a stronger impact on service delivery than informal ones. Nonetheless, the study did not account for institutional differences such as college size, resource availability, or geographic location which might influence how feedback is collected, processed, and applied. The study noted that further research could explore how these factors moderate the relationship between feedback and service outcomes. This study informs the current with regard to literature on service delivery in higher institutions of learning. In addition, both studies adopted a mixed methods approach in data analysis. This study is however different from the present with regard to the geographical location where the studies were conducted. While the present was done in public colleges in California, the current was carried out in public universities in Kenya. The subjects of investigation were also different with this study exploring the relationship between student's feedback and service delivery in public colleges focusing on service quality and student satisfaction among Public

Colleges in California while the current examined the moderating effect of training on the relationship between quality management practices and service delivery in public universities in Kenya.

Nasr et al., (2014) investigated the effect of positive customer feedback on the welfare of frontline staff, businesses, and society through the lens of Transformational Service Research (TSR) in the USA. Using a multidisciplinary approach, the study developed the Positive Feedback Model (PFM) and conducted two exploratory qualitative studies contrasting managers' and frontline workers' perceptions. Findings revealed that positive customer feedback though often overlooked significantly enhances employee morale and overall service success. However, methodological gaps exist, as the study relied solely on qualitative data without quantitative validation contrary to the current study that sought to use mixed data that was both qualitative and quantitative in nature. Contextual gaps arise from its U.S.-based corporate focus limiting applicability to educational institutions, and population gaps occur since university service contexts were excluded. The current study addressed these gaps by employing a cross-sectional correlational design and quantitative analysis.

Okolo et al., (2021) examined the impact of customer feedback on banking deposits in South-Eastern Nigeria, focusing on customers of Access Bank, UBA, and First Bank across Enugu, Awka, and Owerri. Using a survey methodology, a sample of 384 respondents was determined through Freud and William's formula, with 300 valid responses analyzed using SPSS version 22 and simple linear regression. Findings indicated that customer feedback significantly improved customer retention and satisfaction, establishing it as a key service marketing strategy. This study is

instrumental to the current since it impacts it by providing sufficient and relevant literature on the variable of customer feedback. Differences are however evident from diverse perspectives for instance, the geographical location of this study is Nigeria while the current's is Kenya. While this study adopted the survey research design and collected data from 384 respondents, the current adopted a cross-sectional correlational design and obtained data from 287 respondents via the Yamane Taro formula. This study analyzed 300 valid responses using SPSS version 22 and simple linear regression while the current analysed valid responses using SPSS version 26. Additionally, this study relied on simple regression while the current on multi-variable analysis.

Akinyele and Olorunsola (2023) explored how customer feedback primarily from students influences service quality and institutional performance at the University of Ibadan, Nigeria. Using a case study design, data were collected through student surveys and analyzed using descriptive statistics. Findings revealed that efficient feedback mechanisms significantly improved administrative responsiveness, service delivery, and student satisfaction. However, contextual gaps exist since the study was conducted in a single Nigerian university, limiting generalizability to other institutional or national contexts such as Kenya. Additionally, methodological gaps arise from the use of descriptive analysis only, which restricts the ability to infer causal or correlational relationships. The current study addressed these gaps by adopting a cross-sectional correlational design in Kenya's public universities, employing multistage sampling and inferential statistics on a sample of 287 respondents thereby enhancing reliability, generalizability, and comparative understanding across educational settings.

Naidoo et al., (2022) investigated the influence of digital service quality on customer loyalty within South Africa's retail banking sector, concentrating on clients of Standard Bank, ABSA, and Nedbank across Johannesburg, Durban, and Cape Town. The study sought to understand how technological service dimensions impact customer retention in competitive financial markets. Employing a quantitative survey approach, a sample of 420 respondents was calculated using Cochran's sampling formula, with 356 valid responses analyzed through SPSS version 25. Multiple linear regression was used to establish relationships between variables. Results revealed that digital service quality dimensions including system reliability, ease of use, and responsiveness significantly enhanced customer loyalty and behavioral intentions, positioning digital innovation as a critical competitive advantage in banking services and demonstrating the importance of technology-mediated service delivery.

The findings emphasized that technological capability and user-friendly interfaces substantially influence customer satisfaction and retention in modern banking environments. Contextual gaps however emerged as the study was situated within South Africa's retail banking environment, constraining applicability to academic institutions in Kenya where service delivery encompasses educational, research, and administrative functions distinct from commercial banking operations. Furthermore, methodological limitations stem from the exclusive use of quantitative methods, which prevented deeper exploration of underlying customer perceptions and experiences regarding service quality dynamics. Population gaps occur since the study focused exclusively on retail banking customers in major South African cities, excluding university stakeholders such as students, members of faculties, and administrative staff whose service expectations and experiences differ fundamentally from banking clients.

There were gaps with regard to the variables that were central to the two studies. While this study examined digital service quality, the current explored the moderating role of training interventions on service delivery outcomes. Geographical gaps were also evident as the study was conducted in South Africa's urban banking centers without exploring Kenyan contexts where infrastructural, cultural, and institutional characteristics may produce different service quality dynamics. Theoretical gaps regarding how traditional quality management frameworks interact with training programs to enhance service delivery in non-commercial educational settings were brought to perspective. Sectoral gaps are evident since banking services operate under different regulatory frameworks, performance metrics, and stakeholder relationships compared to public universities. The current study addressed these gaps by adopting a mixed-methods approach to examine the moderating effect of training on the relationship between quality management practices and service delivery in Kenya's public universities, utilizing appropriate sampling techniques and combining quantitative and qualitative analyses to provide richer contextual insights into stakeholder experiences within higher education institutions.

Akinyele and Olorunsola (2023) explored how customer feedback primarily from students, influences service quality and institutional performance at the University of Ibadan, Nigeria. Using a case study design, data were collected through student surveys and analyzed using descriptive statistics. Findings revealed that efficient feedback mechanisms significantly improved administrative responsiveness, service delivery, and student satisfaction. However, contextual gaps exist since the study was conducted in a single Nigerian university, limiting generalizability to other institutional or national contexts such as Kenya. Additionally, methodological gaps arise from the use of

descriptive analysis only which restricts the ability to infer causal or correlational relationships. The current study addressed these gaps by adopting a cross-sectional correlational design in Kenya's public universities, employing multistage sampling and inferential statistics on a sample of 287 respondents, thereby enhancing reliability, generalizability, and comparative understanding across educational settings.

Mwangi et al., (2023) examined the relationship between customer feedback mechanisms and service delivery excellence in Tanzania's telecommunications sector, focusing on subscribers of Vodacom, Airtel, and Tigo across Dar es Salaam, Arusha, and Mwanza. The aim of the study was to understand how structured feedback systems enhance organizational responsiveness and service quality outcomes. Utilizing a descriptive survey design, a sample of 405 respondents was determined through Krejcie and Morgan's sample size table, with 342 valid responses analyzed using SPSS version 26 and hierarchical multiple regression to establish the strength and significance of relationships between feedback mechanisms and service outcomes. Findings demonstrated that customer feedback channels including mobile applications, USSD codes, and customer care centers significantly improved service delivery quality and complaint resolution efficiency, establishing feedback systems as essential components of customer-centric service strategies and highlighting the importance of accessible communication platforms in enhancing organizational performance.

The results emphasized that technology-enabled feedback mechanisms facilitate rapid identification and resolution of service deficiencies thereby contributing to sustained service excellence in competitive telecommunications markets. However, sectoral gaps exist since the study was conducted within Tanzania's telecommunications industry,

limiting transferability to academic institutions in Kenya where service delivery encompasses educational instruction, research support, student welfare, and administrative functions fundamentally different from telecommunications services. Additionally, methodological gaps arise from the cross-sectional nature of data collection, which prevented examination of longitudinal trends in feedback utilization and service improvement patterns over extended periods. Population gaps occur as the research focused exclusively on telecommunications subscribers in major Tanzanian cities, excluding university stakeholders such as students, faculty, non-teaching staff, and administrators whose service expectations, feedback behaviors, and satisfaction determinants differ substantially from mobile service consumers.

Variable gaps exist since the study examined customer feedback mechanisms rather than comprehensive quality management practices, and did not investigate how training interventions moderate the relationship between quality management systems and service delivery outcomes. Geographical gaps were evident as the study was situated in Tanzania without exploring Kenyan contexts where regulatory environments, technological infrastructure, institutional cultures, and stakeholder characteristics may produce different service delivery dynamics.

Theoretical gaps regarding how quality management frameworks integrate with employee training programs to enhance service delivery in public sector educational institutions operating under different performance pressures than commercial telecommunications companies were brought to perspective. Contextual gaps emerged from the telecommunications industry's profit-driven, technology-intensive operational model which contrasts sharply with public universities' educational missions, resource

constraints, and complex stakeholder ecosystems. The current study addressed these gaps by examining the moderating effect of training on the relationship between quality management practices and service delivery in Kenya's public universities, employing appropriate research designs and sampling techniques to capture the unique characteristics of higher education service delivery thereby extending understanding beyond commercial telecommunications to tertiary education contexts.

Okumu (2021) examined the relationship between student feedback and service delivery in public universities in Uganda, focusing on the influence of feedback on academic quality, administrative efficiency, and student satisfaction. The study adopted a mixed-methods design, combining quantitative surveys and qualitative interviews to provide a comprehensive understanding of how feedback contributes to institutional improvement. Using the Student Feedback and Institutional Service Model (SFISM) developed for the study, it assessed how feedback mechanisms affect both teaching outcomes and support services. Data were collected through structured questionnaires administered to 450 undergraduate students across Makerere University, Kyambogo University, and Mbarara University of Science and Technology. Findings indicated a significant positive relationship between effective feedback systems and improved service delivery, especially when institutions responded promptly to student input. Formal channels such as online evaluation forms and departmental suggestion portals proved more effective than informal methods like peer discussions or social media. However, the study exhibited contextual gaps since it was conducted in Uganda, where governance and policy environment differs from Kenya’s. Methodological gaps also exist due to institutional disparities and limited integration of longitudinal data to assess long-term feedback impact. The current study addressed these gaps by focusing on

public universities in Kenya, employing a cross-sectional design, multistage sampling, and SPSS version 26 to analyze the relationship between quality management practices and service delivery.

Bekele (2022) investigated the relationship between student feedback and service delivery in public universities in Ethiopia, focusing on how structured feedback influences teaching effectiveness, administrative performance, and overall student satisfaction. The study adopted a mixed-methods design, integrating quantitative data from student surveys and qualitative insights from faculty and administrative interviews. Guided by the Student Engagement and Service Quality Framework (SESQF), the research explored how feedback mechanisms enhance institutional service delivery and academic excellence. Data were collected from 500 students across Addis Ababa, Jimma, Bahir Dar, and Mekelle Universities. The study revealed that student feedback had a statistically significant positive impact on both academic and non-academic service delivery, particularly when institutions responded promptly and transparently. The study further observed that structured feedback tools such as electronic course evaluation systems and annual satisfaction surveys improved accountability and communication between students and management outperforming informal channels. contextual limitations were however noted as Ethiopia's governance, policy environment, and institutional frameworks differ significantly from those of Kenya, limiting comparability. It also presented methodological gaps, including insufficient use of correlational analysis and a lack of moderating variables to explain the relationship dynamics.

Momaya et al., (2021) explored the role of customer feedback systems in Kenyan businesses, emphasizing their importance in attracting and retaining clients. The study highlighted that online feedback mechanisms enable organizations to assess and improve services, identify customer satisfaction levels, and adapt to evolving consumer needs. This study differed from the current in the sense that it focused on business enterprises while the current on public universities where feedback dynamics differ due to institutional structures and stakeholder diversity. This study also relied solely on online feedback systems while the current depended on the traditional data collection instruments in this case a questionnaire and a cross-sectional correctional design; these hybrid data collection methods offer a more holistic view. The current study addresses the gaps noted by collecting data through validated questionnaires, and analyzing results using both descriptive and inferential statistics via SPSS version 26.

2.2.3 Transformative leadership and service delivery

Al Ahmad et al., (2019), opine that transformative leadership is a management concept that pushes employee or staff members to think creatively and come up with fresh ideas on how a business might advance and improve its future prospects, inspire others to reach their full potential, and take an interest in the personal and professional development of others. Transformational leaders are typically charismatic individuals, not necessarily due to confidence or eloquence, but as a result of their inspirational and inclusionary words and actions. Mahdikhani and Yazdani (2020) conducted a study in Iran examining the relationship between transformational leadership and service quality in e-commerce organizations, with team performance and trust serving as mediating variables. A sample of 384 employees from Iranian electronic enterprises completed

survey questionnaires, and the data were analyzed using Partial Least Squares (PLS) and Structural Equation Modeling (SEM).

The results revealed that transformational leadership significantly enhances team performance and interpersonal trust both of which positively influence service quality. The study concluded that improved team performance contributes directly to higher service quality levels. This study is significant to the current because it provides relevant literature on transformative leadership, a variable that is at the center of the current research. It however differs from the current study in a number of ways for example, this study relied solely on self-reported questionnaires which capture attitudes rather than objective measures thereby introducing potential bias while the current used questionnaires that were developed by the researcher and whose reliability was tested using Cronbach's alpha coefficient of 0.7. Additionally, the study areas and the number of respondents from whom data was collected differed with this study being carried out in Iran’s e-commerce sector and data collected from 384 respondents while the current in the Kenyan education sector and data collected from 287 respondents. The current study addresses these limitations by employing a mixed-method design to ensure both quantitative and contextual validity.

Kim et al., (2023) investigated how four dimensions of transformational leadership influenced employees' organizational identification, creativity, and task performance within the hotel industry in South Korea. Using data gathered from employees of six hotels and analyzed with the SmartPLS 4.0 program, the findings reveal that the dimensions exert different effects; core transformational leadership and supportive leader behavior enhance organizational identification, which in turn affects creativity

and task performance. The study also found out that intellectual stimulation directly impacts creativity. Despite these contributions to leadership and social identification theory, the study presents significant gaps that warrant further research in the context of Kenyan public universities. A primary geographical gap exists as the findings from the South Korean hospitality industry are culturally and sectorally specific, limiting their applicability to the public education sector in a developing nation like Kenya. Methodologically, the research design focuses on leadership's direct and mediated effects on employee outcomes but does not investigate the potential moderating role of critical organizational interventions, such as training, which could alter the strength of the relationship between management practices and performance outcomes. Furthermore, a contextual gap is evident, as the profit-driven, service-oriented goals of hotels differ fundamentally from the service delivery objectives of public universities. The current study therefore addressed these gaps by examining the moderating effect of training on the relationship between quality management practices and service delivery.

Ledimo (2014) explored the relationship between transformational leadership and organizational culture within a public service organization, administering the Leadership Practice Inventory (LPI) and Organizational Culture Inventory (OCI) to a random sample of 238 employees. Analyzing the data using descriptive statistics and Pearson’s correlation, the results indicated a significant positive relationship between transformational leadership and the constructive dimension of organizational culture. While the study provides valuable insights for proposing leadership development interventions, it reveals significant methodological and conceptual gaps that warrant further investigation in the context of Kenyan public universities. A primary

methodological gap exists in its analytical approach; the use of Pearson's correlation can identify associations but cannot establish the causal mechanisms or the interactive effects of moderating variables that a method like structural equation modeling could reveal. Furthermore, a conceptual gap is evident as the research focuses on the direct relationship between leadership and culture thereby overlooking how specific operational practices such as quality management directly impact service delivery and how this relationship could be enhanced by organizational interventions like employee training. Contextually, while the study correctly identifies the pressure on public service organizations, its general public service focus does not address the unique operational and service delivery challenges specific to the higher education sector. To remedy these shortcomings, the current study examined the moderating effect of training on the relationship between quality management practices and service delivery in public universities.

Abubakar and Ahmed (2021) examined the impact of transformational leadership on university performance in Nigeria using a structured questionnaire and a census approach for data collection. Data analysis, conducted through the bootstrap method and Partial Least Squares (PLS) algorithm, revealed that transformational leadership significantly enhances institutional performance suggesting that adopting such leadership principles could help address challenges in Nigerian universities. This study is pivotal to the current with regard to the provision of relevant literature on transformational leadership in universities. The points of divergence however, between this and the current study is on the study location; while this was carried out in Nigerian universities, the current was carried out in Kenyan universities. Additionally, this study exclusively used quantitative data while the current used both qualitative and

quantitative data. The advantage of using both is that they provide insights that lead to an in-depth comprehension of leadership dynamics. Another difference stems from the method of data collection; this study used a structured questionnaire and a census approach while the current used a questionnaire whose reliability was tested using Cronbach's alpha coefficient of 0.7 and a cross-sectional correlation design.

Using purposive sampling, Zvavahera (2013) examined the impact of leadership on service delivery at the University of Namibia. The study found that while the Centre for External Studies (CES) offered quality services to full-time students, it faced major challenges in supporting open and distance learning (ODL) students due to inadequate learning materials, delayed tutor feedback, and poor program coordination. These findings highlighted a leadership and structural gap, leading to a recommendation for CES to gain greater autonomy. However, the study presents several gaps for instance, a geographical gap exists as it was limited to Namibia's context, differing from Kenya's higher education system. Methodological and population gaps arise from reliance on qualitative data from a single institution. The current study addresses these limitations using a cross-sectional correlation design in ISO-certified Kenyan public universities with multistage sampling and SPSS v26 analysis to enhance generalizability and objectivity.

Atiku et al., (2023) conducted a qualitative study in Namibia to explore how leadership behaviors influence service delivery in a town council during organizational change. Using purposive sampling, ten participants were selected from 117 employees, and semi-structured interviews were analyzed thematically with NVivo 12. The study identified key challenges logistical constraints, political interference, and limited

resources as major barriers to effective service delivery. It recommended adopting transformational leadership to mentor staff and promote collaboration through strategic budgeting, stakeholder engagement, and public-private partnerships. This study is however different from the current in the sense that it was conducted in Namibia while the current in Kenya. While it used data collected from 117 respondents, the current used data collected from 287 respondents. With regard to methodology, this study used semi-structured interviews which were analyzed thematically with NVivo 12 while the current used questionnaires which were analyzed using both descriptive and inferential statistics. The current study also used a cross-sectional correlational design, multistage sampling and SPSS version 26 for broader generalizability and statistical validation.

Awaale (2024) assessed the impact of transformational leadership on organizational performance in public sector agencies in Somalia employing a desk study methodology that relied on secondary data collection from existing scholarly articles, reports, and publications accessible through online journals and libraries. This approach was selected due to its cost-effectiveness and accessibility to relevant data. Findings from reviewed studies revealed that transformational leadership characterized by inspirational motivation, intellectual stimulation, individualized consideration, and idealized influence, positively influences multiple dimensions of organizational performance, including employee satisfaction, commitment, citizenship behavior, and overall effectiveness. Transformational leaders in Somalia's public sector were found to foster innovation and creativity which enhanced service delivery and improved stakeholder outcomes. Furthermore, transformational leadership was associated with greater employee engagement and motivation leading to increased productivity and performance levels. The study recommended the application of social exchange,

agency, and social learning theories as theoretical foundations for future research on the subject. It further advised public agencies to invest in leadership development programs to nurture transformational leadership competencies and to revise hiring and promotion criteria to emphasize demonstrated transformational leadership qualities. In contrast, the current study examined public universities in Kenya, focusing on the effect of quality management practices specifically technology adoption, customer feedback, and transformational leadership on service delivery, with training as a moderating factor. It utilized a cross-sectional research design and correlational analysis using SPSS version 26, addressing methodological gaps in prior desk-based studies by incorporating empirical data collected through multistage sampling from a sample of 287 respondents, thus enhancing the validity and applicability of the findings to Kenya's higher education sector.

Murage (2022) analyzed the effect of transformational leadership on the performance of public universities in Kenya, utilizing a quantitative research methodology. Anchored on theories such as goal setting, social exchange, leader-member exchange, and transformational leadership, the study aimed to provide a comprehensive conceptual framework. Findings revealed that while idealized influence and intellectual stimulation did not significantly affect performance, individualized consideration and inspirational motivation had a positive impact. The study recommended that human resources develop guidelines for transformational leadership and training programs to enhance teamwork and employee engagement. While this study informed the current on transformational leadership in public universities in Kenya, it differed from the it with regard to the theoretical foundations upon which the study was grounded. While this was anchored on the theories of goal setting, social exchange, leader-member

exchange, and transformational leadership, the current research was grounded on Ishikawa, Deming, and Crosby theories, focusing on technology adoption, customer feedback, and transformational leadership moderated by training.

Mbithi et al., (2016) investigated factors influencing the relationship between transformational leadership and performance in Kenyan universities, using a descriptive survey research design within a positivist framework. Data were collected through questionnaires and analyzed using regression and correlation techniques, revealing a strong, statistically significant relationship between transformational leadership, employee outcomes, and institutional performance. The study further established that employee outcomes fully mediated this relationship, underscoring the importance of visionary leadership and supportive institutional policies in enhancing service delivery. However, methodological and contextual gaps exist as the study relied exclusively on quantitative methods without exploring moderating factors such as training or institutional dynamics across diverse universities. The current study addressed these gaps by examining the moderating role of training in the link between transformational leadership and service delivery, using multistage sampling and SPSS version 26 for comprehensive inferential analysis within Kenya's public universities.

Kahuari et al., (2019) examined the role of transformational leadership practices in influencing the performance of Huduma Centers in Nairobi County, emphasizing technology adoption and change management. Grounded in transformational leadership and technological acceptability theories, the study employed a descriptive research design with data collected through validated questionnaires and analyzed using R-square, F-tests, and T-tests. Findings revealed a significant positive relationship

between transformational leadership and performance, though poor implementation of change management and technological initiatives. This study played a central role in the provision of literature on transformational leadership, one of the variables that the present study was interested in. Differences have however emerged with this study focusing on public service centers while the current on public universities in Kenya. Additional contrasts regarding the theoretical frameworks that were employed were also noted; while this study was grounded in transformational leadership and technological acceptability theories, the current was anchored on Ishikawa, Deming, and Crosby theories. Moreover, this study employed a descriptive research design with data collected through validated questionnaires and analyzed using R-square, F-tests, and T-tests while the current adopted a cross-sectional correlational design with data collected using a questionnaire and analyzed using descriptive and inferential statistics with SPSS version 26.

Otwoma et al., (2021) investigated the influence of one-stop shopping habits on public service delivery in Kenya, emphasizing transformational leadership practices. The study adopted a mixed-methods approach, combining quantitative and qualitative data collected through structured questionnaires and interviews from all 52 Huduma Centers across 47 counties. Data analysis using SPSS involved regression and Pearson's correlation showed that transformational leadership significantly improved public service delivery. However, the study presented contextual and population gaps, as it focused on government service centers rather than academic institutions, limiting generalizability to the higher education sector. Additionally, it did not explore the moderating effects of organizational factors such as training. The current study addressed these gaps by focusing on public universities in Kenya, employing a cross-

sectional design and correlation analysis to examine how training moderates the relationship between quality management practices and service delivery thereby extending the applicability of transformational leadership concepts to the education sector.

Khan et al., (2020) studied the effect of transformational leadership on employees' work outcomes, including performance, burnout, and social loafing while also examining the mediating role of intrinsic motivation using a cross-sectional survey of 308 employees in the telecommunications sector. The analysis, conducted with Process Hayes Model 4, confirmed a significant positive relationship between transformational leadership and both intrinsic motivation and employee performance. While the study concludes that organizational leaders should possess transformational attributes to inspire their staff, it reveals significant contextual and methodological gaps that warrant further investigation in the Kenyan public university sector. A primary contextual gap exists as the findings from the private telecommunications industry with its profit-oriented and technologically-driven environment may not translate to the service delivery objectives and administrative structures of public educational institutions.

Methodologically, the research design focuses on leadership's influence on individual employee outcomes but does not investigate how structured organizational interventions, such as training, could moderate the relationship between established management practices like quality management systems and broader institutional service delivery outcomes. Furthermore, the study's examination of intrinsic motivation as a mediator does not account for the potential amplifying effect a moderating variable like training could have on the efficacy of these practices. Therefore, this study filled

the gaps by investigating the moderating effect of training on the relationship between quality management practices and service delivery in public universities thereby addressing contextual and methodological limitations and extending the understanding of performance drivers into the higher education sector.

Katywa and Strydom (2021) sought to examine leadership competency and its impact on service delivery in the Bufalo City Metropolitan Municipality (BCMM) in the Eastern Cape. The study examined transformational leadership specifically how each sub-dimension of leadership (idealised influence, inspirational motivation, intellectual stimulation and individual consideration) influences service delivery in the BCMM. A quantitative approach was used to collect data from BCMM employees with a task-grade level above nine. Descriptive and inferential statistical analyses including the Pearson correlation coefficient and multiple regression analysis, were conducted to draw conclusions from the study. The results showed that individual consideration has the strongest positive correlation with service delivery. Empirical results further indicated that two of the four independent variables, idealised influence and individual consideration, have a statistically significant relationship with service delivery in the BCMM.

