

**INFLUENCE OF ORGANIZATIONAL SYSTEMS ON QUALITY SERVICE
DELIVERY IN EDUCATIONAL LEARNING CENTRES IN UGANDA: A CASE OF
UGANDA MANAGEMENT INSTITUTE**

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DECLARATION AND APPROVAL

Declaration

This project is my original work and has never been presented for any academic award in any institution.

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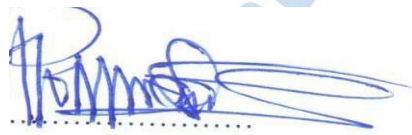
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Approval

This thesis/project is being submitted for examination with our approval as University supervisors

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Signature Date...18th October 2024.....

DEDICATION

I recognize the contributions of parents, teachers and students of Mount Kenya University towards my academic progress and devote this work to them.



ACKNOWLEDGMENT

I am thankful, convey and extend gratitude to Dr. Robert Omundi Obuba for his immense contribution, assistance, and guidance towards my research. I am also very grateful to the entire Kampala office comrades for the advice and support they have rendered to me.

Thank you so much.



ABSTRACT

The study aimed to examine the influence of organizational systems on quality service delivery in educational learning centers in Uganda, udy focusing on the Uganda Management Institute. The specific objectives were to investigate the effects of resource mobilization on quality service delivery in Uganda Management Institute, to determine the impact of infrastructure development on quality service delivery in Uganda Management Institute, to explore the effect of