The study recommends that the leadership approach in municipalities should be adapted to consciously influence meaningful performance at an individual level to ensure improved efficiency and sustainable socio-economic development in the region. This study advances knowledge in the area of methodology specifically on data analysis; it however differs front the current in relation to data collection in the sense that while it utilized a quantitative approach, the current employed a mixed methods approach.

Another difference is that while this study investigated leadership competency and its impact on service delivery in the Bufalo City Metropolitan Municipality in the Eastern Cape, the current examined the moderating effect of training on the relationship between quality management practices and service delivery in public universities in Kenya.

Gachunga and Ndege (2014) sought to understand the effects that transformational leadership had on results-based management in Kenya's civil service, examining whether leadership practices influence performance management outcomes in public sector organizations. Focusing on specific leadership dimensions as predictors of organizational performance systems, the study further investigated whether individualized consideration, coaching and mentoring of employees by leaders had effects on results-based management (RBM). The population of study was the staff in Kenya's ministries involved in the performance contracting process; it particularly dealt with employees directly engaged in results-oriented management frameworks. Stratified random sampling was used to select the sample respondents ensuring representation across different ministerial departments and hierarchical levels. Questionnaires were used on a "drop and pick later" basis to collect data that was processed and analyzed descriptively and presented through tables and percentages, providing summary statistics of leadership practices and RBM implementation.

The findings of the research indicated that the level of results-based management in the government ministries, the level of individualized consideration, coaching and mentoring and the level of employee understanding of performance expectation in the government departments was low, revealing significant deficiencies in both leadership

practices and performance management systems. Also, the level of employee participation in decision making and the level of employee intellectual stimulation in the government departments was moderate, suggesting partial engagement of employees in organizational processes. These findings emphasized on the critical role of leadership development while also indicating that there was need for supervisors to focus on coaching and mentoring individuals under their charge for results-based management to be achieved in government ministries. The study also noted that employees in government departments did not seem to understand their roles clearly making it difficult for them to know what was to be achieved.

The study additionally highlighted communication and role clarity gaps that undermine performance management effectiveness. Moreover, the findings revealed the need for more focus on the leadership and supervisory practices of managers in government departments. The study recommended that the government puts in place measures to ensure the leaders appointed to head government departments were transformational to ensure achievement of results-based management for provision of better services to the citizens, improved accountability for resources and restoration of citizens' faith in the management of government affairs. It also recommended the need for leadership training to align with institutional reforms.

Differences have been noted between this and the current study with regard to methodology. While Gachunga's and Ndege's (2014) study relied solely on descriptive analysis without examining moderating or mediating variables on results-based management in Kenya's civil service, the current employed both descriptive and inferential statistics in data analysis and examined the moderating variable of training

on the relationship between quality management practices and service delivery in public universities in Kenya. There were also differences in the types of respondents used in the two studies with this study using civil servants from varied civil service ministries and the current using respondents in the university setting such as students, faculty members and non-academic staff. The variables that were of interest to the studies also differed with this study focusing on transformational leadership and results-based management while the current on quality management practices and service delivery.

Jauhari et al., (2024) examined how transformational leadership translates into critical service behaviours of field service employees (FSEs) in a business-to-business (B2B) services context. The study adopted a sequential mixed-method approach, integrating qualitative and quantitative phases to comprehensively explore the research problem. In the first phase, semi-structured interviews with 25 FSEs were analyzed using the Gioia method, a grounded theory variant, to generate conceptual insights. These findings informed the development of a conceptual model which was quantitatively tested in the second phase using PLS-SEM on a sample of 469 respondents with all recommended robustness checks applied. The study revealed that transformational leadership significantly influences both prescribed service delivery behaviour (PSDB) and proactive customer service behaviour (PCSB) among FSEs, with affective commitment and role-breadth self-efficacy (RBSE) serving as mediating variables. Although the study provided valuable insights within the Indian B2B service sector, it presented contextual limitations due to sectoral and geographical differences that restrict generalization to public institutions in Kenya. Moreover, the use of industry-based samples limited its relevance to academic settings. The moderating variables in the two studies are also different; for this study they were affective commitment and

role-breadth self-efficacy (RBSE) while in the current training was the mediating factor. Another difference is in the number of informants whereby this study used 469 while the current 287.

Otwoma et al., (2025) evaluated the effect of transformational leadership practices on public services delivery in Kenya's one-stop service centers, examining how leadership behaviors influence service outcomes in integrated government service platforms. The study used transformational leadership, value-percept disparity and dissonance theories respectively as theoretical frameworks to explain the relationships between leadership practices and service delivery performance. A census survey was carried out on all the 52 Huduma centers spread across the 47 counties in Kenya ensuring comprehensive coverage of the national one-stop service delivery system. The component of analysis was Huduma centers while the unit of observation involved 159 senior managers directly responsible for the coordination of service delivery in the one stop shop platform. The response rate was 65.41% and normality test undertaken showed that the Kolmogorov-Smirnova and Shapiro-Wilk statistics for public service delivery was 0.396 and 0.568 thus normal in distribution confirming that parametric statistical tests were appropriate for data analysis. The study used mixed methods of inquiry that involved correlation and regression methodologies for qualitative and quantitative analysis, providing comprehensive examination of leadership-service delivery relationships.

The instruments for quantitative data collection were structured questionnaire anchored on Likert-type scale with reliability Cronbach alpha coefficient at 0.842 and an interview guide. Survey was used to gather main statistics while secondary data was

collected through evaluations of both hypothetical and experiential writings combining primary and secondary data sources. The interview guide was used specifically on a selected number of respondents to clarify qualitative data collected through questionnaires, enabling triangulation and deeper understanding of quantitative findings. The quantitative data obtained was analysed by SPSS programme with hypotheses tested using regression analysis and Pearson's Product Moment Correlation analysis to establish relationships between variables. Findings established that transformational leadership has statistically significant effect on public service delivery confirming the importance of leadership practices in enhancing service outcomes. The findings contribute to transformation of one stop shop concept in public service delivery by identifying specific ideal model practices that can guide service improvement initiatives. While this study enhances existing literature on the concept of transformational leadership as well as the approaches used in data analysis, there are crucial points of divergence between the two studies.

First, Otwoma et al., (2025) focused exclusively on Huduma centers which provide administrative services from varied government offices while the current on public universities where service delivery encompasses educational instruction, research supervision, academic guidance and student support. Second, this study targeted senior managers in Huduma centers yet the current focused on university stakeholders of different cadres. Third, the variables of interest were different with this study focusing on transformational leadership practices while the current focusing on training as a moderating variable. Fourth, this study collected data using a questionnaire anchored on Likert-type scale with reliability Cronbach alpha coefficient at 0.842 while the current also used a questionnaire which was however anchored on Cronbach's alpha

coefficient of 0.7. Fifth, the two studies were anchored on varied theories; while this study used transformational leadership, value-percept disparity and dissonance theories as the theoretical framework to explain the relationships between leadership practices and service delivery performance, the current relied on Ishikawa, Deming, and Crosby theories as the theoretical framework to examine the moderating effect of training on the relationship between quality management practices and service delivery in public universities in Kenya.

2.2.4 Moderating effect of training on QMP and service delivery

Sal and Raja (2016) alluded that training or developing any abilities, knowledge, or fitness connect to certain practical competences in oneself or others. A person's ability, capacity, productivity, and performance are all intended to be improved by training. Bilal et al., (2020) investigated the impact of employee engagement on organizational citizenship behavior in China, exploring how training, pay, and performance reviews moderate this relationship. Utilizing a survey design, the study focused on personnel from the private sector operated universities and employed regression and hierarchical multiple regression analyses to establish causal links. Findings indicated that employee engagement significantly predicts organizational citizenship behavior, with the moderating factors of training, salary, and performance appraisal also playing crucial roles. The study recommends that managers prioritize employee development, compensation, and fair evaluations to enhance civic behavior and achieve organizational objectives. While Bilal et al., (2020) was significant to the current study in its contribution to the understanding on training, a mediating variable that is central to the present study, differences are evident between these two studies. To begin with, this study used a survey design while the current employed a cross-sectional

correlational design. Secondly, this study used respondents from the private sector operated universities while the current used from public universities.

Salamon et al. (2022) explored the moderating effect of coworkers' training participation on the relationship between peer support and training transfer outcomes in Hungary. The study emphasized that the extent of employee participation in training significantly shapes skill transfer effectiveness. Using a moderate mediation model, the results showed that peer support positively influenced trainees' motivation to apply learned skills, with stronger effects observed when more coworkers participated. However, the study acknowledged that limited peer engagement could weaken training transfer outcomes. A contextual gap exists, as the study was conducted in Hungary's corporate setting, limiting its applicability to Kenya's public institutions. Additionally, a thematic gap is evident, as it primarily addressed training transfer rather than organizational performance or service delivery. The current study extends this perspective by focusing on Kenyan public universities and specifically examining the moderating role of training on the relationship between quality management practices and service delivery using a cross-sectional and correlational design.

Nancy (2018) examined the influence of emotional intelligence on quality service delivery and customer loyalty in Ghana, considering training and age as moderating variables. The study employed convenience and purposive sampling techniques, collecting data using standardized instruments SERVQUAL and SERVLOYAL scales to measure service quality and customer loyalty, and the Evaluating Emotions Scale to assess emotional intelligence. Analysis using Pearson correlation and hierarchical multiple regression revealed a strong positive relationship between emotional

intelligence, service quality, and customer loyalty, with both age and training moderating these relationships. However, the study was limited by its contextual focus on private-sector service organizations and non-probability sampling, which may affect generalizability. The current study, by contrast, was conducted in Kenyan public universities, and it employed a cross-sectional correlational design with a scientifically determined sample (n=287) to assess the moderating effect of training on the relationship between quality management practices and service delivery addressing both methodological and contextual gaps.

Adopting an explanatory research design, Dome (2018) investigated the moderating role of employee training on the relationship between organizational commitment and performance in selected insurance companies in Eldoret, Kenya. The study found that affective commitment positively influenced performance and that training significantly strengthened this relationship. It recommended continuous training to enhance employee commitment and organizational outcomes. This study contributes to the existing body of knowledge on the concept of training. which is a moderating variable in the current study. On the contrary, this study differs from the current in a number of ways for instance, while it utilized an explanatory research design, the current employed a cross-sectional correlational design. Additionally, this study focused on insurance companies while the current on public universities. Moreover, while this study assessed employee performance the current explored how training moderates quality management practices and service delivery.

Mutegi et al., (2021) examined the effectiveness of Huduma Centers in Kenya in addressing corruption, bureaucratic inefficiencies, and public service delivery

emphasizing the mediating roles of employee training and government policies. The study adopted a descriptive research design with a multi-stage probability sampling technique and collected data through self-administered questionnaires. Reliability was verified using Cronbach's alpha, and validity was confirmed via a pilot test. Correlation and regression analyses revealed significant positive relationships between public service delivery, employee training, and government policies underscoring the value of strategic training in enhancing performance. This study significantly impacts the current by enhancing literature on data collection instruments as well as data analysis. However, while it focused on government service centers, the current concentrated on educational institutions with a bias towards public universities. This study adopted a descriptive research design with a multi-stage probability sampling technique while the current used a cross-sectional correlational design with multi stage sampling.

Angela (2014) investigated the impact of training on the performance of international government officials in Kenya, emphasizing employee engagement during organizational change. The study employed a survey research design with random stratified sampling and used questionnaires to collect data which was analyzed through frequencies, means, and bivariate statistical methods. Findings revealed that training significantly enhanced employee engagement motivating both top and non-management staff to take on additional responsibilities more than their mid-level counterparts. The study concluded that training improves employee performance by fostering creativity, enthusiasm, and commitment to organizational goals. However, the study presents notable gaps first, it was limited to government officials overlooking academic institutions it relied solely on descriptive and bivariate analyses without examining moderating relationships or broader contextual factors. The current study

addressed these gaps by focusing on public universities in Kenya, employing multistage sampling and a larger sample size of 287 determined using Yamane Taro's formula. Moreover, it applied correlational analysis to explore the moderating role of training.

2.2.5 Quality Management practices and Service delivery

Egberongbe (2020) investigated business management methods and their relationship to developments in academic libraries in Southwestern Nigeria, aiming to design a Quality Management (QM) improvement framework for university libraries. The study utilized a comparative analysis of QM models, collecting data through online surveys, interviews, and focus group discussions to uncover operational challenges in library management. Findings revealed that the adoption of the proposed QM framework could significantly improve service delivery and operational efficiency across Nigerian academic libraries. This study is pivotal to the current in that it offers new insights into the concepts of Quality Management practices and Service delivery. Variations are however typical for instance, while this study was confined to Nigerian libraries, the current was confined to public universities in Kenya. Additionally, this study collected data using online surveys, interviews, and focus group discussions while the current used a questionnaire, adopted a cross-sectional design, employed multistage sampling and carried out a correlation analysis using SPSS version 26.

Worku (2022) examined the relationship between Quality Management (QM) adoption and organizational performance in an East African bottling company while also assessing the extent of QM implementation and associated challenges. Using a survey questionnaire analyzed through descriptive statistics, the study found that top management support and customer focus were the strongest areas of QMS adherence

whereas employee motivation and involvement remained weak points. The findings confirmed a positive correlation between robust QMS implementation and organizational performance. The point of divergence between this and the current study is that this one was confined to a private-sector bottling company while the current focused on public universities. While this study used descriptive statistics only in data analysis, the current combined both inferential and descriptive statistics and carried out analysis through SPSS version 26 additionally, it employed a cross-sectional design, multistage sampling and validated questionnaires to collect data from a sample of 287 respondents determined using Yamane Taro's formula.

Grounded in the Ishikawa, Deming, Crosby, and Goldman theories, Mwika and Bett (2019) investigated the impact of quality management practices (QMP) on healthcare service delivery at Nairobi Hospital paying attention to customer focus, employee empowerment, communication, and top management commitment. The study employed a descriptive research design, data was collected using questionnaires and analyzed using means, standard deviations, frequencies, and percentages presented in tables and charts. Findings revealed that customer focus and effective communication significantly enhanced service performance while top management commitment was critical in ensuring high-quality healthcare. This research is crucial to the current because it provides an empirical contribution to the understanding of the impact of QMP to service delivery. Several variations were noted for instance, while this study was limited to the healthcare sector, the current was confined to the education sector particularly public universities. In addition, this study adopted descriptive statistics only in data analysis while the current used both descriptive and inferential.

Muhumed (2017) examined the performance of ISO-certified public universities in Kenya with regard to their quality management practices (QMP) emphasizing employee empowerment, customer orientation, stakeholder involvement, and top management commitment. Using a descriptive research design and a 10% stratified random sample, the study gathered data from both primary and secondary sources, presenting findings through frequencies, percentages, and graphs. Results showed that ISO certification driven by strong top management commitment and customer orientation enhanced institutional performance. Notable gaps such as the use descriptive statistics without inferential ones; omission of factors like technology adoption; and limited focus to ISO-certified institutions were evident. The current study addressed these limitations by examining technology adoption, customer feedback, and transformational leadership by employing a cross-sectional design, multistage sampling, and SPSS version 26 for correlation and inferential analysis.

Gatimbu (2021) evaluated the influence of quality management enablers on the performance of public universities in Nyeri County, Kenya, emphasizing transformational leadership, staff development, continuous improvement, and technology initiatives. Grounded in Kurt Lewin's change theory and transformational leadership theory, the study adopted a descriptive design with systematic random sampling. Findings revealed that technological initiatives and transformational leadership significantly enhanced university performance by promoting employee involvement and professional growth. However, several gaps were evident a geographical gap as the study was limited to one county hindering broader applicability; a methodological gap since only descriptive analysis was applied without inferential testing; and a conceptual gap as the moderating role of training was not examined. The

current study addressed these gaps by expanding the scope to all public universities in Kenya, employing a cross-sectional design and SPSS version 26 for correlation and inferential analysis, and incorporating training as a moderating variable.

Muchai (2023) evaluated the impact of ISO 9001:2015 Quality Management System implementation on post-examination services in public universities in Kenya, focusing on quality objectives, resource allocation, internal audits, and continuous improvement with organizational structure as a moderating factor. The study adopted a mixed methods approach, employing purposive and stratified sampling and collected data through semi-structured questionnaires and interviews. Findings indicated that ISO 9001:2015 implementation significantly improved post-examination service delivery although organizational structure had no notable moderating effect. However, several gaps emerged: a conceptual gap as other moderators such as training or technology adoption were not examined; a methodological gap due to limited inferential analysis linking specific ISO components to outcomes and a contextual gap as the study centered only on post-examination services. The current study addressed these limitations using a cross-sectional and correlational design to examine quality management practices and service delivery across all public universities in Kenya, with training as a moderating variable.

Omore (2022) sought to examine the influence of Total Quality Management practices on quality services in healthcare sector in Nairobi County, Kenya. This study specifically examined the influence of customer focus, quality improvement, employee involvement and management support on quality services in healthcare sector in Nairobi County. The study adopted cross sectional descriptive design and targeted

healthcare providers in five hospitals in Nairobi County including: Mbagathi hospital, Mama Lucy hospital, Pumwani hospital, Coptic hospital and Aga Khan Hospital. Yamane (1967) formula was used calculate the sample size of 115 respondents from healthcare workforce population of 1,652. Data was collected using questionnaires and analyzed through descriptive and inferential statistics. The study found that customer focus promoted effective assessments and follow-ups on patients and helped to build strong relationships between healthcare providers and patients through effective communication and continuous quality improvement.

The study also noted that the use of CQI teams and routine MDTs promoted service quality while employee involvement enhanced motivation and productivity of staff. The study further revealed that management support was essential in setting and ensuring implementation of goals and vision of healthcare facilities, motivation of staff and resource mobilization to implement core services in healthcare facilities. The study concluded that there is a significant relationship between TQM practices and quality services in healthcare sector in Nairobi County, Kenya and recommended that healthcare facilities (public & private) should bolster implementation of TQM interventions since they promote quality of services. While this study contributes to the existing body of knowledge on the concept of QMS, the formular to obtain the number of respondents, data collection tools as well as data analysis techniques, it varied from the current in a variety of ways for instance, it was confined to hospitals within Nairobi County limiting its generalizability to other regions while the current focused on the education sector with a bias towards public universities. This study was also different since it used a cross-sectional descriptive design and a sample from only five

institutions while the current used a cross-sectional correlational design with a sample from 35 public institutions.

Murenga and Njuguna (2020) sought to establish the effect of total quality management practices on service delivery at the Horizon Offices Limited, Kenya. The specific objectives were to determine the effect of the employee involvement, technology adoption, continuous improvement and cultural change on service delivery at Horizon Offices Limited, Kenya. The research was guided by leadership-based, institutional and Deming's theories of quality management. The study used a descriptive research design and the respondents were drawn from the management staff at the four sections of the firm which include service offices, customized offices, co-working offices and virtual offices. A sample of 65 respondents who formed 50% of the target population evenly spread across the four sections was used in the study. The primary data was collected by use of self-administered semi structured questionnaire. Data analysis was done by use of descriptive statistics such as frequencies, percentages, mean scores and standard deviation with the aid of SPSS and presented through tables, charts, graphs, frequencies and percentages.

The study revealed that Quality Management Practices significantly influenced the quality of service delivery at the Horizon Offices Limited, Kenya. Moreover, the firm significantly involved employees through motivation, consultation, incorporating their input and ideas, remunerating and compensating them competitively and engaging them regularly. The study observed that to a significant extent Horizon Offices embraced technology to enhance quality service delivery through capacity building, proficiency, digitizing communication, knowledge management, innovations and allocating more

resources to new technology. The study concluded that to a significant extent the Horizon Offices Limited, Kenya embraces Kaizen. This study was instrumental to the present since it expands current perspectives on the role of quality management practices on service delivery however, it differs from the current in relation to the theoretical framework on which dada was analysed. While this study was grounded on leadership-based, institutional and Deming's theories of quality management, the current relied on Ishikawa, Deming, and Crosby theories to examine the moderating effect of training on the relationship between quality management practices and service delivery in public universities in Kenya.

Mutambi (2022) investigated the effects of Total Quality Management Practices on the operational performance of the private health sector in Kenya with a specific focus on ISO-certified hospitals in Nairobi County. It also investigated the influence of customer focus, top management support, education and training, and continuous improvement on service delivery. Using a simple random sampling technique, data was collected via questionnaires and analyzed using SPSS version 20.0. The findings revealed a strong positive relationship (R=0.699) between TQM practices and service delivery, with the combined variables accounting for 48.8% of the variance in service delivery. Regression analysis indicated that customer focus, education and training, and continuous improvement had significant positive effects while top management support was found to be an insignificant predictor.

The study concluded that TQM practices significantly enhance service delivery within these hospitals. This study is pivotal to the current because it provides contemporary discussions on the role of TQM practices in service delivery. On the contrary, it is

different from the current in a number of ways for instance, it was limited to ISO-certified private hospitals in Nairobi County, thereby excluding non-certified and public health facilities while the current was limited to public universities thereby excluding the private ones. Additionally, this study's variables were customer focus, education and training, and service delivery while the current's moderating variable was training. While this study generally used regression analysis, the current specifically used multiple linear regression analysis to assess the link between variables. Another point of departure is that while this study used a simple random sampling technique, collected data via questionnaires and analyzed it using SPSS version 20.0 the current also used simple random sampling technique, collected data using a questionnaire but analyzed it using SPSS version 26.

2.3 Theoretical framework

The study was guided by the following theories; Ishikawa theory, Deming Theory of Management and Crosby Theory of management

2.3.1 Ishikawa's Theory of Quality Management

Developed by Kaoru Ishikawa in the 1960s this theory is often associated with the concept of quality management (QM) and is widely used in manufacturing and service industries. The Ishikawa Theory of Quality Management is a fundamental framework in the field of quality management that focuses on improving the quality of products and processes. Ishikawa's contributions to quality management revolve around the systematic identification and resolution of problems to improve the overall quality of products or services.

Central to his philosophy is the Quality Circle Concept which empowers employees to contribute actively to problem-solving and organizational improvement. Ishikawa introduced various quality management tools, such as flow charts and Pareto charts, to facilitate data analysis and evaluation. He recognized both internal and external customers as vital components of an organization, asserting that all processes should align with customer satisfaction. For these reasons therefore, the theory concentrates on the problem-solving approach that an organization uses to continuously enhance its service delivery.

The Fishbone Diagram, also called the Cause-and-Effect diagram, is one of Ishikawa's most influential contributions to quality management. It is used for identifying the root causes of a specific problem, often in the context of product quality issues. The diagram looks like a fish's skeleton, where the "head" represents the problem, and the "bones" represent different categories of potential causes such as Man (People), Machine (Equipment, technology), Method (Processes or procedures), material (Raw materials or components), Measurement (Data collection and analysis) and Environment (Workplace conditions, external factors). The Fishbone Diagram is used during problem-solving sessions to ensure that teams do not overlook any potential causes. It is commonly used in industries like manufacturing, healthcare, and service delivery to improve processes, troubleshoot defects, and drive continuous improvement.

Ishikawa’s philosophy is grounded in the idea that quality should be built into every process rather than inspected into the product at the end. He believed that: Quality is everyone’s responsibility: Not just the responsibility of the quality control department but of every individual in the organization. From top management to workers, every

employee plays a role in maintaining and improving quality. Continuous improvement, Ishikawa noted, promoted a Kaizen culture. This idea is central to many quality management frameworks, including QM, where there is always room for improvement in processes, products, and services.

This theory is therefore crucial in a variety of ways firstly, it significantly shaped contemporary Quality Management (QM) methodologies focusing on maximizing human resources both internal employees and external clients. quality management, Ishikawa opines, is an ongoing strategic endeavor involving all organizational levels, aiming to exceed customer expectations through continuous improvement, employee empowerment, and effective teamwork. Ishikawa advocated for a shift in business priorities from immediate financial gains to long-term quality delivery. Secondly, it highlights the importance of employee training for improving service performance by underscoring the critical role that training plays in enhancing service performance. Ishikawa's emphasizes that quality training for staff aligns well with the objectives of modern organizations, particularly public universities which must adapt to evolving educational demands.

Thirdly, this theory emphasizes on a systematic approach to problem-solving for continuous improvement. Ishikawa contends that by fostering a culture of continuous improvement through training, organizations can maintain competitiveness and enhance service delivery. This theory is instrumental to this study since it provides a robust framework for investigating the moderating effect of training on the relationship between quality management practices and service delivery in public universities in Kenya. It highlights the importance of structured problem-solving and the necessity of

addressing root causes of challenges ultimately linking employee development to enhanced quality management and organizational success. Hence the theory links with customer involvement, customers' and transformative leadership as well the moderator variable.

2.3.2 Deming Theory of Management

This theory was initiated in the 1950s by W. Edwards Deming who worked as a statistician and researcher during World War II. He used his knowledge of statistics to spearhead initiatives which involved the application of statistical thinking and quality control techniques to enhance business. Through his theories and principles, Deming promoted the value of quality in product and production in addition to inventing a system of statistical quality control (SQC). Deming's theory, often known as the theory of Profound Knowledge, is a systems-theory-based management philosophy that was first developed by Toyota for application in the auto industry. Over the years, a range of sectors, including healthcare, have effectively incorporated this systems-centered reform perspective. Implementation of this framework drives continual enhancement by fostering leadership capacity in both individuals and organizations. By moving beyond a focus on individual actions within silos, the theory equips leaders with a systems-oriented framework for addressing organizational dynamics holistically.

According to this theory, every problem can be solved by examining how the system functions. Holding individuals accountable for mistakes while neglecting system-level problems undermines organizational sustainability. Improvement efforts should target both systemic and procedural efficiency to advance the organization's overall effectiveness. Research has shown that system-level interventions consistently

outperform individual-level solutions by enhancing the efficiency and coherence of the entire system. Existing literature further reveal that systemic factors largely determine work performance, contributing approximately 85% of its variability compared to 15% linked to personal factors (Rummler & Brache, 1990; Deming, 1982).

Deming, in his book *Out of Crisis*, came up with detailed managerial adjustments he believed were required to raise quality. He identified four key areas and listed 14 principles meant to direct improvements in organizational structures. In his view, management's highest priority lies in fostering constancy of purpose toward the ongoing enhancement of product and service quality to achieve competitiveness, organizational continuity, and employment stability. Deming also noted that deviations from the intended course must be immediately addressed by taking the necessary action. He maintained that Western management must be cognizant of the evolving economic context and take deliberate action to effect necessary organizational transformation. He argues that integrating quality considerations at the production's inception can prevent the necessity for comprehensive inspections. He also advises against price-based contracting, recommending instead a focus on long-term cost efficiency and quality enhancement.

Deming provides additional guidance in his work on strategies for improving organizational structures. He recommends engaging a single, reliable supplier particularly one committed to a long-term partnership to ensure consistency and quality in the supply of materials. He also emphasizes the need for the continuous improvement of production and service systems, with a focus on simultaneously increasing productivity and quality while reducing operational costs. Furthermore, Deming

advocates for the incorporation of both on-the-job and leadership training as essential components of organizational development. He asserts that monitoring processes should aim to enhance the performance of individuals, machinery, and equipment. In addition, he calls for reform in the oversight of manufacturing workers and the supervision practices of management. Finally, Deming underscores the importance of eliminating fear within the workplace to foster an environment in which all employees can contribute meaningfully to the organization's overall success.

To further enhance organizational effectiveness, Deming advocates dismantling departmental barriers and eliminating performance slogans, targets, and exhortations that place undue pressure on employees rather than fostering genuine process improvement. This assertion is supported by Hoyle (2017) who opines that since the majority of the reasons for low productivity and low quality are systemic in nature and therefore outside the control of the workforce such exhortations only serve to foster antagonistic relationships. Deming (2018) calls for a paradigm shift in organizational management, urging the replacement of rigid work quotas with leadership that inspires performance on the production floor. He rejects management by numerical goals, advocating instead for systems that prioritize quality improvement. Moreover, he underscores the importance of removing structural and cultural barriers that diminish employees' sense of purpose, and of empowering supervisors to focus on quality outcomes. Finally, he promotes continuous education, self-improvement, and shared responsibility for institutional transformation. This theory is relevant to this study in that it forms the philosophical understanding of quality management which has an association with the objectives of this study.

2.3.3 Crosby Theory of management

Philip B. Crosby developed his influential quality management theory in 1984, establishing a comprehensive framework that has profoundly shaped organizational approaches to quality improvement across various sectors. He based his argument on 14 steps for quality improvement encompassing critical elements including employee and staff training, procedures for quality control, staff management, and recognition programs. Crosby's philosophy fundamentally posited that the only good faith quality criteria were those set by the management emphasizing that when creating the policies, the needs and preferences of the customers must be considered. This customer-centric approach remains particularly relevant for public universities in Kenya where service delivery must align with stakeholder expectations.

Crosby developed four concepts of quality management which have become cornerstones of modern quality management theory. His groundbreaking assertions fundamentally challenged conventional quality management paradigms and introduced a more rigorous, measurable approach to organizational excellence. These principles provided organizations with clear, actionable standards for achieving and maintaining quality across all operational dimensions. In a compelling analogy, Crosby compared the body of a sick person to a collapsing company suggesting that businesses face constant operational threats that can undermine their effectiveness and sustainability. He asserted that dangers to an organization's operations are constant as such, the organization must become immune to the defect in order to become resistant to it. Crosby’s theory emphasizes proactive quality management rather than reactive problem-solving, a concept particularly applicable to public universities facing numerous challenges in service delivery, resource constraints, and increasing demands

for accountability and excellence. He makes two points to put his argument into perspective providing essential context for understanding organizational quality management. He began by assessing the management's commitment to the company, which he considered to be the enterprise's vitality. He argues that without genuine commitment from top management, quality initiatives inevitably fail to take root or produce sustainable improvements. This argument is especially critical to public universities where bureaucratic structures and competing priorities can dilute focus on service delivery excellence unless management demonstrates consistent commitment.

Crosby contends that employee empowerment is a fundamental requirement for organizational success. He maintains that unless workers are empowered and their personal concerns adequately addressed, their capacity to fully engage in their professional roles will remain limited. The acknowledgment of employees' personal needs marked a transformative shift in management practice, orienting it toward the enhancement of organizational quality—an emphasis that remains central in contemporary management theories. Equally, attention to employees' educational and developmental needs serves as a vital source of motivation. This consideration is crucial, as employees who feel valued, supported, and empowered exhibit higher morale and deliver superior performance, thereby contributing more effectively to organizational success.

Isolating product quality control from the wider framework of total quality management constrains organizational effectiveness. Sustainable excellence, therefore, requires an integrated and holistic management perspective. Comprehensive quality management is the orchestration of efforts to improve customer satisfaction, increase employee

engagement, strengthen supplier relationships, and cultivate an organizational culture of continuous quality improvement. Beyond being a collection of techniques or processes, TQM constitutes a holistic management philosophy that integrates employee contribution, teamwork, and continuous improvement into the core of organizational functioning.

The core tenet of TQM is that an organization's long-term success rests on a shared dedication to quality throughout all of its divisions. It surpasses the boundaries of a single process, influencing every component of organizational practice and performance. Controlling the product's quality alone is not the whole scope of total quality management. According to Crosby (1984, as mentioned in Neyestani (2017)), total quality management is about quality being compliance to criteria rather than goodness or beauty. This is one of the absolutes of quality, according to Crosby. Three more absolutes are that processes and procedures must have zero flaws, that quality improvement requires prevention rather than appraisal, and that quality measurement should only take place as a consequence of non-conformance. These absolute principles provided organizations with clear standards for quality achievement and maintenance. According to the notion, TQM is a potent vaccination that can aid in a company's recovery following a threat of closure. This metaphor underscores the transformative potential of comprehensive quality management systems when properly implemented and sustained. For public universities in Kenya struggling with service delivery challenges, this perspective offers hope that systematic quality management interventions can produce dramatic improvements in institutional effectiveness and stakeholder satisfaction.

Crosby's theory of management is thus relevant to research because it highlights how crucial it is for managers and employees to have training in order to guarantee improved planning and fault discovery in the provision of higher-quality services. The theory's applicability to research examining the moderating effect of training on the relationship between quality management practices and service delivery in public universities is substantial and multifaceted. Training serves as a key mechanism through which quality principles become embedded in organizational culture and individual practice, enabling employees to understand and implement quality standards effectively. The theory makes two main points with direct application to the current study: management commitment is essential to a company's growth and should start at the top and work its way down. This top-down commitment creates the organizational conditions necessary for quality initiatives to flourish throughout the institutional hierarchy. When leadership demonstrates unwavering dedication to quality principles, it establishes expectations and models behaviors that cascade through all organizational levels. Employee empowerment should be a major goal for every firm, including putting staff wellbeing first. Organizations that prioritize employee welfare, professional development, and meaningful participation in decision-making processes create conditions where workers can deliver exceptional service quality.

The current study is in line with the theory's viewpoint that to boost commitment and reduce human resource waste, private and public colleges need to figure out how best to empower their employees. This challenge requires thoughtful consideration of training programs, recognition systems, career development opportunities, and workplace conditions that support employee engagement and performance excellence.

In terms of commitments, Crosby empowerment inquiries are essential for understanding how organizations can maximize human capital potential. Crosby made an early realization that quality in an organization is not solely the responsibility of a quality control manager but rather of everyone in the organization. This collective responsibility perspective transforms quality management from a specialized function into a shared organizational value that guides daily decisions and actions at all levels. Furthermore, he recognized that managers required a framework within which to direct the process of quality improvement and oversee the ensuing changes. This recognition led to the development of his systematic 14-step approach, providing managers with practical tools for implementing and sustaining quality improvements while managing the organizational transformations that accompany quality initiatives in complex institutional environments like public universities.

2.4 Conceptual Framework

The conceptual framework for this study provides a visual and theoretical representation of the perceived relationships between the study variables specifically, how various quality management practices influence service delivery in public universities in Kenya, and how training moderates this relationship. The framework, as illustrated in Figure 2.1, is adapted and modified from empirical and theoretical insights reviewed in the literature providing a structured path for the study's analysis. In this framework, Quality Management Practices (QMP) are treated as the independent variable comprising three core dimensions: customer involvement, customer feedback, and transformational leadership. These dimensions are identified based on both theoretical grounding and empirical evidence that underscore their relevance in influencing service quality outcomes in institutions of higher learning. Each dimension

is expected to have a direct effect on service delivery which is the dependent variable in this study. Service delivery is conceptualized through key performance indicators such as responsiveness, reliability, effectiveness, and stakeholder satisfaction in the context of university education. The framework incorporates training as a moderating variable which is hypothesized to strengthen or alter the relationship between the quality management practices and service delivery. The rationale for including training as a moderator stems from literature that recognizes training as a crucial enabler that enhances employees' knowledge, skills, and capacity to effectively implement quality management initiatives.

It is posited that even well-designed quality initiatives may yield suboptimal results if the personnel involved lack adequate training. Therefore, training is expected to amplify the positive effects of customer involvement, feedback mechanisms, and transformational leadership on service delivery.

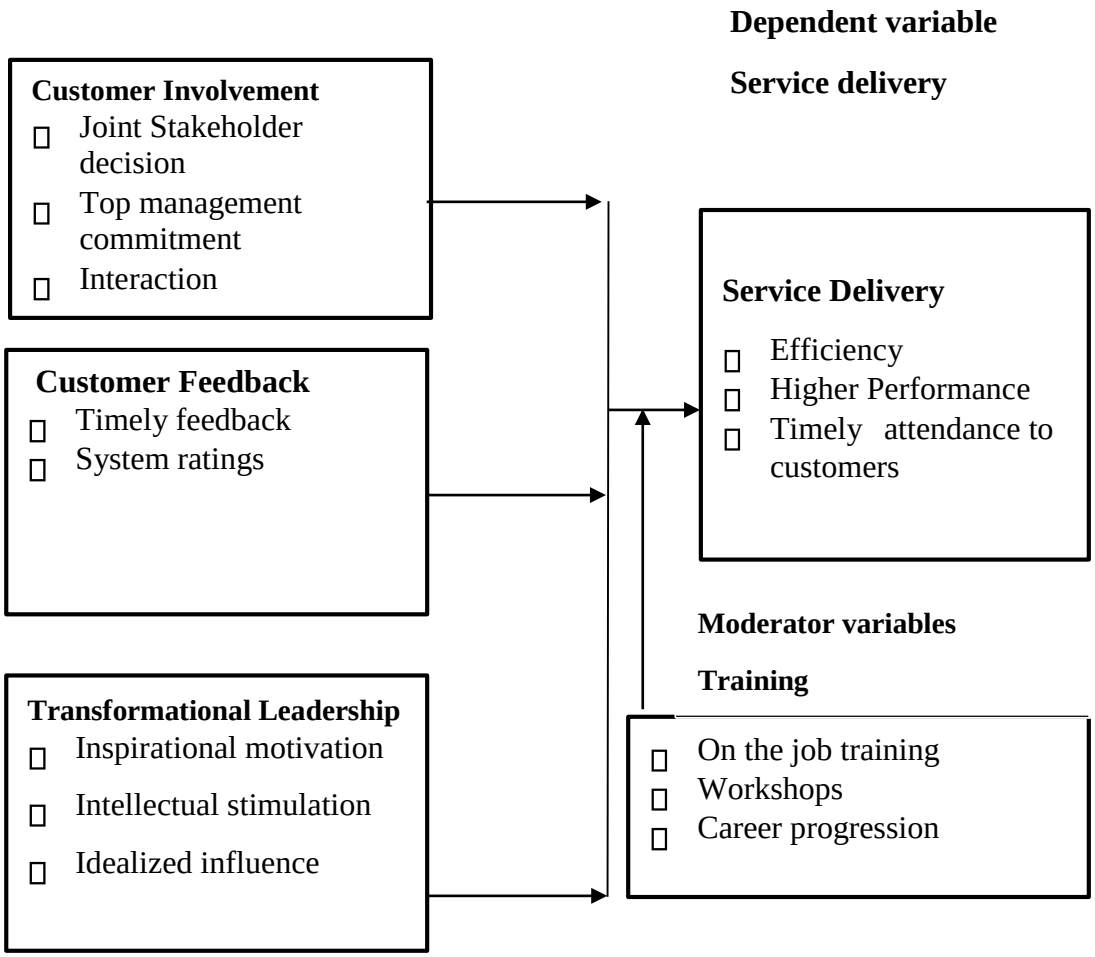

Figure 2.1: *Conceptual Framework*

Source: Adapted and modified from empirical review (2023)

2.5 Identification of Knowledge Gap

Despite extensive research on customer and employee involvement in service delivery across various sectors, several knowledge gaps remain particularly in the context of Kenyan public universities. Existing studies, such as Andersson and Hjertqvist (2015)

in Sweden and Cheung and To (2021) in China, have focused on customer involvement in service development and co-creation, yet their findings are not directly transferable due to differences in geographical, institutional, and policy contexts. Similarly, Ateke and Iruka (2015) and Dacha and Juma (2018) highlighted the benefits of customer and stakeholder participation in marketing and procurement, but were limited by their sectoral focus, single-institution scope, and reliance on descriptive or correlational methods. Studies carried out in Kenya, such as Chepkemoi and Bett (2018), Wangari et al., (2023), and Omore (2022) emphasize quality management practices and employee involvement but neglect moderating factors like training and are restricted to single institutions or sectors, limiting generalizability. Research on employee empowerment in service industries (Nekesa, 2020; Nekesa & Wanjira, 2020) are not applicable in higher education contexts. The current study addresses these gaps by examining the impact of quality management practices, including customer and employee involvement,on service delivery across multiple public universities in Kenya. It incorporated training as a moderating variable and employed a cross-sectional correlational design with validated instruments and inferential analysis.

Secondly, a scope gap is evident in the literature. Many of the existing studies did not integrate all three constructs namely: customer involvement, customer feedback, and transformational leadership within a single study nor did they examine their combined effect on service delivery. For instance, local studies such as those by Fatuma (2020) and Omboti (2019) focused on the Ministry of Transport, which has a different operational mandate and stakeholder expectations compared to public universities. Consequently, there is limited research that investigates the influence of these three quality management practices holistically within the context of public higher education.

The current study fills this gap by exploring the integrated effect of the three practices on service delivery in ISO-certified public universities.

The third gap is methodological previous studies often employed basic descriptive statistics or less rigorous analytical techniques that were not sufficient to establish relationships between variables. For instance, Akin et al., (2014) analyzed their data using Microsoft Excel, relying on frequency and percentage distributions, which limited the depth of interpretation and generalizability. In contrast, the current study employs a cross-sectional correlational research design and uses SPSS version 26 for more advanced statistical analysis. The study also applies multistage sampling techniques to enhance representativeness and calculates its sample size of 287 respondents using Yamane Taro's formula. To ensure reliability, the research instruments were subjected to internal consistency testing using Cronbach's alpha which strengthens the validity and credibility of the findings.

Lastly, there exists a theoretical gap in the reviewed literature. Many studies lacked a clear theoretical framework or failed to incorporate potential moderating variables that could explain the strength or direction of the relationships studied. For example, the influence of training as a moderating variable between quality management practices and service delivery has not been adequately explored. The current study addresses this limitation by incorporating training as a moderating variable within its conceptual framework. Additionally, it is anchored on well-established theories such as Total Quality Management (TQM), Transformational Leadership, and the Resource-Based View (RBV) theories thereby providing a solid theoretical foundation to guide the analysis and interpretation of results.

In summary, the current study fills significant gaps in the literature by contextualizing the research in Kenyan ISO-certified public universities thereby broadening the scope to include multiple quality management practices, a rigorous methodology, and a robust grounding on theoretical perspectives. This approach provides a more comprehensive understanding of how quality management practices influence service delivery in higher education institutions.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

Methodological procedures, description and collection of data are explained in this chapter. This entails research design, area of study, population and sampling procedures, data collection tool, its validity and reliability as well as data collection procedures, analysis and presentation. Ethical consideration is also explained in this section.

3.2 Research Design

This study was grounded in the positivist research philosophy, which emphasizes objective observation and the quantification of relationships among variables. Positivism advocates for the use of empirical evidence and statistical analysis to uncover patterns, test hypotheses, and make generalizations. It aligns well with the goals of this study which sought to examine the relationship between quality management practices namely: customer involvement, customer feedback, and transformational leadership on service delivery in ISO-certified public universities in Kenya (Seeram, 2019). Under this paradigm, knowledge is considered valid only when derived from observable and measurable facts making quantitative methods the most appropriate.

This study employed a correlational research design to examine the relationship between quality management practices and service delivery. According to Seeram (2019), correlational design is instrumental in testing hypotheses concerning the degree and direction of association between two or more quantitative variables. The design

was suitable because it allows the researcher to determine the extent to which changes in one variable are associated with variations in another without manipulating the study environment.

Additionally, correlational designs facilitate objective analysis by enabling the collection, interpretation and synthesis of numerical data in a systematic and comprehensible manner. Furthermore, the design was appropriate as it supports exploratory comparisons and the identification of meaningful patterns within existing data. As noted by Fayad et al., (2025) correlational research provides valuable insights into complex real-world relationships thereby contributing to theory building and the formulation of predictive models. Therefore, this design was justified for the current study as it effectively examined the association between quality management practices and service delivery outcomes in a natural organizational context without experimental interference.

3.3 Location of the Study

The study was carried out in all public universities in Kenya. The study focused exclusively on Kenya's public universities omitting private institutions to ensure consistency and comparability in quality management practices. Public universities were selected because all thirty-five (35) chartered public universities in Kenya are ISO 9001:2015 certified and operate under standardized government regulations and policies. This uniformity in ISO certification provides a reliable framework for assessing the influence of quality management practices on service delivery across comparable institutional environments. Additionally, the public university system represents a broader cross-section of Kenya's higher education sector in terms of

student population, geographical distribution, and administrative complexity, making it more appropriate for generalizing findings related to service delivery. In contrast, private universities in Kenya vary significantly in their governance structures, sources of funding, and levels of ISO compliance as such, integrating them could introduce variability that might confound the analysis and limit the validity of the findings. This exclusion was methodologically justified to maintain focus, ensure data consistency, and allow for more accurate interpretation of the relationship between quality management practices and service delivery within a homogeneous institutional context.

3.4 Population of the Study

A research population is a well-defined collection of individuals or objects known to have similar characteristics (Pandey & Pandey, 2021). A total of thirty-five public universities were targeted for the study. In each university, the researcher purposively selected one respondent group from five designated categories: Deans, Heads of departments, Quality Assurance Officers, ISO Coordinators, and Student Presidents. The selection was considered appropriate as it encompassed a diverse range of perspectives and roles directly engaged in or influenced by quality management practices and service delivery within public universities, thereby facilitating a comprehensive understanding of the issues under investigation. It also promoted the attainment of results demonstrating internal consistency and homogeneity. Table 3.1 presents the target population of participants per region.

Table 3.1:

Target Population of participants

Regions	Target Universities	Deans	HODs	QAOs	ISO Coordinators	Students' Presidents	Total
Rift valley	5	44	137	5	5	5	196
Eastern	3	21	30	3	3	3	60
North-Eastern	1	4	10	1	1	1	17
Coast	3	20	30	3	3	3	59
Nyanza	5	37	109	5	5	5	161
Central	9	62	147	9	9	9	236
Western	4	27	34	4	4	4	73
Nairobi	5	32	162	5	5	5	209
Total	**35**	**247**	**659**	**35**	**35**	**35**	**1011**

Source; CUE 2022/2023

The Targeted population as presented in Table 3.1 is 1,011 participants derived from various departments in public universities. They include 247 Deans of Schools, 659 Head of Departments, 35 Quality Assurance Officers, 35 ISO Coordinators, and 35 students' presidents. Deans of schools and departmental heads were purposively selected for this study because they serve as key custodians of institutional operations. They play a central role in ensuring that services provided to students—the primary stakeholders—meet the required quality standards. Their positions also necessitate direct and frequent interaction with students, thereby offering valuable insights into the quality of service delivery within the university context. The study also incorporated student presidents, who, as direct beneficiaries of institutional services, possess firsthand experience of service quality. ISO coordinators, tasked with upholding the

ISO 9001:2015 standards, were deemed essential participants given their role in ensuring quality compliance and continual improvement. In addition, Quality Assurance Officers (QAOs) were involved for their oversight responsibilities in enforcing institutional policies and standards, making them instrumental in elucidating key aspects of the research problem.

3.5 Sample Size and Sampling Procedure

3.5.1 Sample Size

A sample size is a scientific method that is used in obtaining a sample from target population and ensuring that the right data with required characteristics are collected (Casteel, & Bridier, 2021). Through creating a sampling frame that lists all the population units that were utilized to get the sample, Lohr (2021) highlights the significance of choosing a representative sample. The sample size for the study was arrived at through calculation using Yamane Taro's (1967) formular captured as follows:

$$n = \frac{N}{1 + N(e)^2}$$

$$\mathrm{n} = \frac{1011}{1 + 1011 \times (0.05)^2} = 287$$

From the calculations, the sample size was 287 respondents. The sample size for each of the selected groups is presented in the Table 3.2.

Table 3.2:

Sample size frame

Items	Target population	Sample size	Percentage (%)
Deans	247	70	24
Heads of Departments	659	187	65
Quality Assurance Officers	35	10	3.4
ISO coordinators	35	10	3.4
Student's presidents	35	10	3.4
Totals	1011	287	100

Source; Researcher's computation (2024)

3.5.2 Sampling Procedure

Pandey and Pandey (2021) define sampling procedure as the process of selecting portions of an aggregate. Viewed differently, it is the totality from which a judgement or conclusion is made. The study area was stratified into eight regions, and a cluster sampling technique incorporating simple random sampling was employed. From each region, one public university was randomly selected to ensure that all universities within a given region had an equal opportunity to participate in the study. Purposive sampling was used to select deans of schools, heads of departments, Quality Assurance and Standards Officers, ISO coordinators, and student leaders. This sampling strategy allows researchers to target individuals exhibiting characteristics that are essential for providing insights into the research problem.

3.6 Data Collection Instruments

The study utilized primary data collected through a questionnaire, a research instrument deemed appropriate as it provides respondents with the opportunity to express their views candidly and without fear of victimization. According to Sileyew (2019) a questionnaire can take a structured form, containing straightforward questions intended

to obtain factual data from respondents. It can also take an indirect or semi structured form giving the researcher greater freedom to pose questions in an indirect way or probe for responses. The questionnaire used in this study is broken down into several sections. Section A sought information on the respondents' biodata sections B, C, D and E solicited information concerning the study's sub constructs.

3.6.1 Validity

Validity refers to the suitability of the instrument to measure what it is expected to measure. The validity of data, according to Ahmed, and Ishtiaq (2021) is defined as the level of measurement of the intended parameters by the research instrument. The accuracy and importance of the conclusions are derived from the study's outcomes. There are three types of validity that is content validity, construct validity and criterion validity. According to Shrotryia and Dhanda (2019), content validity reflects how well a research instrument handles the topic under consideration. The researcher provided the instruments to experts in the department of EAPM at the University of Kabianga to evaluate the questions to ensure they comprehensively cover the content domain that the test or measurement is supposed to assess. The experts determined content and face validity and their comments were incorporated into the research tools. To check criterion validity, the researcher compared the new measure to an existing one that is known to be valid and made a determination on whether to amend it or not.

3.6.2 Reliability

Salleh et al., (2023) asserts that consistency of the instrument after repeated measure is crucial in ensuring the reliability of the research tool. Sürücü and Maslakci (2020) pointed out that Cronbach Alpha coefficient of 0.7 is an appropriate reliability measure

of a research instrument. The study determined the reliability of the instrument through a pilot study

The study analyzed the questionnaire obtained from the pilot to establish the degree of reliability. In order to determine reliability of the instrument, 39 questionnaires representing 10% of the sample were piloted in Kibabii University in Bungoma County and University of Eldoret in Uasin Gishu County. The pilot study results were analyzed using Cronbach's Alpha coefficient with the help of Statistical Package for Social Science Version 26 and the analysis produced a Cronbach's alpha of 0.782, which is above the conventional threshold of 0.7, signifying that the measurement items were internally consistent and reliable. The results obtained from the pilot study were excluded in the final analysis.

3.7 Data Collection Procedure

A letter of introduction from the University of Kabianga was obtained by the researcher prior to data collection, and it was submitted to the National Commission for Science, Technology, and Innovation (NACOSTI) in order to get a research permit. The researcher explained the study's objectives to the dean of students while emphasizing the need to comprehend the role of quality management practices and its impact on student services. To capture the deans' perspectives and experiences regarding student welfare, the researcher arranged meetings to obtain data critical to the study. To gain an understanding of how quality management practices affect curriculum development and delivery, the researcher sought the views of departmental heads, who are responsible for overseeing and ensuring the effective implementation of the curriculum. Subsequently, the researcher engaged Quality Assurance and Standards Officers to gain

an in-depth understanding of academic programmes, with the aim of exploring how quality management practices influence curriculum development and delivery.

Obtaining information from student presidents involved obtaining approval from the Deputy Vice Chancellors for Academic and Student Affairs from respective universities to organize meetings for administering questionnaires. The researcher adopted a drop-and-pick-later approach, allowing a two-week interval for respondents to provide thorough and reflective responses. To guarantee comprehensive retrieval and processing of the data, a research assistant assisted during the collection process.

3.8 Data Analysis and Presentation

The investigator filtered, coded, entered, and analyzed the data obtained using SPSS package 26 the collected data. The inquiry incorporated both descriptive and inferential analyses with descriptive statistics being defined by mean, standard deviation, and frequency percentages. Inferential statistics used multiple linear regression analysis to assess the link between variables, whereas correlation analysis tested the interdependence of variables. Inferential statistics include the Pearson Product Moment Correlation coefficient, and linear regression analysis. Simple and multiple linear regression analyses are statistical methods used to investigate the relationship between one or more independent variables and a dependent variable. The link between the variables as well as their relative strengths was shown by the multiple linear regression models. Tables from the descriptive and inferential statistics were used to display the results.

The regression model was;

$$Y = ß_0 + ß_1X_1 + \varepsilon \quad \text{.....} (3.1)$$

$Y = \beta_0 + ß_1X_1 + \beta_2X_1M + \varepsilon$……..……(3.2)

$Y = ß_0 + ß_3X_2 + \varepsilon$……...……..…(3.3)

$Y = \beta_0 + ß_3X_2 + \beta_4X_2M + \varepsilon$……..……(3.4)

$Y = ß_0 + ß_5X_3 + \varepsilon$……(3.5)

$Y = \beta_0 + ß_5X_3 + \beta_6X_3M + \varepsilon$……..……(3.6)

Where; Y= Dependent variable (Service Delivery)

β_0= Constant

X_1= Customer Involvement

X_2= Customers' Feedback

X_3= Transformative leadership

X_1M= Interaction between Customer Involvement*Training

X_2 M = Interaction between Customers' Feedback*Training

X_3 M = Interaction between Transformative leadership *Training

$ß_1, ß_2, ß_3, ß_4$= Independent variables coefficient

ε =Error term

To test the moderating effect, the model was;

The beta coefficients ($\beta 1$ - $\beta 1_4$) and the coefficient of determination (R^2) were used to test significance. The study adopted Kenny and Baron (1986) model to determine the moderating effect of training on the relationship between QMP and service delivery as was presented by Otuya (2019).

3.9 Diagnostic Test

In conducting regression analysis, it is essential to assess the underlying assumptions to ensure the model's validity. This diagnostic test includes normality, linearity,

autocorrelation and multi-collinearity which plays a crucial role in adoption of multiple linear regression models.

3.9.1 Normality Test

The first assumption tested was for normality to evaluate whether the data follows a normal distribution. This was tested using the Shapiro-Wilk test, where a P-value greater than 0.05 indicates that the distribution does not significantly differ from the normal. In this study, all variables recorded P-values above 0.05 confirming that the data was normally distributed and suitable for regression analysis as indicated in Table 3.3

Table 3.3:

Test for Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
CI	.149	265	.200*	.871	265	.275
CF	.149	265	.200*	.909	265	.319
TL	.189	265	.200*	.886	265	.298
T	.214	265	.198	.834	265	.109
SD	.163	265	.200*	.859	265	.127

a. Lilliefors Significance Correction

Source; Field Data (2025)

According to the results, the significant value for Customer Involvement (CI), Customer's Feedback (CF), Transformative Leadership (TL), Training (T) and Service Delivery (SD) were greater than 5%. Hence, all the construct variables used in the study were normally distributed and can thus utilize parametric statistics which include multiple linear regression.

3.9.2 Linearity Test

The second assumption evaluated was linearity which examines whether there exists a straight-line relationship between the independent and dependent variables. This was tested using the ANOVA test, where a P-value less than 0.05 indicates a statistically significant linear relationship. The results in Table 3.4 showed that all variables had P-values below 0.05 thereby confirming the presence of linear relationships and validating the suitability of regression modeling.

Table 3.4:

ANOVA Test for Linearity (n=265)

Relationship	F	Sig	Recommendation
SD*CI	267.927	.000	Linear relationship
SD*CF	235.060	.000	Linear relationship
SD*TL	341.089	.000	Linear relationship

Table 3.4 revealed that the relationship between Customer Involvement (CI), Customer Feedback (CF) and Transformative Leadership (TL) with Service delivery (SD) had significant linear relationship with $p<0.05$. This indicated that all the independent variables had significant linear relationship with the dependent variable therefore, fit for use in multiple linear regression modelling.

3.9.3 Autocorrelation Test

To assess autocorrelation, the Durbin-Watson test was employed. Autocorrelation refers to the correlation of residuals over time its absence is crucial to avoid biased standard errors. A Durbin-Watson (d) value between 1.5 and 2.5 is considered acceptable. In this study, the Durbin-Watson value was 2.146 which falls within the acceptable range indicating that there was no evidence of autocorrelation in the residuals thus observations were independent.

3.9.4 Multi-Collinearity Test

The study also tested for multi-collinearity, which occurs when independent variables are highly correlated leading to unreliable coefficient estimates. The Variance Inflation Factor (VIF) with a threshold of VIF < 10 indicating no multi-collinearity was used. All variables had VIF values less than 5 signifying that multi-collinearity was not a concern and the predictors could be reliably interpreted within the model.

Table 3.5:

Multi-Collinearity Test (n=265)

Model		Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	CI	.364	2.744
	CF	.387	2.587
	TL	.366	2.736

The output in Table 3.5 reveals that the VIF for Customer Involvement (CI), Customer's Feedback (CF) and Transformative Leadership (TL) were less than 5. This indicated that there was no significant multi-collinearity between the independent variables therefore, multiple linear regression model was fit for this study.

3.9.5 Homoscedasticity Test

Homoscedasticity refers to the assumption of equal variance in the residuals across all levels of the independent variables. Homoscedasticity was tested using Levene's test and the result was a P-value greater than 0.05 which showed that the assumption of homoscedasticity was satisfied. Table 3.6 shows the test for homogeneity of variances.

Table 3.6:

Test for Homogeneity of Variances (n=265)

		Levene Statistic	df1	df2	Sig.
CI	Based on Mean	8.925	12	250	.187
CF	Based on Mean	6.714	12	250	.103
TL	Based on Mean	4.882	12	250	.067

The results in Table 3.6 revealed P-values above 0.05 for all variables, indicating that the assumption of homoscedasticity was met.

In summary, the diagnostic tests conducted confirmed that all key assumptions—normality, linearity, absence of autocorrelation, absence of multicollinearity, and homoscedasticity were satisfied. This validates the appropriateness of using multiple regression to analyze the relationship between quality management practices and service delivery in public universities. The results of the study were shown in Table 3.7.

Table 3.7:

Summary of Diagnostic Test (n=265)

Assumption	Test	Threshold	Results	Comment
Normality	Kolmogorov-Smirnov	P>0.05	All variables had P>0.5	Normal Distribution
Linearity	ANOVA test	P<0.05	All Variable had P<0.05	Linear relationship
Autocorrelation	Durbin-Watson test	1.5< d<2.5	d=2.146	No Autocorrelation
Multi-collinearity	Variance inflation Factor (VIF)	VIF<10	All VIF<5	No Multi-collinearity
Homoscedasticity	Levene's Test	P>0.05	All variables had P>0.05	Homoscedastic

3.10 Ethical considerations

The researcher sought permission from the University of Kabianga's Board of Graduate Studies to access data from the selected institutions. Consequently, the Board issued an introduction letter recognizing the researcher as a postgraduate student of the university. Further authorization to conduct the study was obtained from the National Commission for Science, Technology, and Innovation (NACOSTI) through a formal request letter. Approval to carry out the research within the selected public universities was granted by the relevant institutional authorities based on the issued permits. Participants were assured that the information collected would be used solely for academic purposes. Additionally, they were guaranteed anonymity and confidentiality and were informed of their right to withdraw from the study at any point without any

adverse consequences. All data and information obtained from peer-reviewed journals, books, articles, theses, and other relevant sources were properly cited and referenced to uphold academic integrity and respect copyright regulations.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents the data analysis, findings, and interpretation of results based on the study objectives. It covers the response rate, demographic characteristics of the respondents, and forms the basis for testing hypotheses relating to training, quality management practices, and service delivery. Data were collected from 287 targeted respondents comprising Heads of Departments (HODs), Deans, Quality Assurance Officers (QAOs), ISO Coordinators, and Student Leaders from selected public universities in Kenya.

4.2 Response Rate

The response rate among HODs/Deans was 94.2%, QAOs/ISO coordinators recorded a response rate of 95% while student leaders had a response rate of 90%. This high response rate indicates strong participation and engagement with the study thereby enhancing the reliability and generalizability of the findings. It also highlights the perceived relevance of the study to routine operations in public universities, illustrating that stakeholders acknowledge quality management of diverse academic functions.

4.3 Demographic Information

The demographic characteristics provide important context for interpreting the study's results. These include gender, age, level of education, and duration of service which are presented in Tables 4.1, 4.2, 4.3, and 4.4 respectively.

Table 4.1:

Gender of respondents (n=265)

Position	Gender	Frequency	Percentage
HOD/Dean	Female	121	50.0%
	Male	121	50.0%
QAO/ISO	Female	7	36.8%
	Male	12	63.2%
Student Leaders	Female	3	33.3%
	Male	6	66.7%

The gender distribution among the respondents demonstrated a balanced representation among HODs/Deans, with equal numbers of males and females (50% each). This indicates notable gender inclusivity in academic leadership roles within public universities. However, male dominance was evident among QAOs/ISO coordinators (63.2%) and student leaders (66.7%) suggesting that gender parity is yet to be fully achieved in quality assurance and student leadership roles. This gender imbalance in certain positions could influence perspectives on service delivery and training needs, making it an important consideration for institutional planning and inclusivity strategies. Table 4.2 represents data on the age of the respondents.

Table 4.2:

Age of the Respondents (n=265)

Position	Age	Frequency	Percentage
HOD/Dean	28-37 years	31	12.8%
	38-47 years	62	25.6%
	Over 48 years	149	61.6%
QAO/ISO	35-47 years	12	63.2%
	48-60 years	5	26.3%
	Over 60 years	2	10.5%
Student Leaders	20-25 years	6	66.7%
	31-35 years	1	11.1%
	41-45 years	1	11.1%
	Over 46 years	1	11.1%

The age distribution revealed that a majority of HODs/Deans (61.6%) were aged over 48 years reflecting a mature and experienced group well-acquainted with the internal workings and administrative practices of the institutions. QAOs/ISO coordinators were aged between 35 and 47 years (63.2%) this was a reflection that the study engaged professionals at different career stages, including mid-career and senior levels. On the other hand, student leaders were mostly aged between 20 and 25 years old (66.7%) this was consistent with the conventional age bracket for university student leadership. The age variation was crucial in ensuring that the study captures views from both seasoned professionals and the younger university population, providing a holistic understanding of service delivery dynamics. Table 4.3 provides data on the level of education of the respondents.

Table 4.3:

Level of Education (n=265)

Position	Level of Education	Frequency	Percentage
HOD/Dean	PhD	203	83.9%
	Master	32	13.2%
	Degree	7	2.9%
QAO/ISO	PhD	10	52.6%
	Masters	8	42.1%
	Degree	1	5.3%

Respondents across all categories demonstrated high academic qualifications, particularly HODs/Deans, 83.9% of whom held PhD degrees. QAOs/ISO coordinators also showed strong academic credentials, with 52.6% holding PhDs and 42.1% Master's degrees. This high level of education suggests that the respondents are well-positioned to understand and evaluate institutional quality management practices and their influence on service delivery. Their educational background also implies that they can critically assess the role of training as a moderating factor in institutional performance.

Table 4.4 shows the length of service of various respondents in their respective institutions.

Table 4.4:

Duration of Service in the Institution (n=265)

Position	Duration of working in the institution	Frequency	Percentage
HOD/Dean	Less than 1 year	4	1.7%
	1-5 years	16	6.6%
	6-10 years	60	24.8%
	Over 10 years	162	67.0%
QAO/ISO	1-5 years	5	26.3%
	6-10 years	4	21.1%
	Over 10 years	10	52.6%

In terms of work experience, most HODs/Deans (67%) had served in their institutions for more than 10 years, while 24.8% had between 6 and 10 years of work experience. Similarly, 52.6% of QAOs/ISO coordinators had worked for over a decade with the remainder having less than 10 years of service. This long tenure among respondents suggests a deep familiarity with institutional systems, processes, and challenges. Such experience is essential in providing informed opinions on quality management practices and how training interventions can improve service delivery. It also suggests institutional stability and continuity in leadership which are critical for the effective implementation of quality-related reforms.

The demographic analysis of respondents provides a strong foundation for interpreting the subsequent findings of the study. The high response rate, balanced gender representation in some roles, high academic qualifications, and long service durations collectively enhance the credibility of the results. These characteristics indicate that the respondents possess the necessary insights to critically assess how training moderates

the relationship between quality management practices and service delivery in public universities in Kenya.

4.4 Service delivery

The service delivery survey questions were measured using a Likert scale. Bertram (as cited in Alkharusi, 2022) defines a Likert scale as a measurement method initiated by Rensis Likert in 1932 to assess an individual's attitudes toward any object. Alkharusi, (2022) asserts that based on the original work of Likert (1932), Likert scales involve the presentation of a set of items related to a certain issue. Each item assesses a unique aspect of the overall issue. For instance, an individual is asked to rate his or her feelings, perceptions, opinions, or attitudes in terms of agreement or satisfaction or frequency using a response set consisting of equally spaced numbers accompanied by approximately equally spaced anchor. the scale has a five-point interval, allowing respondents to indicate the degree of their agreement or disagreement with a given statement. The most common format includes: 5= Strongly Agree, 4 = Agree, 3 = Undecided, 2 = Disagree and 1 = Strongly disagree. The results in terms of frequencies, mean and standard deviation were presented in Table 4.5.

Table 4.5:

Service Delivery (n=265)

Statement	SA(5)	A(4)	N(3)	D(2)	SD(1)	Mean	Std. Dev.
Efficiency is enhanced within the university.	170(64.2%)	90(34.0%)	3(1.1%)	1(0.4%)	1(0.4%)	4.6113	.57395
Enhanced institutional efficiency improves student satisfaction.	144(54.3%)	100(37.7%)	7(2.6%)	11(4.2%)	3(1.1%)	4.4000	.82480
Performance in the university is improving.	106(40.0%)	110(41.5%)	33(12.5%)	9(3.4%)	7(2.6%)	4.1283	.94074
Timely response to stakeholders needs improves services.	100(37.7%)	123(46.4%)	20(7.5%)	21(7.9%)	1(0.4%)	4.1321	.88843
Fast responses to concerns improve service delivery.	121(45.7%)	82(30.9%)	24(9.1%)	28(10.6%)	10(3.8%)	4.0415	1.14572
Average						4.2626	.73082

The results in Table 4.5 show that service delivery outcomes recorded the highest positive ratings among the variables studied with an impressive overall mean of 4.2626 and a relatively low standard deviation of 0.73082 suggesting a strong agreement and minimal variability in respondents' perceptions. The highest-rated statement, "Efficiency is promoted in the university" had a mean of 4.6113 with nearly 98% agreement indicating that efficiency has become a key operational pillar in public universities. This can be attributed to strengthened managerial practices, adoption of quality management systems (QMS), and technological advancements that streamline service processes.

These findings concur with Egberongbe (2020) who demonstrated that applying quality management frameworks enhanced service delivery and operational efficiency in Nigerian academic libraries. In line with earlier findings, the present study demonstrates that structured management processes and continuous improvement mechanisms

contribute to efficiency in service delivery. However, unlike the preceding study limited to libraries, this study's use of quantitative analysis through correlation in SPSS provides statistically validated evidence from a broader university context, thus improving generalizability to the Kenyan higher education sector.

Similarly, the finding that "Enhanced institutional efficiency improves student satisfaction" (mean = 4.4000) underscores the link between service quality and customer satisfaction. This aligns with Worku (2022) who found a positive correlation between robust quality management system implementation and organizational performance in an East African bottling company. Both studies affirm that management commitment to quality and efficiency translates into better customer or stakeholder satisfaction. However, while the previous study was confined to a private-sector manufacturing context without inferential testing, the current study extended the scope to public universities and employed inferential analysis, confirming that the same quality principles are effective in academic settings.

Further, the results on "Timely response to stakeholders' needs" (mean = 4.1321) and "Fast responses to concerns improve service delivery" (mean = 4.0415) highlight responsiveness as a critical determinant for service excellence. This observation resonates with Mwika and Bett (2019) who established that customer focus and effective communication significantly enhance service performance in healthcare institutions. The consistency between these findings indicates that responsiveness whether in healthcare or education remains a universal quality management indicator. However, compared to reviewed study that lacked inferential depth, the current research

provides a more rigorous quantitative validation integrating technology adoption and training as moderating elements to strengthen responsiveness and efficiency.

The moderately high rating for “Performance in the university is improving” (mean = 4.1283) also suggests that continuous quality improvement efforts are positively perceived by staff and stakeholders. This assertion corroborates Muhumed (2017) who found that ISO certification enhances institutional performance through quality management practices such as employee empowerment and customer orientation. Yet, unlike this previous study which only employed descriptive statistics and focused on ISO-certified universities, the current research offers inferential evidence across all public universities in Kenya, filling both the methodological and contextual gaps. Moreover, the finding resonates with Gatimbu (2021) who established that transformational leadership, technological initiatives, and continuous improvement practices enhance the performance of public universities in Nyeri County. The present study strengthens this earlier study’s conclusion by confirming through broader coverage and inferential testing that these enablers particularly when supported by staff training positively influence service delivery outcomes nationwide.

Finally, the evidence that service delivery in public universities is strong and improving echoes Muchai (2023), who reported that ISO 9001:2015 implementation improved post-examination services through quality objectives and internal audits. However, this initial study which focused on a single service component (post-examination services) contrasts with the current study’s holistic examination of university-wide service delivery dimensions integrating responsiveness, efficiency, and stakeholder engagement.

These findings collectively affirm that service delivery in Kenyan public universities is significantly improving due to enhanced quality management practices, technological integration, and training initiatives. Nonetheless, the slightly lower mean scores in responsiveness suggest that communication and feedback mechanisms still require strengthening to ensure accelerated resolution of challenges and higher stakeholder satisfaction. This reinforces the researcher's position that training serves as a crucial moderating factor enhancing the impact of quality management practices—such as customer feedback, transformational leadership, and technology adoption—on effective service delivery.

4.5 Training

The moderating variable training was also evaluated using a Likert scale where 5 = Strongly Agree, 4 = Agree, 3 = Undecided, 2 = Disagree and 1 = Strongly Disagree. The questionnaires result on training were presented in terms of frequencies, mean and standard deviation as presented in Table 4.6.

Table 4.6:

Training (n=265)

Statement	SA(5)	A(4)	N(3)	D(2)	SD(1)	Mean	Std. Dev.
On the job trainings are done in the university.	106(40.0%)	108(40.8%)	21(7.9%)	24(9.1%)	6(2.3%)	4.0717	1.02180
Career development initiatives equip students with new skills.	113(42.6%)	107(40.4%)	10(3.8%)	25(9.4%)	10(3.8%)	4.0868	1.08538
Workshops enhance stakeholders' skill development.	135(50.9%)	94(35.5%)	20(7.5%)	12(4.5%)	4(1.5%)	4.2981	.90338
Average						4.1522	.90121

The results in Table 4.6 indicate a generally positive perception of training initiatives in public universities, with an overall mean of 4.1522 and a standard deviation of 0.90121 suggesting that respondents largely agree that universities provide meaningful training opportunities. However, the moderate standard deviation implies that experiences slightly vary across institutions. This variation could be attributed to differences in resources, administrative commitment, and program design.

The highest-rated statement "Workshops enhance stakeholders' skill development" (mean = 4.2981) demonstrates a strong consensus that workshops play a critical role in enhancing stakeholders' skills. This finding is consistent with that of Sal and Raja (2016) who emphasized that training enhances individual capability, productivity, and performance forming a foundation for organizational effectiveness. The current study situates this assertion within the university context, demonstrating that training not only enhances individual competencies but also fortifies the broader service delivery framework in higher education institutions.

The statement, "Career development initiatives equip students with new skills" (mean = 4.0868) was the second highly rated statement; it highlights the perception that universities invest in both staff and student development to build sustainable capacities. This finding is consistent with Bilal et al., (2020) who found that training significantly moderated the relationship between employee engagement and organizational citizenship behavior in Chinese universities. Their findings demonstrated that when employees receive continuous professional development, they exhibit greater commitment and higher performance. This mirrors the current study's finding which noted that career development initiatives in Kenyan public universities enhance

motivation and engagement which in turn supports the efficient implementation of quality management practices (QMPs) and improved service delivery.

The third rated statement "On-the-job training is done in the university" (mean = 4.0717) indicates that universities encourage practical learning and continuous professional growth within the workplace. This finding aligns with Dome (2018) who established that employee training significantly strengthens the relationship between organizational commitment and performance in Kenyan insurance companies. Despite its confinement (Dome's study) to private sector domains, the present research validates the same moderating role of training within public universities, confirming that continuous learning fosters employee adaptability, commitment, and institutional performance.

The findings underscore the pivotal role of training as a catalyst that enhances the effectiveness of leadership, customer engagement, and feedback mechanisms in improving service delivery**.** These results are consistent with Nancy's (2018) findings, which revealed that training strengthens employees' proficiency in interpersonal and technical competencies, consequently enhancing customer service performance. The study further identified training as a moderating variable linking emotional intelligence to service quality in Ghanaian organizations. Building upon this perspective, the current study provides evidence that training reinforces the effect of quality management practices on service delivery effectiveness by fostering improved communication, adaptability, and responsiveness among personnel in Kenyan universities.

These findings align with those of Salamon et al., (2022) who established that participation in training particularly in peer-based settings enhances employees' motivation to apply newly acquired skills. Their emphasis on peer involvement underscores the value of collaborative learning environments such as workshops and seminars, which foster knowledge exchange and collective professional growth. Although their study was situated within Hungary's corporate sector, similar dynamics are evident in the present study, which focuses on public universities in Kenya. Here, interactive and participatory training initiatives likewise promote cross-departmental learning and improved organizational performance.

Similarly, Mutegi et al. (2021) reported that training substantially enhanced public service delivery in Huduma centres, emphasizing that strategic employee development initiatives foster greater efficiency and accountability within public institutions. Correspondingly, the present study reveals that training within public universities contributes to improved operational efficiency and responsiveness, thereby reinforcing the broader assertion that continuous capacity building is integral to effective service delivery in the public sector. This indicates that institutions that have embraced structured training systems perform better in meeting stakeholder needs. However, unlike Salamon et al., (2022) which only employed descriptive analysis, this study integrated descriptive, correlational and inferential analyses to empirically validate the moderating influence of training thus addressing the methodological gap.

Further, Angela (2014) highlighted that training enhances creativity, enthusiasm, and engagement among government officials during organizational change. Her findings mirror the current results, where respondents perceived workshops and on-the-job

learning as key motivators that drive staff commitment and adaptability. Nevertheless, the reviewed study was limited to government officers and did not incorporate a moderating perspective. The present study addresses this gap by demonstrating that training serves as a moderating factor that strengthens the relationship between quality management practices and service delivery outcomes within universities.

Generally, the findings confirm that training initiatives in public universities are both present and impactful serving as a critical lever for performance improvement. The high mean values across training indicators affirm that respondents recognize workshops, career development, and on-the-job learning as essential components of institutional effectiveness. However, the observed variation in standard deviations suggests that training programs are not uniformly implemented, implying that certain universities or departments may have limited access to consistent or well-resourced capacity-building initiatives. These findings collectively reinforce the argument that training moderates the relationship between quality management practices and service delivery by equipping staff and stakeholders with the necessary knowledge and competencies to implement QMPs effectively. When employees are trained in customer relations, leadership, and quality systems, they become more responsive, innovative, and aligned with institutional objectives. Therefore, training acts as a catalyst for transforming organizational processes, bridging the gap between strategic intent and service excellence.

In the context of Kenyan public universities, the researcher posits that investing in regular, structured, and inclusive training programs including workshops, seminars, and

continuous professional development will strengthen service delivery systems, enhance institutional efficiency, and promote a culture of continuous improvement.

4.6 Customer Involvement, Training and Service Delivery

The study presented descriptive, correlational, and inferential findings derived from the combined responses of Heads of Departments (HODs)/Deans, Quality Assurance Officers (QAOs)/ISO Coordinators, and Student Leaders. Data integration was justified by the similarity in thematic constructs across the questionnaires administered to these respondent categories.

4.6.1 Customer Involvement Descriptive Statistics

The analysis pertains to the first objective variable, *customer involvement*, measured on a five-point Likert scale (5 = *Strongly Agree*; 4 = *Agree*; 3 = *Undecided*; 2 = *Disagree*; 1 = *Strongly Disagree*). Descriptive statistics comprising frequencies, means, and standard deviations are summarized in Table 4.7**.**

Table 4.7:

Customer Involvement (n=265)

Statement	SA(5)	A(4)	N(3)	D(2)	SD(1)	Mean	Std. Dev.
The university involves stakeholders in decision-making.	111(41.9%)	106(40.0%)	38(14.3%)	5(1.9%)	5(1.9%)	4.1811	.88186
Stakeholders collaboratively engage in service delivery	109(41.1%)	105(39.6%)	36(13.6%)	11(4.2%)	4(1.5%)	4.1472	.91134
Good relations with top management and stakeholders.	114(43.0%)	92(34.7%)	35(13.2%)	20(7.5%)	4(1.5%)	4.1019	.99668
Top management has instilled confidence in stakeholders.	107(40.4%)	102(38.5%)	29(10.9%)	19(7.2%)	8(3.0%)	4.0604	1.03542
Interaction has enhanced identification and solving of problems.	137(51.7%)	81(30.6%)	35(13.2%)	792.6%)	5(1.9%)	4.2755	.92296
Interactive forums help improve services.	101(38.1%)	119(44.9%)	29(10.9%)	12(4.5%)	4(1.5%)	4.1358	.88999
Stakeholders' involvement improves service delivery.	160(60.4%)	79(29.8%)	7(2.6%)	17(6.4%)	2(0.8%)	4.4264	.88080
Average						4.1898	.77991

The findings in Table 4.7 indicate that customer involvement is highly valued and practiced in public universities in Kenya as reflected by a high overall mean of 4.1898 and a low standard deviation (SD = 0.77991). This suggests a consistent and positive perception among respondents that stakeholder participation contributes significantly to improved service delivery. The high mean values across most items suggest that

public universities value and integrate stakeholder participation in critical organizational processes such as decision-making, problem-solving, and continuous performance improvement, reflecting a shift towards more inclusive and participatory management practices.

The statement “Stakeholder involvement improves service delivery” recorded the highest mean score (M = 4.4264) with over 90% of respondents agreeing or strongly agreeing. This finding resonates with Omore (2022) who found that customer involvement significantly enhances service quality and satisfaction through teamwork, customer focus, and management support in Nairobi County’s healthcare sector. The current study confirms the existence of similar dynamics in public universities where involving stakeholders such as students, faculty, and quality assurance officers contributes to efficient and responsive service delivery.

Likewise, Ateke and Iruka (2015) established a positive link between customer involvement and marketing performance in Nigeria’s manufacturing sector, suggesting that engagement leads to satisfaction and loyalty. Although conducted in a different context, the consistency in findings reinforces the argument that participatory engagement leads to higher institutional performance be it in the manufacturing or education sectors. The present study extends this understanding by demonstrating that universities, like firms, benefit from structured stakeholder inclusion in their operational strategies.

The item “Interaction has enhanced identification and solving of problems” (M = 4.2755) has been strongly supported as evidenced by the rating of the Likert scale thus

emphasizing the importance of interactive dialogue between management and stakeholders. This aligns with Cheung and To (2021) who found that customer involvement especially through interactive and immersive communication enhances co-creation and service improvement. In the university context, interactive forums, departmental consultative meetings, and student-staff committees serve a similar function, allowing stakeholders to identify and address institutional challenges collaboratively.

Additionally, Dacha and Juma (2018), in their study at Jomo Kenyatta University of Agriculture and Technology, observed that limited stakeholder engagement hinders efficiency and satisfaction in service delivery. The present findings demonstrate that universities that actively involve stakeholders are better equipped to identify inefficiencies early and implement corrective actions thereby enhancing overall service outcomes.

The statements “The university involves stakeholders in decision-making” (M = 4.1811) and “Stakeholders collaboratively engage in service delivery” (M = 4.1472) reveal strong agreement from respondents. This implies that public universities in Kenya have institutionalized stakeholder involvement in policy formulation, project implementation, and quality improvement processes. This finding is in line with Andersson and Hjertqvist (2015) who observed that involving clients in service development improves organizational learning and customer satisfaction. Although their study was conducted in a Swedish financial context, the conceptual alignment suggests that participation enhances ownership and long-term commitment to institutional goals.

Similarly, Kamau et al., (2024) found out that there was a significant positive correlation between customer involvement and institutional performance, with customer focus explaining 33.61% of the variance in institutional performance in private universities in Kenya. The congruence between their findings and those of the present study underscore the critical role of stakeholder inclusion across both private and public institutions. The current study however, adds value by applying a cross-sectional correlational design across multiple universities enhancing the generalizability of results.

Despite overall positive results, items such as “Top management has instilled confidence in stakeholders” (M = 4.0604) and “Good relations with top management and stakeholders” (M = 4.1019) had relatively lower mean scores and higher standard deviations. This suggests inconsistencies in leadership engagement and communication strategies across universities. This observation aligns with Chepkemoi and Bett (2018) who noted that while stakeholder participation enhances quality management in ISO-certified universities, its effect was minimal due to weak managerial follow-through and lack of empowerment.

Furthermore, Wangari et al. (2023) highlighted that while customer focus and continuous improvement had a strong relationship with service delivery, management commitment showed only a weak positive effect. This reflects the need for university leadership to strengthen trust-building mechanisms, communication channels, and participatory culture to sustain stakeholder confidence and engagement.

The role of dialogue-based platforms was also notable, as “Interactive forums help improve services” recorded a high mean (M = 4.1358). This supports Osemba (2014) who emphasized that consultative forums between management and staff enhance performance contract implementation in universities. The current findings reaffirm that forums, workshops, and committees serve as effective mechanisms for participatory governance and feedback in higher education institutions. When combined with targeted training and feedback mechanisms, these interactions contribute to more inclusive and transparent service delivery systems.

The overall findings corroborate previous studies (Cheung & To, 2021; Dacha & Juma, 2018; Kamau et al., 2024) that emphasize the central role of customer involvement in improving service outcomes. The results further suggest that while universities have integrated participatory practices into their operations, variations still exist in leadership engagement and communication effectiveness. The consistency between local (Kenyan) and international studies underscores the universality of stakeholder engagement principles across sectors.

However, the current study advances the literature by examining customer involvement within a moderated framework, considering the effect of training on stakeholder engagement and service delivery an area largely overlooked in previous research. This provides a more comprehensive understanding of how institutional capacity-building enhances participatory practices.

In conclusion, the descriptive findings demonstrate that public universities in Kenya have institutionalized customer involvement as a key component of service delivery.

Stakeholders are meaningfully engaged in decision-making, interactive problem-solving, and service improvement initiatives. However, challenges remain in fostering consistent managerial confidence and relational trust. The findings align with empirical evidence from global and regional studies, affirming that effective stakeholder engagement promotes transparency, responsiveness, and quality in institutional service delivery. Strengthening leadership capacity and integrating training programs can further enhance these outcomes, ensuring sustainable participatory governance in Kenya's higher education sector.

4.6.2 Inferential Statistical Results

Pearson Correlation was adopted to examine whether there existed a relationship between Customer Involvement (CI) and Service Delivery (SD). The correlation was developed using Tables 4.5 and 4.7 and the results were presented in Table 4.8.

Table 4.8:

Pearson Correlation between Customer Involvement and Service Delivery (n=265)

		CI	SD
CI	Pearson Correlation	1	.685**
	Sig. (2-tailed)		.000
	N	265	265
SD	Pearson Correlation	.685**	1
	Sig. (2-tailed)	.000	
	N	265	265

The correlation analysis was conducted to establish the relationship between Customer Involvement (CI) and Service Delivery (SD) in public universities. The results ($r = 0.685$, $p < 0.01$) indicate a strong positive and statistically significant association between CI and SD. This implies that higher levels of customer involvement are

associated with improved service delivery outcomes. These findings are consistent with Ateke and Iruka (2015) who reported a positive relationship between consumer involvement and marketing performance indicators such as customer satisfaction and market share in Nigerian manufacturing firms. Similarly, Nekesa and Wanjira (2020) found a significant positive relationship between employee involvement and customer service delivery in Nairobi restaurants, concluding that participation enhances competitiveness and satisfaction. The current study extends this understanding to Kenya's public universities, confirming that stakeholder engagement directly contributes to better service outcomes.

Furthermore, Cheung and To (2021) emphasized that customer involvement enhances co-creation and service experiences through interaction and absorption dimensions. This aligns with the present study's finding that universities benefit when customers (students and staff) are integrated into decision-making, communication, and feedback processes. These results reinforce the importance of participatory engagement as a core strategy for improving responsiveness, efficiency, and satisfaction in service delivery within higher education institutions.

The preceding section has outlined the empirical results derived from the analysis of the relationship between Customer Involvement and Service Delivery with Training being the mediating variable. In this section, the focus shifts to discussing these findings in light of the study's hypotheses. Each hypothesis is examined individually, with attention given to how the findings support or contradict previous research and theoretical expectations. The discussion begins with the first hypothesis.

The first hypothesis of the study ***H_01:*** *There is no statistically significant moderating effect of training on the relationship between customer involvement and service delivery in public universities in Kenya*. This hypothesis sought to assess whether training significantly moderates the relationship between Customer Involvement (CI) and Service Delivery (SD) in public universities in Kenya. Table 4.9 shows a summary of the Regression.

Table 4.9:

Model Summary (n=265)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.685[a]	.469	.467	.53355
2	.721[b]	.520	.516	.50846

a. Predictors: (Constant), CI
b. Predictors: (Constant), CI, CI_T

The model summary results (Table 4.9) show that customer involvement alone explained 46.9% (R^2 = 0.469) of the variance in service delivery (Model 1). When training was introduced as a moderating variable (through the interaction term CI*T), the model's explanatory power increased to 52.0% (R^2 = 0.520) representing an R^2 change of 0.051 (5.1%). This change signifies that training strengthens the relationship between customer involvement and service delivery by enhancing the effectiveness of engagement initiatives through improved skills, knowledge, and responsiveness. This finding aligns with Ishikawa's Quality Management theory (1960s), which underscores the role of continuous employee training and participatory improvement in achieving quality outcomes. The increase in R^2 implies that training enhances employees' ability to interpret feedback, apply problem-solving approaches, and collaborate effectively with the stakeholders' thereby improving overall service outcomes.

Comparable evidence is found in Wangari et al. (2023) who established that quality management practices accounted for 43.6% of variation in service delivery in Kenyan universities emphasizing customer focus and continuous improvement. The present study surpasses this explanatory power due to the inclusion of the moderating variable (training) highlighting that capacity building magnifies the impact of customer involvement.

Similarly, Omore (2022) reported that management support and continuous training improved service delivery in Nairobi's healthcare sector, while Chepkemoi and Bett (2018) found that employee empowerment and customer focus positively influenced performance in ISO-certified universities. These studies collectively validate the present findings, confirming that training acts as a catalyst that strengthens the linkage between involvement and delivery efficiency. Tabel 4.10 displays the results of the ANOVA test conducted for Hypothesis One.

Table 4.10:

ANOVA (n=265)

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	66.131	1	66.131	232.303	.000[b]
	Residual	74.869	263	.285		
	Total	141.000	264			
2	Regression	73.265	2	36.633	141.696	.000[c]
	Residual	67.735	262	.259		
	Total	141.000	264			

a. Dependent Variable: SD
b. Predictors: (Constant), CI
c. Predictors: (Constant), CI, CI_T

The ANOVA results further confirmed the significance of both models. In Model 1 (CI only), the F-value was 232.303 ($p < 0.001$), indicating that customer involvement had

a statistically significant effect on service delivery. When the moderating variable (training) was introduced in Model 2, the F-value remained highly significant at 141.696 ($p < 0.001$), confirming the model's robustness. The decrease in the residual sum of squares from 74.869 to 67.735 demonstrates that incorporating training reduced the unexplained variance, improving the model's predictive accuracy by approximately 6%. This finding corroborates the study carried out by Dacha and Juma (2018) who observed that limited user participation and lack of training hindered efficiency in procurement systems at JKUAT thus recommending enhanced sensitization and involvement. It also resonates with Kamau et al. (2024) who found that customer focus explained 33.61% of variance in institutional performance in private universities, suggesting that structured engagement mechanisms coupled with capacity building can significantly improve service outcomes.

These results also validate the assumption of Total Quality Management (TQM) principles advocated by Deming, Crosby, and Ishikawa that institutional excellence depends on continuous improvement, employee participation, and systematic training. The improved F-value and reduction in standard error in this study suggest that the moderating effect of training enhances both the strength and precision of the relationship between customer involvement and service delivery. Overall, the R^2 change of 5.1% demonstrates that training positively moderates the relationship between customer involvement and service delivery in public universities in Kenya. Training amplifies the effect of customer involvement by equipping staff with competencies in communication, technology use, and feedback management. This ensures that customer engagement mechanisms are not only participatory but also productive and responsive to stakeholder needs.

From a theoretical perspective, the findings reinforce the relevance of Ishikawa's Quality Management Theory, which emphasizes continuous training and teamwork; Deming's Theory of Management, which highlights learning and systems thinking; and Crosby's Theory of Quality Management, which focuses on "doing it right the first time." Collectively, these theories provide a conceptual lens explaining why universities that invest in structured training achieve better service outcomes through enhanced customer engagement.

Empirically, the results contribute new evidence to Kenyan higher education literature by demonstrating that customer involvement alone significantly improves service delivery, but when training is incorporated, the effect becomes stronger, more consistent, and statistically robust. This underscores the strategic role of capacity building as an indispensable moderating factor in quality management and service excellence. Table 4.11 provides a summary of the standardized and unstandardized Beta coefficients obtained from the regression model.

Table 4.11:

Beta Coefficients (n=265)

		Unstandardized Coefficients		Standardized Coefficients		
Model		**B**	**Std. Error**	**Beta**	**T**	**Sig.**
1	(Constant)	1.574	.179		8.772	.000
	CI	.642	.042	.685	15.242	.000
2	(Constant)	2.216	.210		10.543	.000
	CI	.214	.091	.228	2.350	.019
	CI*T	.064	.012	.509	5.253	.000

a. Dependent Variable: SD

The coefficients Table 4.11 provided more detailed insights into the influence of individual predictors. In Model 1, customer involvement had a strong and significant

positive effect on service delivery ($\beta = 0.685$, $p < 0.001$), indicating that greater involvement of stakeholders leads to improved service delivery in public universities. However, in Model 2, after including the interaction term, the coefficient for customer involvement reduced to 0.228 ($p = 0.019$), suggesting that although customer involvement remained a significant factor, its direct effect diminished once training was introduced into the model, suggesting that training serves as a critical mediating mechanism that enhances the influence of customer involvement on service delivery. Notably, the interaction term (CI*T) had a significant positive coefficient of 0.509 ($p < 0.001$), signifying that training positively moderated the relationship between customer involvement and service delivery.

The hypothesis that training has no moderating effect on the relationship between customer involvement and service delivery is rejected. The results confirm that training significantly strengthens this relationship. This implies that when public universities provide relevant training to their staff and other stakeholders, it enhances the impact of customer involvement initiatives on the quality and effectiveness of service delivery. Thus, for universities aiming to improve service delivery, investing in continuous training programs alongside promoting stakeholder engagement is essential.

The findings of the current study align with multiple prior studies that affirm the positive role of customer involvement in enhancing institutional performance and service delivery, especially when complemented by supporting mechanisms such as training. For instance, Kamau et al., (2024) found a significant positive correlation between customer involvement and institutional performance in Kenyan private universities, reinforcing the assertion that engaging stakeholders is a core driver of

success. Similarly, Cheung and To, (2021) in China established that customer involvement influences co-creation directly and indirectly through interaction and absorption, highlighting its crucial role in service settings. Ateke and Iruka (2015), in their study on Nigeria's manufacturing sector, also confirmed that customer involvement significantly impacts key marketing success indicators, echoing the current study's finding that customer involvement ($\beta = 0.685$, $p < 0.001$) strongly influences service delivery. Andersson and Hjertqvist (2015) further found that customer participation throughout the service development stages improves outcomes, aligning with the present study's conclusion that customer engagement yields better service delivery outcomes in public universities.

Some studies have however reported contrasting or more nuanced results. For example, Chepkemoi and Bett (2018) noted that while customer focus and employee empowerment improved performance in ISO-certified public universities in Kenya, stakeholder participation had minimal impact, suggesting possible contextual or implementation limitations. Likewise, Osemba (2014) concluded that stakeholder and customer involvement had limited influence on performance contracting in Kenyan public universities, suggesting that mere involvement without structured engagement and feedback mechanisms may not be effective. Wangari et al., (2023) found that employee involvement had a negative and insignificant effect on service delivery, indicating that not all forms of participation automatically lead to positive outcomes and that the organizational context and support systems (such as training) are essential in mediating such relationships. Dacha and Juma (2018) observed dissatisfaction arising from limited user involvement and interaction, but did not provide actionable

steps. Consequently, their conclusions exhibit comparatively weaker empirical grounding than those established in the present study.

In conclusion, the results demonstrate that training plays a pivotal moderating role in strengthening the impact of customer involvement on service delivery. The regression analysis showed that although the direct effect of customer involvement decreased from $\beta = 0.685$ to $\beta = 0.228$ ($p = 0.019$) upon the introduction of training, the interaction term (CI*T) had a strong, significant coefficient ($\beta = 0.509$, $p < 0.001$). This suggests that training not only reinforces but amplifies the benefits of stakeholder engagement by equipping university personnel with the appropriate skills and capacities necessary to convert customer inputs into meaningful and sustainable service improvements. Hence, the study provides empirical evidence to reject the null hypothesis that training has no moderating effect, affirming that institutional training programs are essential to fully harness the benefits of customer involvement in public university service delivery in Kenya.

4.7 Customers' Feedback, Training and Service Delivery

The study adopted descriptive and inferential statistics to test the moderating effect of training on the relationship between customers' feedback and service delivery. The hypothesis was therefore tested using inferential statistics specifically regression analysis.

4.7.1 Customers' Feedback Descriptive Statistics

Customer feedback was assessed using a five-point Likert scale (5 = Strongly Agree, 4 = Agree, 3 = Undecided, 2 = Disagree, and 1 = Strongly Disagree). The descriptive

statistics—including frequencies, means, and standard deviations—were subsequently calculated and summarized in Table 4.12.

Table 4.12:

Customers' Feedback (n=265)

Statement	SA(5)	A(4)	N(3)	D(2)	SD(1)	Mean	Std. Dev.
Provision of timely feedback enhances the quality of services delivered to stakeholders.	132(49.8%)	91(34.3%)	27(10.2%)	14(5.3%)	1(0.4%)	4.2792	.87762
Feedback management system improves services.	117(44.2%)	112(42.3%)	22(8.3%)	13(4.9%)	1(0.4%)	4.2491	.83385
Effective performance appraisal system enhances the quality of services provided.	96(36.2%)	122(46.0%)	37(14.0%)	9(3.4%)	1(0.4%)	4.1434	.80846
Service ratings help management improve services.	112(42.3%)	107(40.4%)	31(11.7%)	13(4.9%)	2(0.8%)	4.1849	.87892
Constructive positive feedback fosters improved service delivery and reinforces potential career progression	128(48.3%)	100(37.7%)	27(10.2%)	10(3.8%)	0(0.0%)	4.3057	.80303
Feedback leads to fast response and timely review.	105(39.6%)	122(46.0%)	27(10.2%)	7(2.6%)	4(1.5%)	4.1962	.83891
Feedback enhances the inclusivity of stakeholders in organizational processes	151(57.0%)	94(35.5%)	16(6.0%)	4(1.5%)	0(0.0%)	4.4792	.68017
Average						4.2625	.63060

The descriptive analysis for customer feedback reveals a strong consensus among respondents on the crucial role of feedback in enhancing service delivery in public universities in Kenya. The overall mean score of 4.2625 with a relatively low standard deviation of 0.6306 indicates widespread agreement and consistency among respondents regarding the effectiveness of feedback mechanisms in improving institutional performance. These findings align with global and regional empirical evidence that positions customer feedback as an essential quality management tool for organizational learning, responsiveness, and service enhancement.

The item “Feedback enhances the inclusivity of stakeholders in organizational processes” received the highest mean score (4.4792), suggesting that feedback fosters stakeholder inclusiveness and participatory decision-making within universities. This finding mirrors Johnson (2019) who found that student feedback mechanisms in California public colleges increased engagement and inclusivity, particularly when responses were timely and formally integrated into management systems. Similarly, Bekele (2022) in Ethiopia established that structured feedback channels such as electronic evaluation systems improved transparency and communication between students and university administrators, leading to greater satisfaction and trust among stakeholders. The Kenyan context appears to reflect this global trend indicating that effective feedback integration enhances inclusivity and institutional responsiveness.

The statement “Constructive positive feedback fosters improved service delivery and reinforces potential career progression” (mean = 4.3057). This result further affirms that feedback mechanisms emphasizing acknowledgment and recognition contributes substantially to sustaining employee motivation and organizational commitment. This finding is supported by Nasr et al. (2014), who developed the Positive Feedback Model (PFM) and found that positive customer feedback significantly boosts employee morale and performance. Similarly, Okolo et al. (2021) observed that feedback enhances motivation and customer retention in Nigeria’s banking sector. The implication in the university context is that members of staff who receive positive and affirming feedback from students and other stakeholders are more likely to uphold high standards of service delivery thereby reinforcing the link between motivation, recognition, and quality service delivery.

Another highly rated item, “Provision of timely feedback enhances the quality of services delivered to stakeholders” (mean = 4.2792) underscores the value of prompt and actionable feedback. This finding resonates with Okumu (2021), whose study conducted in Ugandan public universities established that timely institutional responses to feedback significantly enhance academic and administrative service quality. The current study’s results thus highlight that responsiveness is a critical element of effective feedback systems as delays in acting on feedback can erode stakeholder confidence and reduce perceived service quality.

The statements “Feedback management system improves services” (mean = 4.2491) and “Feedback leads to fast response and timely review” (mean = 4.1962) confirm that structured systems such as suggestion portals, performance dashboards, and satisfaction surveys are crucial for continuous improvement. Akinyele and Olorunsola (2023) similarly reported that robust feedback management systems at the University of Ibadan enhanced administrative responsiveness and student satisfaction. Additionally, Momaya et al. (2021) emphasized that feedback systems in Kenyan organizations serve as vital mechanisms for monitoring and improving performance, supporting the notion that data-driven feedback is essential for institutional learning and adaptive management in higher education.

Furthermore, the mean score for “Service ratings help management improve services” (4.1849) and “Effective performance appraisal system enhances the quality of services provided.” (4.1434) illustrate that feedback is institutionalized not only externally from students and other stakeholders but also internally through structured staff evaluation

mechanisms. These findings parallel that of Bolton et al. (2018) who asserted that customer feedback when systematically gathered and analyzed—guides service innovation and continuous improvement across sectors. In public universities, integrating performance appraisal with stakeholder feedback strengthens accountability, aligns employee goals with institutional objectives, and enhances service quality.

The presence of neutral and minor disagreement responses (ranging between 6% and 14%) on the contrary, indicates that while feedback systems exist their implementation may not be uniform across all universities or departments. This variation could be attributed to differences in institutional culture, technological capacity, and management responsiveness. Okolo et al., (2021) also reported similar disparities in the Nigerian banking sector, noting that feedback effectiveness often depends on how consistently systems are applied across branches or units. The current study therefore suggests a need for standardized frameworks and leadership commitment to ensure uniform feedback practices across Kenyan universities.

From a theoretical perspective, the findings reinforce the Total Quality Management (TQM) principle that emphasizes customer focus and continuous improvement through feedback loops. By integrating stakeholder feedback into decision-making, universities enhance their capacity to deliver efficient, inclusive, and responsive services. The study's empirical evidence aligns with Johnson's (2019) Student Feedback and Service Delivery Framework (SFSD-F) and Bekele's (2022) Student Engagement and Service Quality Framework (SESQF), both of which underscore the feedback–service improvement linkage as foundational to institutional excellence.

The current findings extend the conclusions made by earlier studies by contextualizing the relationship between feedback and service delivery within Kenya's public universities an area previously underexplored. Unlike studies by Nasr et al., (2014) and Bolton et al., (2018) that relied heavily on qualitative or sector-specific data, this study adopted a quantitative, cross-sectional approach supported by SPSS analysis thus providing statistically validated evidence on the role of feedback role in enhancing service delivery. Similarly, while Okumu (2021) and Bekele (2022) highlighted the influence of feedback in Uganda and Ethiopia respectively, the current study contributes a regional comparative perspective, demonstrating that the positive] effects of feedback hold true in Kenya's educational context despite governance and cultural differences.

In conclusion, the study affirms that customer feedback mechanisms are central to quality management and service excellence in public universities in Kenya. Respondents overwhelmingly agree that feedback promotes inclusivity, responsiveness, motivation, and continuous improvement. The alignment of these findings with global empirical studies strengthens the argument that structured, timely, and inclusive feedback processes not only improve service delivery but also cultivate accountability and stakeholder trust. However, to maximize these benefits, universities must standardize feedback practices and invest in staff training to ensure effective use of feedback data for decision-making and institutional growth.

4.7.2 Inferential Statistical Results

The Pearson Correlation Analysis presented in Table 4.13 provides valuable insights into the relationships between Customer Feedback (CF) and Service Delivery (SD) in public universities in Kenya from Table 4.12 and 4.5 respectively.

Table 4.13:

Pearson Correlation between Customers' Feedback and Service Delivery (n=265)

		CF	SD
CF	Pearson Correlation	1	.670**
	Sig. (2-tailed)		.000
	N	265	265
SD	Pearson Correlation	.670**	1
	Sig. (2-tailed)	.000	
	N	265	265

The results in Table 4.13 revealed a strong positive correlation ($r = 0.670$, $p < 0.01$) between customers' feedback and service delivery in public universities. This implies that as the collection and use of customer (student and staff) feedback improve, the quality and efficiency of service delivery also increase significantly. The strong correlation underscores the critical role of structured feedback mechanisms such as suggestion systems, digital surveys, and course evaluations in enhancing service responsiveness and institutional accountability.

These findings are consistent with Johnson (2019), who reported that student feedback positively influenced service quality and satisfaction in public colleges in California, particularly when feedback was timely and constructive. Similarly, Okumu (2021) found that effective feedback systems in Ugandan universities enhanced academic quality and administrative efficiency, especially where institutions acted promptly on

student inputs. The current results also resonate with Bekele (2022) in Ethiopia, who observed that structured electronic feedback systems significantly improved both teaching and non-academic service delivery.

The implication of these results is that customer feedback serves as a diagnostic and corrective mechanism for service delivery improvement. Public universities in Kenya, therefore, need to institutionalize comprehensive feedback systems integrating both digital and physical channels to enhance responsiveness and decision-making. This relationship forms the foundation for testing the moderating role of training in strengthening the feedback–service delivery nexus.

The preceding section has established that customer feedback significantly influences service delivery by enhancing responsiveness and accountability within public universities. However, the extent to which feedback translates into tangible service improvements may depend on staff competence and institutional capacity. Training is therefore posited to play a moderating role, as it equips employees with the necessary skills to interpret and act upon feedback effectively. To explore this dimension, the current section tests the second hypothesis which is:

$H_0$2*: There is no statistically significant moderating effect of training on the relationship between customers' feedback and service delivery in public universities in Kenya*

This hypothesis sought to examine whether training significantly moderates the relationship between customers' feedback and service delivery in public universities in Kenya. Table 4.14 shows a summary of the Regression.

Table 4.14:

Model Summary (n=265)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.670[a]	.449	.447	.54349
2	.737[b]	.543	.540	.49570

a. Predictors: (Constant), CF
b. Predictors: (Constant), CF, CF_T

The model summary in Table 4.14 presents the results of two regression models assessing the moderating role of training on the relationship between customer feedback and service delivery. In Model 1, customer feedback alone explained 44.9% of the variance (R^2 = 0.449) in service delivery, indicating that almost half of service performance variation in public universities can be attributed to how effectively feedback is managed. When the interaction term between feedback and training (CF_T) was introduced in Model 2, the explanatory power improved substantially to 54.3% (R^2 = 0.543). This R^2 change of 9.4% demonstrates that training enhances the influence of feedback mechanisms on service outcomes.

Additionally, the standard error of the estimate reduced from 0.54349 to 0.49570, confirming greater model precision with the inclusion of training. This finding resonates with Nasr et al. (2014) who found that employee morale and organizational performance improved when positive feedback was integrated into training and service improvement frameworks. Likewise, Okolo et al., (2021) demonstrated that feedback mechanisms coupled with staff development programs significantly enhanced service marketing outcomes in Nigerian banks. Akinyele and Olorunsola (2023) further emphasized that feedback effectiveness depends on the presence of competent staff capable of analyzing and translating feedback into actionable improvements a process that is heavily reliant on training.

Hence, the observed increase in R^2 highlights that training acts as a reinforcing mechanism, strengthening the institutional capacity to interpret, respond to, and implement customer feedback effectively. In public universities, continuous staff training in communication, customer relations, and quality assurance analytics can substantially improve how feedback translates into tangible service improvements. Table 4.15 displays the results of the ANOVA test conducted for Hypothesis Two.

Table 4.15:

ANOVA (n=265)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	63.314	1	63.314	214.347	.000[b]
	Residual	77.686	263	.295		
	Total	141.000	264			
2	Regression	76.622	2	38.311	155.913	.000[c]
	Residual	64.378	262	.246		
	Total	141.000	264			

a. Dependent Variable: SD
b. Predictors: (Constant), CF
c. Predictors: (Constant), CF, CF_T

The ANOVA results in Table 4.15 confirm the statistical significance of both models, validating the predictive value of customer feedback and the moderating role of training. In Model 1, the F-statistic of 214.347 ($p < 0.001$) demonstrates that customer feedback significantly predicts service delivery. When the moderating variable (training) was introduced in Model 2, the F-statistic increased to 155.913 ($p < 0.001$), while the regression sums of squares rose from 63.314 to 76.622 and the residual sum of squares decreased from 77.686 to 64.378. This improvement in model fit indicates that the inclusion of training enhances the explanatory strength and reduces the

unexplained variation in service delivery outcomes by approximately 9.4% consistent with the change observed in the model summary.

These results reinforce earlier evidence from Okumu (2021) and Bekele (2022) who found that formalized feedback structures coupled with continuous staff training led to more responsive and efficient university service systems. The finding also aligns with Momaya et al., (2021) who emphasized that Kenyan institutions leveraging digital feedback tools and staff capacity-building programs recorded higher service innovation and client satisfaction.

The practical implication of this result is that while customer feedback provides a foundational input for service improvement, its full potential is realized when universities invest in staff capacity development. Training ensures that personnel possess the analytical and interpersonal skills necessary to interpret feedback data, implement reforms, and maintain continuous quality improvement. Therefore, to enhance service delivery, public universities should integrate feedback management training modules into performance development frameworks, supervised by the Commission for University Education (CUE) and the Ministry of Education (MoE) as part of their quality assurance audits. Table 4.16 provides a summary of the standardized and unstandardized Beta coefficients obtained from the regression model.

Table 4.16:

Beta Coefficients (n=265)

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	T	Sig.
1	(Constant)	.952	.229		4.167	.000
	CF	.777	.053	.670	14.641	.000
2	(Constant)	1.859	.242		7.677	.000
	CF	.256	.086	.221	2.987	.003
	CF_T	.073	.010	.544	7.359	.000

a. Dependent Variable: SD

Further insights are provided in the coefficients Table 4.16. In Model 1, customer feedback had a strong, positive, and statistically significant effect on service delivery ($\beta = 0.670$, $p < 0.001$). However, when training was introduced in Model 2, the direct effect of customer feedback on service delivery reduced to $\beta = 0.221$ ($p = 0.003$), indicating that some of the impact of customer feedback on service delivery is channeled through the training mechanism. Importantly, the interaction term (CF_T) had a positive and highly significant coefficient ($\beta = 0.544$, $p < 0.001$), confirming that training strengthens the relationship between customer feedback and service delivery. Therefore, the null hypothesis (H_{02}), which stated that there is no statistically significant moderating effect of training on the relationship between customer feedback and service delivery, is rejected. The findings indicate that training not only enhances the effect of customer feedback on service delivery but also plays a crucial role in institutional responsiveness. These results emphasize the value of ongoing professional development in enabling universities to transform stakeholder feedback into concrete improvements in service delivery.

The findings of the current study are convergent with a number of previous studies that underscore the critical role of customer feedback in enhancing service delivery. Bolton et al., (2018) noted that customer feedback encompassing data, opinions, and suggestions serves as a powerful catalyst for service improvement and organizational change. This resonates with the study's results which showed that customer feedback had a strong, positive, and statistically significant impact on service delivery in Model 1 ($\beta = 0.670$, $p < 0.001$). Similarly, Johnson (2019), in a study conducted in California public colleges, found that student feedback improved service quality when collected through structured mechanisms such as course evaluations. This supports the idea that formalized feedback systems have a tangible impact on service outcomes, which becomes even more effective when coupled with institutional mechanisms like training, as evidenced in the current study.

Additional evidence is found in the work of Nasr et al. (2014) who developed the "Positive Feedback Model" to show how positive customer feedback influences not only organizational performance but also employee well-being. This is in alignment with the present study's findings, which suggest that training allows institutions to internalize and act upon feedback more effectively. Okolo et al., (2021), focusing on Nigerian banks, also emphasized that customer feedback significantly boosts customer retention and service quality, and recommended continuous improvement of feedback systems. This recommendation is echoed in the current study where training emerged as a key factor that amplifies the influence of customer feedback.

Akinyele and Olorunsola (2023) provided further evidence from the University of Ibadan where effective feedback systems improved student satisfaction and

administrative services. Likewise, Katungi and Tumwesigye (2022) showed that student feedback mechanisms in Makerere University led to improved teaching and service delivery although their study lacked qualitative depth and considerations for generalizability. Nonetheless, both studies attest to the essential role of feedback in institutional performance, supporting the current study's conclusion that training acts as a catalyst in this process. Additionally, Momaya et al., (2021) highlighted how digital feedback systems in Kenyan businesses help improve service delivery underscoring the importance of structured feedback mechanisms a theme consistent with the current study.

Divergent perspectives which do not necessarily oppose the findings but rather present contextual limitations have been reported. Johnson (2019) noted that institutional factors such as size and resource availability could influence how feedback is received and implemented. His study did not explore moderating variables like training which the current study identified as crucial in ensuring that feedback translates into meaningful action. Similarly, Akinyele and Olorunsola (2023) cautioned that findings from a single institution may not be generalizable to others, suggesting that context matters in feedback implementation. Katungi and Tumwesigye (2022) also failed to include qualitative data that could provide a deeper understanding of the feedback process, a gap that the current research addresses through its focus on the interaction between training and feedback.

The current findings have compelling evidence that training serves as a significant moderator in the relationship between customer feedback and service delivery. The reduction in the direct effect of feedback from $\beta = 0.670$ to $\beta = 0.221$ upon the

introduction of training in Model 2 indicates that training partially mediates this relationship. Moreover, the strong and statistically significant interaction term ($\beta = 0.544$, $p < 0.001$) confirms that training does not merely support feedback processes but enhances their effectiveness in improving service outcomes. The rejection of the null hypothesis confirms this relationship and emphasizes the strategic importance of capacity-building efforts in public universities.

In conclusion, the current study adds to existing knowledge by showing that while customer feedback is vital, its impact on service delivery is significantly strengthened when institutions invest in continuous staff training. Training equips personnel to process, interpret, and respond effectively to feedback, transforming it into actionable improvements. This insight is particularly relevant for public universities aiming to enhance responsiveness and accountability. The study therefore underscores the need for institutional strategies that integrate stakeholder feedback mechanisms with structured training programs for sustainable service excellence.

4.8 Transformative Leadership, Training and Service Delivery

Descriptive and inferential statistics were adopted to examine the interrelationship between transformative leadership, training and service delivery. The results were presented in the following subsections:

4.8.1 Transformative Leadership Descriptive Results

A five-point Likert scale (5 = Strongly Agree, 4 = Agree, 3 = Undecided, 2 = Disagree, 1 = Strongly Disagree) was employed to evaluate transformative leadership. The results, expressed in terms of means and standard deviations, are summarized in Table 4.17.

Table 4.17

Transformative Leadership (n=265)

Statement	SA(5)	A(4)	N(3)	D(2)	SD(1)	Mean	Std. Dev.
Motivation from leaders boosts staff performance.	100(37.7%)	100(37.7%)	41(15.5%)	16(6.0%)	8(3.0%)	4.0113	1.02426
Inspirational motivation constitutes a critical element of engagement within universities.	71(26.8%)	115(43.4%)	39(14.7%)	27(10.2%)	13(4.9%)	3.7698	1.10261
Refresher training serves as a catalyst for enhancing intellectual growth.	96(36.2%)	96(36.2%)	29(10.9%)	24(9.1%)	20(7.5%)	3.8453	1.22267
Stimulating stakeholders' cognitive capacities promotes proactive participation.	127(47.9%)	93(35.1%)	18(6.8%)	15(5.7%)	12(4.5%)	4.1623	1.07665
Idealized influence enables the university to achieve its established objectives.	86(32.5%)	108(40.8%)	44(16.6%)	20(7.5%)	7(2.6%)	3.9283	1.01436
Idealized influence promotes the adoption of improved service practices.	86(32.5%)	112(42.3%)	40(15.1%)	21(7.9%)	6(2.3%)	3.9472	.99860
Transformational Leadership has improved university services.	127(47.9%)	87(32.8%)	32(12.1%)	10(3.8%)	9(3.4%)	4.1811	1.01374
Average						3.9779	.92175

The descriptive results in Table 4.17 reveal a generally positive perception of transformative leadership practices and their contribution to service delivery within public universities in Kenya. The overall mean score of 3.9779 and standard deviation of 0.92175 suggest that respondents largely agree that transformational leadership behaviors such as motivation, intellectual stimulation, individualized consideration, and idealized influence are practiced to a considerable extent. However, the moderate variation across responses indicates that these leadership attributes may not be uniformly applied across departments or institutions.

The statement “Transformational leadership has improved university services” recorded the highest mean score (M = 4.1811), showing a strong consensus (80.7%) among respondents that transformational leaders significantly enhance university performance. This finding mirrors that of Abubakar and Ahmed (2021) who reported that transformational leadership positively influences institutional performance in Nigerian universities. Their results emphasized that visionary and motivating leaders inspire staff toward organizational goals, ultimately enhancing service quality. Similarly, the current study demonstrates that when university leaders articulate a clear vision, foster innovation, and inspire collective purpose, staff commitment and service delivery outcomes improve significantly.

This outcome is further supported by Al Ahmad et al., (2019) who noted that transformational leaders drive creative thinking, inspire others to reach their full potential, and foster inclusion through inspirational communication. The findings of the current study echo this observation indicating that leadership in Kenyan public universities is perceived as largely inspirational with leaders promoting shared vision and collaboration among faculty, administrators, and students.

The statement “Stimulating stakeholders’ cognitive capacities promotes proactive participation” had the second-highest mean (M = 4.1623) confirming that leaders encourage innovation and critical thinking. This finding is consistent with that of Mahdikhani and Yazdani (2020) who found that transformational leadership enhances team performance and interpersonal trust which in turn improve service quality in Iranian e-commerce organizations. Although their context differed from the current study’s, the conceptual relationship holds: leadership that fosters creativity and

intellectual engagement leads to better performance and quality outcomes. The present study extends this finding to the higher education sector, showing that when university leaders intellectually challenge staff and stakeholders, they nurture proactive and innovative cultures essential for institutional growth.

Similarly, Murage (2022) reported that intellectual stimulation and individualized consideration positively influence performance in Kenyan public universities. The current study attests to this finding by illustrating that leaders who provide opportunities for professional dialogue, research development, and shared problem-solving empower staff to contribute meaningfully to service improvement.

The results for "Motivation from leaders boost staff performance" (M = 4.0113) and "Inspirational motivation constitutes a critical element of engagement within universities" (M = 3.7698) indicate that while motivation is recognized as an important factor, some inconsistency exists in how it is experienced across institutions. This reflects Awaale's (2024) finding in a study that was focused on Somalia's public sector, where transformational leadership through inspirational motivation, intellectual stimulation, and individualized consideration was found to enhance employee satisfaction, creativity, and engagement. However, Awaale noted that such practices require deliberate investment in leadership development programs, which may explain the variability seen in Kenyan universities where structured leadership capacity-building tends to vary across higher education institutions.

Furthermore, the relatively lower mean for inspirational motivation implies possible communication gaps between leaders and followers. Atiku et al. (2023) in a study

carried out on Namibian local authorities also observed that ineffective communication, coupled with political interference, can constrain leaders' ability to perform effectively. By contrast, the current study suggests that where leaders successfully inspire staff through clear vision and empathy, institutional commitment and productivity significantly improve.

The items "Idealized influence enables the university to achieve its established objectives" (M = 3.9283) and "Idealized influence promotes the adoption of improved service practices" (M = 3.9472) demonstrate that respondents perceive university leaders as role models who exemplify ethical standards and commitment to institutional success. This aligns with Mbithi et al., (2016) who found that transformational leadership significantly influences performance through positive employee outcomes, particularly when leaders demonstrate idealized influence and act as exemplars of institutional values. The present study reinforces this link, confirming that role modeling and ethical leadership behaviors foster trust and loyalty, which in turn improve service quality.

Likewise, Kahuari et al., (2019) established a positive relationship between transformational leadership and performance in Huduma Centres, attributing success to leaders' ability to model best practices and manage technological change. The current findings parallel this, revealing that idealized influence in university settings encourages adoption of innovative service models and adherence to institutional quality standards.

The statement “Refresher training serves as a catalyst for enhancing intellectual growth” (M = 3.8453) had a relatively lower mean and a higher standard deviation (SD = 1.22267) suggesting uneven access to professional development opportunities. This observation corresponds with that of Zvavahera (2013) who found that inadequate leadership support and poor coordination hindered learning outcomes in Namibia’s Centre for External Studies. The variability in responses in the current study may thus reflect disparities in institutional investment in leadership and staff development programs.

Moreover, Otwoma et al., (2021) found that transformational leadership improves public service delivery but is constrained by limited training and resources an issue mirrored in Kenyan public universities. This indicates that while leadership potential exists institutional structures and resourcing may limit consistent implementation of intellectual and professional growth initiatives.

The overall findings are consistent with Jauhari et al., (2024) who demonstrated that transformational leadership enhances proactive service behaviors and affective commitment through role-breadth self-efficacy. Similarly, the present study suggests that transformative leaders in Kenyan universities foster motivation and proactive problem-solving, ultimately improving service delivery.

Opposing perspectives have emerged while most previous studies (Mahdikhani & Yazdani, 2020; Abubakar & Ahmed, 2021; Mbithi et al., 2016) relied heavily on quantitative or sector-specific contexts (e-commerce, public service centers), this study extends the scope to the education sector and employs a cross-sectional, correlational

approach using SPSS version 26. This methodological advancement enhances generalizability and empirical rigor by linking leadership practices to measurable outcomes of service delivery within universities.

The findings underscore that transformational leadership remains a key determinant of effective service delivery in Kenyan public universities, as leaders who motivate, intellectually stimulate, and model ethical conduct drive institutional excellence. Nevertheless, the moderate variations in mean scores and standard deviations suggest that transformational leadership is not yet consistently institutionalized across all levels of university administration. Variations may stem from differences in leadership training, institutional culture, or administrative autonomy.

The findings support and extend the theoretical propositions of social exchange and transformational leadership theories which posit that leaders who demonstrate inspiration, intellectual engagement, and individualized consideration foster reciprocal commitment and enhanced performance among followers. By providing intellectual and motivational support, transformational leaders encourage staff to exceed expectations, thereby enhancing overall service delivery outcomes.

In summary, the descriptive results and empirical literature collectively affirm that transformational leadership positively influences service delivery in public universities in Kenya. Respondents perceive leaders as motivators, innovators, and ethical role models who enhance organizational performance. These results mirror global findings from Iran (Mahdikhani & Yazdani, 2020), Nigeria (Abubakar & Ahmed, 2021), and Namibia (Zvavahera, 2013; Atiku et al., 2023) while addressing methodological and

contextual gaps through a cross-sectional, mixed-method design. However, the variability in intellectual stimulation and inspirational motivation scores suggest that universities must strengthen leadership development programs to achieve consistent application of transformational principles. Investing in the development of leadership skills is likely to promote institutional flexibility and responsiveness, stakeholder trust, and continuous quality improvement in Kenya's higher education sector.

4.8.2 Inferential Statistical Results

The inferential statistics consisted of Pearson correlation analysis and linear regression analysis. The section was discussed under Pearson correlation analysis and test of hypothesis which entailed simple and multiple linear regression analyses.

The Pearson Correlation Analysis in Table 4.18 illustrates the relationship between Transformative Leadership (TL) and Service Delivery (SD) in Kenyan public universities. These results extend the descriptive findings reported in Table 4.17 and the distributions summarized in Table 4.5.

Table 4.18:

Pearson Correlation between Transformative Leadership and Service Delivery (n=265)

		TL	SD
TL	Pearson Correlation	1	.728**
	Sig. (2-tailed)		.000
	N	265	265
SD	Pearson Correlation	.728**	1
	Sig. (2-tailed)	.000	
	N	265	265

The Pearson Correlation Analysis presented in Table 4.18 shows a strong positive relationship between Transformative Leadership (TL) and Service Delivery (SD) ($r = 0.728$, $p < 0.01$). This implies that improvements in transformative leadership practices are strongly associated with enhanced service delivery outcomes in public universities in Kenya. Leaders who inspire, intellectually stimulate, and support employees in achieving institutional goals contribute significantly to improved service performance.

These findings are consistent with those of Mahdikhani and Yazdani (2020), who established that transformational leadership significantly enhances team trust and performance which in turn improves service quality in Iranian e-commerce firms. Similarly, Abubakar and Ahmed (2021) reported that transformational leadership positively influences institutional performance in Nigerian universities, demonstrating that visionary and inspiring leadership fosters accountability and commitment thereby improving service outcomes.

The strong correlation ($r = 0.728$) evidenced in the current study further corroborates Mbithi et al., (2016) who found a significant link between transformational leadership and university performance in Kenya. This alignment underscores the centrality of leadership in shaping institutional culture and promoting high-quality service delivery. It also validates the study done by Al Ahmad et al. (2019) who emphasized that transformational leaders' charisma and emotional intelligence inspire creativity and innovation, ultimately improving service outcomes.

The previous section has established that Transformational Leadership significantly impacts service delivery in public universities. However, the extent to which this

relationship is influenced by additional factors, such as employee training, remains unexplored. Accordingly, the study examines the moderating effect of training on the relationship between Transformational Leadership and service delivery, testing the third hypothesis:

***$H_0$3**: There is no statistically significant moderating effect of training on the relationship between transformative leadership and service delivery in public universities in Kenya*

This hypothesis (H_{03}) examined whether training has a statistically significant moderating effect on the relationship between transformative leadership (TL) and service delivery (SD) in public universities in Kenya. Table 4.19 shows a summary of the Regression.

Table 4.19:

Model Summary (n=265)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.728[a]	.531	.529	.50166
2	.743[b]	.552	.548	.49117

a. Predictors: (Constant), TL
b. Predictors: (Constant), TL, TL_T

The regression results in Table 4.19 provide deeper insight into the predictive capacity of transformative leadership on service delivery, and how this relationship changes when training is introduced as a moderating variable. In Model 1, transformative leadership alone explained 53.1% (R^2 = 0.531) of the variance in service delivery, indicating that more than half of the improvements in service quality can be attributed to leadership practices that emphasize vision, motivation, and individualized consideration.

When the interaction term between transformative leadership and training (TL_T) was introduced in Model 2, the R^2 value increased to 0.552, reflecting a ΔR^2 of 0.021 (2.1%). This shows that training enhanced the explanatory power of the model, suggesting that leadership effectiveness in improving service delivery is strengthened when leaders and staff receive structured training. Moreover, the standard error of estimate reduced from 0.50166 in Model 1 to 0.49117 in Model 2 confirming that the model became more accurate with the inclusion of the moderating variable.

This result resonates with that of Murage (2022) who found that individualized consideration and inspirational motivation core elements of transformational leadership positively affect university performance in Kenya when supported by effective training programs. Similarly, Kahuari et al., (2019) emphasized that leadership and technological competence training enhances leaders' ability to manage change and improve service quality in Huduma Centres. The current study extends these findings to the higher education context confirming that well-trained leaders are better positioned to foster innovation, accountability, and responsiveness in university service delivery. Tabel 4.20 displays the results of the ANOVA test conducted for Hypothesis Three.

Table 4.20:

ANOVA (n=265)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	74.812	1	74.812	297.264	.000[b]
	Residual	66.189	263	.252		
	Total	141.000	264			
2	Regression	77.794	2	38.897	161.234	.000[c]
	Residual	63.206	262	.241		
	Total	141.000	264			

a. Dependent Variable: SD
b. Predictors: (Constant), TL
c. Predictors: (Constant), TL, TL_T

The ANOVA results in Table 4.20 confirm that both models are statistically significant ($p < 0.001$), meaning that transformative leadership has a significant effect on service delivery, and this effect is enhanced by training. Specifically, Model 1 recorded an F-statistic of 297.264 indicating that transformative leadership is a strong predictor of service delivery outcomes. When training was introduced as a moderator in Model 2, the F-value improved to 161.234 maintaining statistical significance at $p < 0.001$.

Furthermore, the regression sums of squares increased from 74.812 to 77.794 while the residual sum of squares decreased from 66.189 to 63.206. This improvement confirms that the inclusion of training enhanced the model's explanatory capacity suggesting that training interventions amplify the positive impact of transformative leadership on service delivery. These findings are consistent with Awaale (2024) who found that transformational leadership significantly improves organizational performance through employee motivation and creativity, particularly when leaders are supported with leadership development programs. Similarly, Otwoma et al., (2021) established that transformational leadership positively influences public service delivery in Kenya

though their study did not examine moderating effects. The present study fills this gap by empirically validating that training strengthens the leadership–service delivery nexus supporting the idea that skill development is integral to leadership effectiveness.

In contrast to studies by Zvavahera (2013) and Atiku et al., (2023) which asserted that leadership challenges in Namibia are largely shaped by insufficient training and limited resources, the current findings emphasize the transformative potential of structured leadership training in enhancing service quality. By improving leaders' competencies in strategic thinking, emotional intelligence, and performance management, universities can achieve sustained service excellence and responsiveness to stakeholder needs. Table 4.21 provides a summary of the standardized and unstandardized Beta coefficients obtained from the regression model.

Table 4.21:

Beta Coefficients (n=265)

		Unstandardized Coefficients		Standardized Coefficients		
Model		**B**	**Std. Error**	**Beta**	**t**	**Sig.**
1	(Constant)	1.965	.137		14.370	.000
	TL	.578	.033	.728	17.241	.000
2	(Constant)	2.328	.169		13.770	.000
	TL	.279	.091	.352	3.070	.002
	TL_T	.048	.014	.403	3.516	.001

a. Dependent Variable: SD

According to the Coefficients Table 4.21 in Model 1, transformative leadership had a strong positive and statistically significant effect on service delivery ($\beta = 0.728$, $p < 0.001$). However, when training was introduced as a moderator in Model 2, the direct effect of transformative leadership decreased ($\beta = 0.352$, $p = 0.002$) indicating that training partially mediates the influence of TL on SD. Most notably, the interaction

term TL_T had a positive and statistically significant coefficient ($\beta = 0.403$, $p = 0.001$) confirming that training significantly strengthens the relationship between transformative leadership and service delivery.

The results demonstrate that training plays a critical moderating role in enhancing the impact of transformative leadership on service delivery. Therefore, the null hypothesis that *there is no statistically significant moderating effect of training on the relationship between transformative leadership and service delivery in public universities in Kenya* (H_{03}) is rejected. This suggests that for transformative leadership to be fully effective in improving service delivery outcomes in public universities, it must be supported by robust and consistent training initiatives. Institutions that prioritize leadership development through training are more likely to realize significant gains in efficiency, responsiveness, and overall service quality.

Several scholars have provided empirical evidence that corroborates the assertion that training exerts a significant moderating effect on how Transformative Leadership influences service delivery. Al Ahmad et al. (2019) described transformational leadership as a management approach that fosters innovation, motivation, and personal development, traits critical in enhancing organizational service delivery. This aligns well with the results of the current especially in the context of leadership inspiring improved performance when supported by structured training initiatives. Likewise, Mahdikhani and Yazdani (2020) in their study of Iranian electronic enterprises, found that transformational leadership positively influenced team performance and trust, both of which ultimately enhanced service quality. Although their study did not examine training as a moderator, the findings validate the fundamental positive link between

Transformational Leadership (TL) and Service Delivery (SD) outcomes as confirmed in the Kenyan university context.

Additional support is provided by Abubakar and Ahmed (2021) who showed how transformational leadership significantly enhances university performance in Nigeria. Their findings provide additional regional validation to the current study demonstrating how transformative leadership can address institutional challenges. Similarly, Mbithi et al., (2016) revealed that employee outcomes significantly mediate the relationship between TL and institutional performance, echoing the current study's finding that training enhances this relationship by strengthening institutional competencies. Murage (2022) also supports these results by highlighting that inspirational motivation and individualized consideration both facets of transformational leadership positively impact university performance and should be reinforced through HR-led training initiatives.

Additional concurrence is found in the work of Kahuari et al., (2019) who examined Huduma Centers in Nairobi County. They found that transformational leadership had a significant effect on performance especially when paired with technological adoption and change management. This corresponds with the current study's integration of training as a change-enhancing factor in leadership effectiveness. Likewise, Otwoma et al., (2021) through their assessment of Huduma centers across Kenya, found a strong positive correlation between transformational leadership and public service delivery. Their use of mixed methods complements the current study's quantitative focus and reinforces the role of TL in shaping service outcomes across sectors.

Contrasting perspectives do exist, though they primarily reflect contextual limitations rather than contradictory findings. For instance, Zvavahera (2013), focusing on the university of Namibia, found inconsistencies in service delivery, particularly for distance learners due to logistical and leadership shortcomings. While leadership was identified as a factor, the lack of adequate structural support limited its effectiveness suggesting that leadership alone, without mechanisms like training, may not yield the desired outcomes. Atiku et al., (2023) similarly found that while leadership behaviors influence service delivery their impact was constrained by political and logistical factors, again underscoring the importance of supportive mechanisms like training, as highlighted in the current study.

Therefore, this study contributes novel insight by establishing training not just as a capacity-building tool but as a strategic moderator that amplifies the effectiveness of transformative leadership. The reduction of TL's direct effect on service delivery from $\beta = 0.728$ to $\beta = 0.352$, alongside a strong interaction effect ($\beta = 0.403$), demonstrates that leadership's impact is not linear but contingent on internal systems that support learning and development. By rejecting the null hypothesis, the study confirms that leadership, when paired with continuous training, results in improved institutional responsiveness, efficiency, and overall service quality in public universities.

In conclusion, this research affirms that transformational leadership alone is a strong predictor of improved service delivery but its full potential is realized only when supported by training. Institutions that embed training into leadership frameworks are better positioned to inspire teams, adapt to change, and meet the dynamic expectations of stakeholders. This implies that universities must institutionalize leadership

development programs to reinforce transformational leadership principles and sustain high service delivery standards.

4.9 Quality Management Practices, Training and Service Delivery

To investigate the relationship between quality management practices, training, and service delivery, a multiple linear regression model alongside inferential statistical techniques was employed. This approach facilitated the testing of the fourth hypothesis, stated as follows:

***H_04**: There is no statistically significant moderating effect of training on the relationship between quality management practices and service delivery in Kenya*

The fourth hypothesis (H_{04}) sought to determine whether training significantly moderates the relationship between quality management practices (QM) and service delivery (SD) in public universities in Kenya. Table 4.22 displays a summary of the Regression.

Table 4.22:

Model Summary (n=265)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.768[a]	.590	.589	.46862
2	.773[b]	.598	.595	.46511

a. Predictors: (Constant), QM
b. Predictors: (Constant), QM, QM_T

As presented in Table 4.22, Model 1—which included only Quality Management Practices (QM) as a predictor yielded an R^2 of 0.590, implying that QM alone accounted for 59.0% of the variation in service delivery among public universities. This suggests that institutions with stronger quality management practices such as effective

communication, customer focus, top management commitment, and continuous improvement experience higher service delivery outcomes.

When training was introduced as a moderating variable in Model 2, the R^2 increased to 0.598, indicating an R^2 change (ΔR^2) of 0.008 (0.8%). Although the increase appears modest, it reflects that training contributes to strengthening the positive influence of QM practices on service delivery. Furthermore, the standard error of the estimate reduced slightly from 0.46862 to 0.46511 signifying an improved predictive accuracy when training was integrated into the model. These findings are in agreement with Egberongbe (2020) who found that implementing a structured QM improvement framework enhanced operational efficiency and service delivery in Nigerian academic libraries. Similarly, Worku (2022) established a positive relationship between quality management adoption and organizational performance in an East African bottling company, highlighting the importance of employee motivation and management support both of which are directly linked to effective training programs.

In contrast to these earlier studies, the current research quantitatively demonstrates that when university staff and leaders are adequately trained on QM systems, they apply quality tools and processes more effectively, leading to sustainable service excellence. The incremental R^2 of 0.008 confirms that training acts as a catalytic enhancer magnifying the influence of QM on institutional performance. Table 4.23 shows the results of the ANOVA test conducted for Hypothesis Four.

Table 4.23:

ANOVA (n=265)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	83.243	1	83.243	379.055	.000[b]
	Residual	57.757	263	.220		
	Total	141.000	264			
2	Regression	84.322	2	42.161	194.893	.000[c]
	Residual	56.678	262	.216		
	Total	141.000	264			

a. Dependent Variable: SD
b. Predictors: (Constant), QM
c. Predictors: (Constant), QM, QM_T

The ANOVA results in Table 4.23 reveal that both models were statistically significant confirming the predictive validity of the regression analysis. In Model 1, the F-value was 379.055 ($p < 0.001$), indicating that QM significantly predicts service delivery outcomes. Upon inclusion of the interaction term (QM × Training) in Model 2, the F-value remained significant at 194.893 ($p < 0.001$). The regression sums of squares increased slightly from 83.243 to 84.322 while the residual sum of squares decreased from 57.757 to 56.678 demonstrating an enhanced model fit after including training as a moderator. This means that training not only improves employees' understanding of QM principles but also enhances the institutional capacity to implement continuous improvement processes effectively. These results align with Mwika and Bett (2019) who emphasized that customer focus, employee empowerment, and management commitment are key dimensions of QM that enhance service delivery when employees receive adequate support and skill-based training. The finding also resonates with Muhumed (2017) who reported that ISO-certified Kenyan universities performed better due to robust management commitment and staff engagement in quality processes. However, his study was limited by the lack of inferential analysis, which the current

study addressed using regression and moderation testing. Table 4.24 provides a summary of the standardized and unstandardized Beta coefficients obtained from the regression model.

Table 4.24:

Beta Coefficients (n=265)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.070	.166		6.430	.000
	QM	1.000	.051	.768	19.469	.000
2	(Constant)	1.416	.226		6.256	.000
	QM	.736	.129	.565	5.709	.000
	QM_T	.037	.016	.221	2.233	.026

a. Dependent Variable: SD

The Coefficients Table 4.24 further supports the significance of the moderating effect. In Model 1, the unstandardized coefficient for QM was 1.000 ($\beta = 0.768$, $p < 0.001$) indicating a strong positive and significant relationship between quality management practices and service delivery. In Model 2, after including the interaction term (QM_T), the direct effect of QM on SD decreased to $\beta = 0.565$ ($p < 0.001$). More importantly, the interaction term QM_T had a positive and statistically significant coefficient ($\beta = 0.221$, $p = 0.026$) indicating that training significantly moderates the relationship between quality management practices and service delivery.

The findings indicate that training enhances the effectiveness of quality management practices in improving service delivery in public universities. The statistically significant interaction effect implies that training interventions can strengthen how quality management translates into actual service improvements. Therefore, the null hypothesis that *there is no statistically significant moderating effect of training on the relationship between quality management practices and service delivery in Kenya* (H_{04})

is rejected. Therefore, the conclusion made is that training plays a meaningful moderating role in the relationship between quality management and service delivery. Several studies resonate with these findings. Sal and Raja (2016) underscore the role of training in enhancing individual performance, productivity, and competence, which are central to the goals of quality management systems. Their emphasis on the practical enhancement of skills confirms that training is not merely supportive but essential in reinforcing institutional frameworks like QM.

Similarly, Bilal et al., (2020) found that training significantly influenced organizational citizenship behavior in Chinese universities by moderating the relationship between employee engagement and behavioral outcomes. This study, although conducted in a different sector and country, echoes the current study's finding that training has a strong moderating role in enhancing desirable institutional outcomes. Likewise, Nancy (2018) demonstrated that training, alongside emotional intelligence and age, moderated the relationship between emotional intelligence and service delivery in Ghana. The evidence that training enhances service quality is particularly relevant to the Kenyan university context explored in this research.

Another study by Salamon et al., (2022) revealed that higher levels of coworker participation in training improved peer support and facilitated the transfer of training. While their focus was on peer influence in training transfer in Hungary, the underlying principle that collective and structured training enhances organizational performance supports the conclusion that training can amplify the effectiveness of quality management practices.

Dome (2018) while providing evidence from Kenya showed that training strengthened the relationship between organizational commitment and performance among insurance companies in Eldoret. This view supports the current study's conclusion that training can be a strategic lever for improving institutional performance metrics, such as service delivery. In a similar Kenyan context, Mutegi et al., (2021) also found that training, alongside government policy, improved service delivery in Huduma centers. Their recommendation for the integration of strategic training initiatives aligns with the current study's implication that public universities should institutionalize continuous training to realize quality outcomes.

Angela (2014) also provides support for the moderating role of training in performance enhancement, noting that it fosters engagement, creativity, and initiative among employees. Although focused on government officials, these results correspond closely with the outcome observed in the current study that training supports performance through better implementation of quality-related frameworks.

Divergent viewpoints emerge when the role of training is considered in contexts with limited structural or organizational support. For example, Salamon et al., (2022) also cautioned that peer support could undermine the training effect when poorly executed or inconsistently delivered. This insight suggests that the mere presence of training is not enough its structure, delivery, and organizational backing matter if it is to effectively moderate the relationship between quality management and service outcomes. The current study addresses this potential limitation by affirming a statistically significant interaction effect ($\beta = 0.221$) indicating that in the Kenyan university setting, training is sufficiently institutionalized to enhance QM practices.

It is evident that training serves not just as a peripheral support function but as a core strategic element that amplifies the impact of quality management practices. The decline in the direct effect of QM from $\beta = 0.768$ to $\beta = 0.565$, accompanied by the significant interaction term, illustrates that training contributes an added value to how QM practices influence service delivery. This finding supports the conclusion that universities that embed regular, structured, and goal-oriented training programs are more likely to operationalize their quality management strategies into tangible service improvements.

In summary, the current study affirms that training significantly strengthens the influence of quality management on service delivery in public universities. Supported by literature from both local and international studies, these findings suggest that universities must integrate training into their quality assurance frameworks to maximize institutional performance. Training is not just complementary; it is catalytic in turning management practices into quality outcomes.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The section provides the summary of results as per objectives. The summarized results inform the discussion of conclusions and underpin the development of recommendations. This section also identifies potential areas for future research.

5.2 Summary

Training serves as a critical enabler in the effective implementation of quality management practices within university settings. It plays a central role in enhancing transformational leadership, thereby facilitating the delivery of high-quality services across higher education institutions, particularly public universities. Moreover, training underpins the effective utilization of customer feedback, ensuring that services are responsive to stakeholder needs. Through structured training programs, stakeholders are actively engaged in service processes, promoting customer involvement while simultaneously safeguarding service quality and aligning institutional practices with stakeholder expectations.

The results were summarized in accordance to the objectives of the study and the outcomes are detailed in the subsections that follow:

5.2.1 Moderating Effect of Training on Customer Involvement and Service Delivery

The study established that customer involvement plays a crucial role in enhancing service delivery in public universities. Mechanisms such as stakeholder participation in decision-making, collaborative planning, and regular communication with management

were found to have a positive impact on service delivery. The study highlighted that training functions as a catalyst, reinforcing the relationship between stakeholder involvement and service delivery efficiency. It fosters active engagement of stakeholders, which is essential for identifying inefficiencies at early stages and implementing corrective actions to optimize service outcomes. Furthermore, the findings indicate that integrating training programs across university departments enhances participatory engagement, thereby improving responsiveness, operational efficiency, and overall satisfaction in service delivery within higher education institutions. Consequently, training was found to significantly moderate the relationship between customer involvement and service delivery, leading to the rejection of the null hypothesis.

5.2.2 Moderating Effect of Training on Customer Feedback and Service Delivery

The study established that various participatory platforms, such as workshops and training sessions, serve as effective tools for promoting participatory governance, thereby supporting more inclusive and transparent service delivery processes. Additionally, the study underscored the critical role of training in enhancing the impact of feedback mechanisms on service delivery. The study noted that training functions as a reinforcing factor, strengthening institutional capacity to interpret, respond to, and act upon customer feedback effectively. Continuous professional development in areas such as communication, customer relations, and quality assurance analytics significantly improves the translation of feedback into tangible service improvements. Moreover, training equips personnel with the analytical and interpersonal competencies required to implement reforms and sustain ongoing quality enhancement.

Customer feedback mechanisms were found to be effective in improving service quality. The study found that elements such as timely responses, inclusive participation, and actionable reporting contributed positively to service delivery. The analysis confirmed that training significantly moderates the relationship between customer feedback and service delivery therefore, the null hypothesis was rejected.

5.2.3 Moderating Effect of Training on Transformative Leadership and Service Delivery

The study found that the effectiveness of Transformative Leadership in enhancing service delivery outcomes in public universities is significantly strengthened when supported by robust and sustained training initiatives. Universities that prioritize leadership development through structured training are more likely to achieve measurable improvements in efficiency, responsiveness, and overall service quality. Furthermore, leaders equipped with relevant training are better positioned to promote innovation, accountability, and stakeholder responsiveness within institutional service delivery. The findings also indicate that training interventions serve to amplify the positive influence of Transformative Leadership on service delivery outcomes.

The study observed the presence of transformative leadership attributes such as intellectual stimulation, idealized influence, and motivational support. Despite variability in perceptions across institutions, the findings confirmed that training significantly moderates the relationship between transformative leadership and service delivery. As such, the null hypothesis was rejected.

5.2.4 Moderating Effect of Training on Quality Management Practices and Service Delivery

The study established that training initiatives in public universities are both prevalent and impactful, serving as a key mechanism for enhancing institutional performance. Components of training, including workshops, career development programs, and on-the-job learning, were identified as essential drivers of organizational effectiveness. Training was found to reinforce the influence of quality management practices on service delivery by fostering improved communication, participatory engagement, and cross-departmental learning, thereby enhancing overall organizational performance. Furthermore, the findings indicate that training contributes to greater operational efficiency and responsiveness, underscoring the critical role of continuous capacity building in achieving effective service delivery.

Quality management practices were found to be well established in public universities, including the presence of clear standards, continuous monitoring, and performance benchmarking. The study found that training significantly influences how these practices affect service delivery thereby justifying the rejection of the null hypothesis.

5.3 Conclusions

Based on the results the conclusion for the first objective was that customer involvement significantly enhances service delivery. Engagement of stakeholders including students, faculty, and administrative staff in planning, implementation, and feedback processes leads to more responsive and transparent service provision. The moderating effect of training reinforces this relationship, suggesting that when both service providers and recipients are equipped with relevant skills and competencies, the

impact of involvement is amplified. Therefore, structured training initiatives improve the effectiveness of participatory approaches in institutional service delivery.

With regard to objective two which was to determine the moderating effect of training on the relationship between customers' feedback and service delivery in public universities in Kenya, the study concluded that customer feedback is a vital mechanism for improving service delivery. Efficient feedback systems help institutions identify service gaps, understand user needs, and adapt accordingly. Training emerged as a significant moderating factor indicating that staff who are trained to analyze, interpret, and respond to feedback are better positioned to translate insights into actionable improvements. This highlights the need for universities to invest in building staff capacity in feedback management to enhance responsiveness and accountability.

As for the third objective which is to examine the moderating effect of training on the relationship between transformative leadership and service delivery in public universities, the study concluded that Transformative leadership had a strong influence on service delivery. Leaders who embody inspirational motivation, intellectual stimulation, idealized influence, and individualized consideration cultivate environments conducive to innovation, engagement, and high performance. The moderating role of training underscores that even strong leadership can be enhanced through targeted capacity-building programs. Thus, leadership development initiatives are essential in reinforcing transformative leadership practices that drive service excellence in higher education institutions.

The fourth objective sought to determine how training influences the relationship between quality management practices and service delivery in public universities, concluding that Quality Management Practices such as setting service standards, performance monitoring, and continuous improvement were identified as the strongest drivers of service delivery. The study found that training significantly strengthens this relationship. Institutions that prioritize ongoing training in quality assurance frameworks are well-positioned to embed a culture of excellence, sustain improvements, and remain accountable to their stakeholders. As such, professional development in quality management is indispensable for consistent and measurable service outcomes. The study affirms that customer involvement, feedback mechanisms, transformative leadership, and quality management practices are foundational pillars for effective service delivery in public universities. Training consistently emerged as a significant moderating factor in all relationships, highlighting its pivotal role in enhancing institutional capacity. Continuous professional development, therefore, is not merely complementary but essential to the success of university service delivery strategies.

5.4 Recommendations

Enhancing Customer Involvement in Service Delivery

To strengthen customer involvement, public universities should institutionalize structured and inclusive engagement platforms that promote active stakeholder participation in planning and decision-making processes. Such platforms may include biannual town hall meetings, student–staff liaison committees, participatory budgeting forums, and digital engagement portals to capture stakeholder inputs in real time. Staff should receive periodic training on participatory methods, communication skills, and

conflict resolution to enhance the quality of engagement. These initiatives will ensure that service delivery reflects stakeholder expectations and fosters a culture of transparency and accountability.

Additionally, university councils should oversee the formulation of stakeholder engagement policies and allocate adequate funds for their implementation. The Commission for University Education (CUE) should integrate stakeholder participation indicators into quality assurance frameworks while the Ministry of Education (MoE) should provide policy direction and monitor compliance through performance contracts.

Strengthening Customer Feedback Systems for Service Improvement

Public universities should develop and implement comprehensive and ICT-enabled Customer Feedback Management Systems (CFMS) that facilitate systematic collection, analysis, and application of stakeholder feedback. These systems should utilize mobile applications, online portals, feedback kiosks, and SMS platforms to enhance accessibility and responsiveness. Continuous staff training should focus on feedback data analysis, interpretation, and integration into institutional planning and decision-making. Additionally, feedback outcomes should be incorporated into quality assurance and performance appraisal systems to ensure responsiveness and continuous service enhancement.

Implementation of quality assurance and performance appraisal systems should be spearheaded by the university ICT and Quality Assurance Directorates, which should ensure proper system design and maintenance. The CUE should establish national guidelines for customer feedback management and audit compliance during

accreditation processes while the MoE should fund the digital infrastructure and oversee policy enforcement through the Digital Learning and Service Delivery Policy framework.

Promoting Transformational Leadership in Universities

Universities should design and institutionalize Leadership Development and Transformation Programs (LDTPs) to enhance leadership effectiveness at all administrative levels. These programs should emphasize transformational leadership, emotional intelligence, strategic foresight, inclusive decision-making, and ethical governance. A mentorship and coaching framework should also be established to nurture emerging leaders and promote leadership continuity. Linking leadership development to performance appraisal, promotions, and succession planning will enhance accountability and service delivery outcomes.

University councils and human resource departments should take responsibility for establishing and operationalizing Leadership Development and Transformation Programs. The CUE should incorporate leadership competence as a quality assurance criterion during university evaluations while the MoE should provide funding and integrate university leadership programs into the National Public Sector Leadership Development Framework to align them with national goals.

Mainstreaming Quality Management Practices across University Functions

To enhance efficiency and accountability, universities should mainstream Quality Management Practices (QMPs) across all operational and academic units. This can be achieved by aligning internal systems with ISO 9001:2015 standards and the CUE Quality Assurance Framework, ensuring that all service processes adhere to established

benchmarks. Each department should appoint quality champions to lead internal quality audits, document improvement plans, and track performance metrics. Regular internal and external reviews should be conducted with findings used to guide continuous process improvements.

University Quality Assurance Offices should coordinate the implementation and monitoring of QMPs, while CUE should conduct external quality audits and certify compliance. The MoE should provide strategic policy direction and allocate funding for quality enhancement initiatives, including staff capacity building and external evaluations.

5.5 Contribution to Knowledge

5.5.1 Contribution to Theory

This study contributes to the development and contextual application of Ishikawa's Theory of Quality Management, Deming's Theory of Management, and Crosby's Theory of Management within the context of public universities in Kenya.

First, in relation to Ishikawa's Theory of Quality Management, the study reinforces the theory's emphasis on employee training and participatory problem-solving as fundamental drivers of quality improvement. The findings empirically demonstrated that training significantly moderates the relationship between quality management practices and service delivery. This validates Ishikawa's assertion that quality is achieved when employees are systematically trained and involved in continuous improvement processes. The study extends the theory by showing that, in a university context, structured customer involvement and feedback systems can serve as "quality circles," facilitating ongoing service enhancement and stakeholder satisfaction.

Secondly, regarding Deming's Theory of Management, which emphasizes continuous improvement through the Plan–Do–Check–Act (PDCA) cycle, the study extends the theoretical application by integrating the moderating effect of training. The findings show that continuous professional development strengthens institutional capacity to plan effectively, implement decisions, monitor outcomes, and act on feedback thereby aligning with Deming's advocacy for constancy of purpose and system optimization. By demonstrating that training amplifies the effectiveness of customer feedback and leadership on service delivery, the study provides empirical support for embedding the PDCA approach within university service systems.

Finally, in relation to Crosby's Theory of Management, which posits that "quality is conformance to requirements" and advocates for "zero defects," this study enriches the theoretical discourse by linking quality conformance to institutional training and leadership capacity. The results show that service quality in universities improves when leadership promotes accountability, staff competence, and customer-centered service standards. The study thus expands Crosby's theoretical lens by introducing training as a moderating variable that ensures consistency and compliance with service requirements across all functional units in higher education institutions.

Overall, the study advances these classical quality management theories by introducing training as a cross-cutting moderating mechanism that enhances the effectiveness of customer engagement, feedback systems, leadership practices, and quality management frameworks on service delivery outcomes. This multidimensional integration broadens the theoretical applicability of quality management principles from industrial settings to the service-oriented environment of higher education.

5.5.2 Contribution to Practice

This study provides practical insights for improving service delivery in public universities through actionable frameworks grounded in quality management and institutional performance enhancement. It recommends that universities institutionalize structured customer engagement platforms, ICT-enabled feedback systems, leadership transformation programs, and quality management practices supported by continuous training.

Specifically, the findings guide university councils to develop and implement stakeholder participation policies and allocate resources for engagement initiatives. The Commission for University Education (CUE) is advised to incorporate stakeholder engagement and training standards within quality assurance frameworks, while the Ministry of Education (MoE) should provide policy guidance and funding to facilitate training and digital service platforms.

These contributions translate theory into practice by equipping universities with a framework for aligning service quality principles derived from Ishikawa, Deming, and Crosby with operational realities in higher education. The integration of training and participatory governance fosters a culture of accountability, innovation, and continuous improvement, enhancing institutional competitiveness and service excellence.

5.5.3 Contribution to Methodology

Methodologically, this study advances empirical research in service quality and higher education management by applying a moderated multiple regression model to examine the interaction between training and key determinants of service delivery. This methodological approach offers a more nuanced understanding of how training

influences the strength and direction of these relationships, extending beyond conventional correlational analyses commonly used in education service studies.

The study also developed a composite questionnaire that operationalizes multidimensional constructs namely: customer involvement, feedback systems, leadership, quality management practices, and training validated for internal consistency and construct reliability. This instrument provides a replicable tool for future researchers examining institutional service delivery and human capital development. Furthermore, by anchoring the research design in the positivist paradigm and applying rigorous quantitative analysis, the study enhances methodological robustness and provides a replicable model for exploring moderation effects in organizational and service management research.

5.6 Suggestions for Further Study

Future studies should explore the longitudinal impact of training interventions on service delivery outcomes in public universities, utilizing time-series or panel data for greater insights into trends and changes. Researchers should also examine how digital transformation and e-governance tools can further enhance customer engagement, feedback integration, and quality assurance in higher education. Comparative studies between public and private universities could reveal key differences or best practices in implementing quality service delivery mechanisms. Additionally, it would be valuable to investigate the role of organizational culture and institutional policy in moderating the relationship between leadership practices and service outcomes. Lastly, a cross-country analysis of university service delivery models in the East African region

could offer regional policy recommendations and foster collaborative learning among institutions.

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APPENDICES

Appendix I: Consent Letter

Dear participant,

RE: RESEARCH QUESTIONNAIRE.

I am a PhD student at the University of Kabianga, pursuing Doctor of Philosophy degree in Education Management (Educational, Administration, Planning and Management) I am conducting a study on '**The moderating effect of training on the relationship between quality management practices and service delivery among public universities in Kenya.'** My PhD program requires that I conduct this research as one of my requirements.

I would therefore appreciate if you could take a moment to fill out the enclosed questionnaire. All information gathered from you will be used exclusively for academic purposes, and we will treat all of your responses in the strictest confidence. We sincerely appreciate and value your cooperation.

I would like to take this chance to express my appreciation for your prompt response and return of the completed questionnaire.

Yours Faithfully,

Lawendi P. Chepkoria

Appendix II: Questionnaire for Deans and Head of Departments

SECTION A: BIO DATA

Put a tick (√) against your appropriate choice

Gender: Female [ ] Male [ ]

Age in years: 28 -37years [ ] 38 –47years [ ] Over 48years [ ]

Indicate your highest professional qualification in your studies: PhD [ ] Masters [ ] Degree [ ]

Others-specify_____

Years of service/working period at the University.

Less than 1 year [ ] 1-5 years [ ] 6-10 years [ ] Over 10 years [ ]

Please indicate your job title

Head of department/unit/division [ ]

Dean [ ]

SECTION B: CUSTOMER INVOLVEMENT

In a scale of 1-5 indicate the level of your agreement to the statements provided by ticking (√) in the spaces accordingly 5= Strongly Agree (SA) 4= Agree (A), 3= Undecided (UD), 2 = Disagree (D) and 1= Strongly Disagree (SD).

No.	Statement	Rating				
		5	4	3	2	1
14	University employs joint stakeholder decision in order to identify needs improvements					
15	Through joint stakeholder decision service delivery has been enhanced					
16	Top management's commitment has enabled the university improve performance in all aspects					
17	Commitment by top management has instilled confidence on all staff in the university					
18	Interaction of staff and the customer has been a tool to identify areas that need more attention					
19	Creation of interactive fora between management and stakeholders have helped improve performance					

20	Customer involvement enhances service delivery					

SECTION D: CUSTOMER FEEDBACK

In a scale of 1-5 indicate the level of your agreement to the statements by ticking (√) in the appropriate spaces shown in the table 5= Strongly Agree (SA) 4= Agree (A), 3= Undecided (UD), 2 = Disagree (D) and 1= Strongly Disagree (SD).

No.	Statement on feedback and service delivery	Rating				
		5	4	3	2	1
21	Timely feedback system has been put up to help get prompt information on the quality of service being offered to our customers					
22	Feedback management system has helped the university to improve service delivery					
23	System ratings of performance has enabled the university monitor services being offered hence improving their target performance					
24	Through system rating of performance the university has been able to identify the performance					
25	Positive feedback generates personal recommendations for better service delivery and promotion					
26	Customer feedback has helped the university convince the customers to come back for more services					
27	Feedback mechanism makes customers feel involved and important					

SECTION E: TRANSFORMATIONAL LEADERSHIP

In a scale of 1-5 show the level of your agreement to the statements by ticking (√) in the spaces shown 5= Strongly Agree (SA) 4= Agree (A), 3= Undecided (U), 2 = Disagree (D) and 1= Strongly Disagree (SD).

No.	Statement	Rating				
		5	4	3	2	1
28	Through inspirational motivation the university has been able to motivate their staff to keep working for better performance					
29	Inspirational motivation has been a tool of engagement in the university					
30	Intellectual stimulation has enabled the university take their staff for refresher training					
31	To intellectually stimulate its staff the university has given staff opportunity to pursue higher education through waivers					
32	Idealized influence has enabled the university to attain the intended performance					
33	Idealized influence has enabled the university to make staff adopt their management style to enhance service delivery					
34	Transformational leadership has improved service delivery in the university					

SECTION F: SERVICE DELIVERY

In a scale of 1-5 indicate the level of your agreement to the statements by ticking (√) in the spaces in the table 5= Strongly Agree (SA) 4= Agree (A), 3= Undecided (U), 2 = Disagree (D) and 1= Strongly Disagree (SD).

No	Statement	Rating				
		5	4	3	2	1
35	Efficiency is being advocated for in the university					
36	Efficiency has led to customer satisfaction					
37	Performance has been on upward trajectory in the university					
38	Timely attendance to customers has improved service delivery in the university					
39	Timely attendance to staff concerns has been able to help improve service delivery					

SECTION G: TRAINING

In a scale of 1-5 indicate the level of your agreement to the following statements by putting a tick (√) in the appropriate spaces shown in the table below 5= Strongly Agree (SA) 4= Agree (A), 3= Undecided (U), 2 = Disagree (D) and 1= Strongly Disagree (SD).

No	Statement	Rating				
		5	4	3	2	1
39	On the job training has been effected in the university					
40	Career progression has imbued the staff in the university with new skills that matches the ever changing demands					
41	Through workshops staff in the university have been able to acquire skills that motivate them to improve service delivery and higher performance					

Appendix III: Questionnaire for ISO Certified Officer and Quality Assurance

SECTION A: BIO DATA

Put a tick (√) against your appropriate choice

Gender: Female [ ] Male [ ]

Age in years: 35 –47 [ ] 48- 60 [ ] above 60 [ ]

Indicate your highest education level: PhD [ ] Masters [ ] Degree [ ]

Others-specify_____

Years of service/working period at the University.

Less than 1 year [ ] 1-5 years [ ] 6-10 years [ ] Over 10 years [ ]

SECTION C: CUSTOMER INVOLVEMENT

In a scale of 1-5 indicate the level of your agreement to the statements provided by ticking (√) in the spaces accordingly 5= **Strongly Agree (SA) 4= Agree (A), 3= Undecided (UD), 2 = Disagree (D) and 1= Strongly Disagree (SD).**

No.	Statement	Rating				
		5	4	3	2	1
14	University employs joint stakeholder decision making meeting					
15	Through joint stakeholder decision making process decisions arrived at has been welcomed by all and sundry					
16	Top management's commitment has enabled the university improve performance					
17	The management is committed to all-inclusive decision making process					
18	Interaction of staff and the customer has enabled the university be better placed to identify areas that need more attention					
19	Interactions freely between management and stakeholders have helped improve service delivery					
20	Involvement of all stakeholders is helping bring in new ideas that are in line with needed input for progress					

SECTION D: CUSTOMER FEEDBACK

In a scale of 1-5 indicate the level of your agreement to the statements by ticking (√) in the appropriate spaces shown in the table 5**= Strongly Agree (SA) 4= Agree (A), 3= Undecided (UD), 2 = Disagree (D) and 1= Strongly Disagree (SD).**

No.	**Statement on feedback and service delivery**	Rating				
		5	4	3	2	1
21	The university has a system mounted that is automatic to get timely feedback from our clients after receiving services					
22	Through feedback management system the university gets to know the clients status on services offered					
23	System ratings of performance has enabled the university monitor satisfaction among our clients					
24	Through system rating of performance the university has been able to identify the service delivery that need improvement					
25	Positive feedback generate level of satisfaction among customers					
26	Customer feedback has helped the university attract the customers to come back for more services					
27	Feedback mechanism makes customers feel involved and important					

SECTION E: TRANSFORMATIONAL LEADERSHIP

In a scale of 1-5 show the level of your agreement to the statements by ticking (√) in the spaces shown 5= **Strongly Agree (SA) 4= Agree (A), 3= Undecided (U), 2 = Disagree (D) and 1= Strongly Disagree (SD).**

No.	Statement	Rating				
		5	4	3	2	1
28	Inspirational motivation has seen the staff of the university taken for retreats					
29	Inspirational motivation has been a tool to appraise the staff of the university					
30	Intellectual stimulation has enabled the university to motivate staff to pursue higher academic levels					
31	To intellectually stimulate its staff the university has given staff opportunity to pursue higher education through waivers					
32	Idealized influence has enabled the university to attain the intended performance that the staff themselves came up with					
33	Idealized influence has enabled the university to make staff adopt their management style to enhance service delivery					
34	Transformational leadership has improved service delivery in the university					

SECTION F: SERVICE DELIVERY

In a scale of 1-5 indicate the level of your agreement to the statements by ticking (√) in the spaces in the table 5= Strongly Agree (SA) 4= Agree (A), 3= Undecided (U), 2 = Disagree (D) and 1= Strongly Disagree (SD).

No	Statement	Rating				
		5	4	3	2	1
35	The university has set in its core values maximum time on how long a customer can be attended					
36	Efficiency has been effected through timely response to issues					

37	Service delivery has shown satisfaction among students and the staff population has been on upward trajectory in the university					
38	Timely attendance to customers has helped the university attain service delivery targets					
39	Timely release of results with the help of systems in place have placed the university at the top levels					

SECTION G: TRAINING

In a scale of 1-5 indicate the level of your agreement to the following statements by putting a tick (√) in the appropriate spaces shown in the table below 5= Strongly Agree (SA) 4= Agree (A), 3= Undecided (U), 2 = Disagree (D) and 1= Strongly Disagree (SD).

No	Statement	Rating				
		5	4	3	2	1
39	On the job training has been effected in the university					
40	Career progression has imbued the staff in the university with new skills that matches the ever changing demands					
41	Through workshops the staff in the university have been able to acquire skills that motivate them to improve service delivery and higher performance					

Appendix IV: Questionnaire for Student Representative

SECTION A: BIO DATA

Put a tick (√) against your appropriate choice

Gender: Female [ ] Male [ ]

Age in years: 20 -25 [ ] 26 –30 [ ] 31- 35[ ] 36 -40 [ ] 41- 45 [ ]

Over 46 [ ]

Which class are you in the university?

First year [ ] Second year [ ]

Third year [ ] Fourth year [ ] others specify …….

SECTION B: CUSTOMER INVOLVEMENT

In a scale of 1-5 indicate the level of your agreement to the statements provided by ticking (√) in the spaces accordingly 5= Strongly Agree (SA) 4= Agree (A), 3= Undecided (UD), 2 = Disagree (D) and 1= Strongly Disagree (SD).

No.	Statement	Rating				
		5	4	3	2	1
14	University management consult student leadership in decisions by involving students population					
15	Through joint stakeholder decision making students have felt motivated to work closely with administration					
16	Top management's commitment to harmonious working relations between it and the students have seen more progress attained					
17	Commitment by top management for collective open discussion engagement has instilled confidence to all student fraternity					
18	Interaction of administration and students has been a tool to identify areas that need more improvement and nipping problems at the bud					
19	Creation of interactive fora between management and stakeholders has helped improve services in the university					
20	Student involvement enhance service delivery in the university					

SECTION D: CUSTOMER FEEDBACK

In a scale of 1-5 indicate the level of your agreement to the statements by ticking (√) in the appropriate spaces shown in the table 5= Strongly Agree (SA) 4= Agree (A), 3= Undecided (UD), 2 = Disagree (D) and 1= Strongly Disagree (SD).

No.	Statement on feedback and service delivery	Rating				
		5	4	3	2	1
21	Timely feedback system has been put up to help get prompt information on the services students receive					
22	Feedback management system has helped the university to improve service delivery by appraising the service giver					
23	Through system feedback students can make complaint by dropping them in the drop box					
24	Through system rating services being offered are monitored by the management for improvements					
25	Positive feedback generates personal recommendations for better service delivery and promotion					
26	Customer feedback has led to prompt responses through timely reviews					
27	Feedback mechanism makes students feel involved as part of the university					

SECTION E: TRANSFORMATIONAL LEADERSHIP

In a scale of 1-5 show the level of your agreement to the statements by ticking (√) in the spaces shown 5= Strongly Agree (SA) 4= Agree (A), 3= Undecided (U), 2 = Disagree (D) and 1= Strongly Disagree (SD).

No.	Statement	Rating				
		5	4	3	2	1
28	Through inspirational motivation the university has been able to motivate their staff to keep working for better performance					

29	Inspirational motivation has been a tool of engagement in the university					
30	Intellectual stimulation has enabled the university take their staff for refresher training					
31	To intellectually stimulate its students the university has given students opportunity to take part in other activities such as extra-curriculum within the university					
32	Idealized influence has enabled the university to attain the intended services					
33	Idealized influence has enabled the university to make staff adopt their management style to enhance service delivery					
34	Transformational leadership has improved service delivery in the university					

SECTION F: SERVICE DELIVERY

In a scale of 1-5 indicate the level of your agreement to the statements by ticking (√) in the spaces in the table 5= Strongly Agree (SA) 4= Agree (A), 3= Undecided (U), 2 = Disagree (D) and 1= Strongly Disagree (SD).

No	Statement	Rating				
		5	4	3	2	1
35	Efficiency is being advocated for in the university					
36	Efficiency has led to students satisfaction					
37	Performance has been on upward trajectory in the university					
38	Timely attendance to students needs has improved service delivery in the university					
39	Timely attendance to students concerns has been able to help improve service delivery					

SECTION G: TRAINING

In a scale of 1-5 indicate the level of your agreement to the following statements by putting a tick (√) in the appropriate spaces shown in the table below 5= Strongly Agree (SA) 4= Agree (A), 3= Undecided (U), 2 = Disagree (D) and 1= Strongly Disagree (SD).

No	Statement	Rating				
		5	4	3	2	1
39	On the job training in line with new development such as use of ICT has been effected in the university					
40	Career progression has imbued the students in the university with new skills that matches the ever changing demands					
41	Through workshops the students in the university have been able to acquire skills that motivate them to improve service delivery and higher performance					

Appendix V: University Letter of Approval

UNIVERSITY OF KABIANGA
ISO 9001:2015 CERTIFIED
OFFICE OF THE DIRECTOR, BOARD OF GRADUATE STUDIES

REF: PHD/DEM/0002/2022 **DATE: 3RD FEBRUARY, 2025**

Lawendi P. Chepkoria,
Department of Education, Administration, Planning and Management,
University of Kabianga,
P.O Box 2030 - 20200,
KERICHO.

Dear Mr. Chepkoria,

RE: CLEARANCE TO COMMENCE FIELD WORK/DATA COLLECTION

I am pleased to inform you that the Board of Graduate Studies has considered and approved your PhD research proposal entitled **"The Moderating Effect of Training on the Relationship betweeen Quality Management Practices and Service Delivery in Public Universities."**

Subsequently, the Board has also approved the following supervisors for appointments.

1. Dr. Viviline Ngeno
2. Dr. Kipkirui Rono

You may now proceed to commence field work/data collection on condition that you obtain a research permit from NACOSTI and /or an ethical review permit from a relevant ethics review board.

You are also required to publish two (2) articles in a peer reviewed journal, with all your supervisors, before your oral defense of thesis.

You are required to submit through your supervisors, and HoD, progress reports every three months, to the Director, Board of Graduate Studies.

Please note that it is the policy of the University that you complete your studies within three years from the date of registration. Do not hesitate to consult this office in case of any difficulties encountered in the course of your studies.

I wish you all the best in your research and hope that your study will yield original contribution for the betterment of humanity.

Yours Sincerely,

UNIVERSITY OF KABIANGA
03 FEB 2025
BOARD OF GRADUATE STUDIES

Dr. Ronald K. Rop
DIRECTOR, BOARD OF GRADUATE STUDIES.
RKR/lc

cc 1. Dean, SEASS
2. HOD, Education, Administration, Planning and Management
3. Supervisors

Appendix VI: NACOSTI

REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Ref No: 879093

Date of Issue: 21/February/2025

RESEARCH LICENSE

This is to Certify that Mr.. Lawendi Patrick Chepkoria of University of Kabianga, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Kericho on the topic: THE MODERATING EFFECT OF TRAINING ON THE RELATIONSHIP BETWEEN QUALITY MANAGEMENT PRACTICES AND SERVICE DELIVERY IN PUBLIC UNIVERSITIES, KENYA for the period ending : 21/February/2026.

License No: NACOSTI/P/25/416180

879093

Applicant Identification Number

Director General
NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Verification QR Code

Appendix VII: Publications One

INTERNATIONAL JOURNAL OF RESEARCH AND INNOVATION IN SOCIAL SCIENCE (IJRISS)
ISSN No. 2454-6186 | DOI: 10.47772/IJRISS | Volume IX Issue VIII August 2025

Moderating Effect of Training on the Relationship Between Customer Involvement and Service Delivery in Public Universities in Kenya

Lawendi P. Chepkoria[1], Dr. Viviline Ngeno[2], Dr. Kipkirui Rono[3]

[1]Phd. Student, [2,3]Senior Lecturer, Department of Education, Administration, Planning and Management, University of Kabianga.

DOI: https://dx.doi.org/10.47772/IJRISS.2025.908000089

Received: 26 July 2025; Accepted: 01 August 2025; Published: 29 August 2025

ABSTRACT

Public universities in Kenya have integrated customer involvement in quality management practice. However, the effectiveness of these practices remains inconsistent, prompting the need to explore factors that strengthen their impact. This study specifically examined the moderating effect of training on the relationship between customer involvement and service delivery in Kenyan public universities. Guided by Ishikawa theory and a pragmatic research paradigm, the study employed a cross-sectional research design targeting 35 public universities with a total population of 1,011 stakeholders, including deans, heads of departments, quality assurance officers, ISO coordinators, and student leaders. A sample of 287 respondents was determined using the Yamane Taro formula and selected through a combination of cluster, random, and purposive sampling techniques. Data were collected using structured questionnaires, validated by experts, and tested for reliability with a Cronbach alpha coefficient of 0.782. Analysis was conducted using descriptive and inferential statistics, with multiple regression models applied to test the moderating role of training. The findings revealed that customer involvement significantly influenced service delivery ($\beta = .064$, $p < 0.05$) and that this relationship was positively and significantly moderated by training, indicating that training enhances the effectiveness of participatory practices in improving service outcomes. The study concludes that while customer involvement contributes to better service delivery, its impact is amplified when staff are equipped with relevant skills and knowledge through structured and continuous training. These insights provide practical implications for public universities, highlighting the need to integrate robust training programs to optimize stakeholder engagement and improve institutional responsiveness, efficiency, and overall quality of services to students, faculty, and other stakeholders.

Key Words: Customer Involvement, Training, Service Delivery, Public Universities, Kenya.

INTRODUCTION

In the contemporary knowledge-driven global economy, universities play a critical role in shaping human capital, fostering innovation, and contributing to socio-economic development. As higher education institutions compete for international rankings, research funding, and student enrollments, they face increasing pressure to enhance accountability, effectiveness, and quality of service delivery. Public universities, in particular, are challenged to meet or exceed stakeholder expectations, primarily those of students, while adapting to limited resources and dynamic educational demands (Alomenu, 2023). The growing emphasis on quality assurance frameworks has led to the integration of approaches that prioritize stakeholder perspectives, particularly through mechanisms that involve students directly in institutional processes. This shift underscores a broader trend in higher education: recognizing students not merely as service recipients but as active partners in co-creating quality educational experiences.

Globally, customer involvement in higher education has evolved as a central strategy to improve transparency, responsiveness, and alignment of university services with stakeholder needs. In developed economies such as the United States and the United Kingdom, universities have institutionalized student participation in governance structures, curriculum review committees, and quality assurance boards (Smith & Brown, 2023).

Appendix VIII: Publications Two

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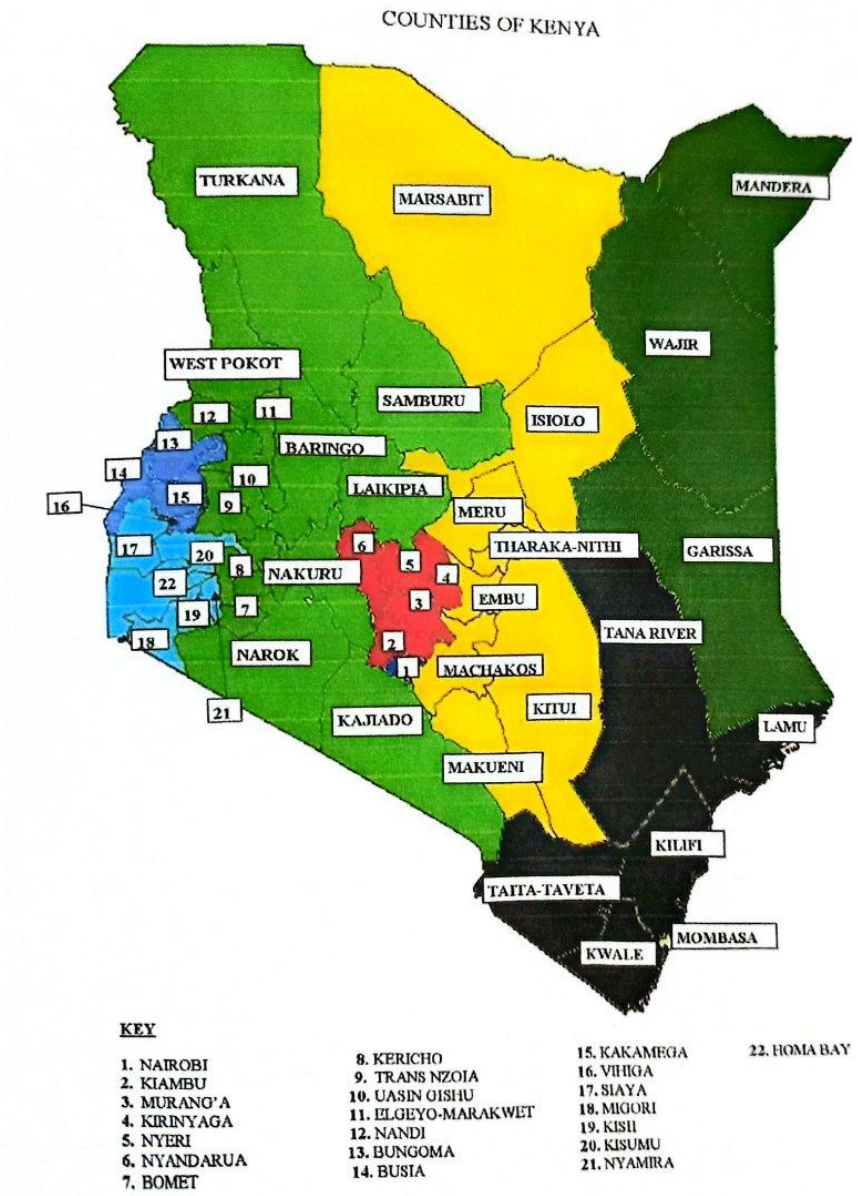
Appendix IX: Map Showing Public Universities in Kenya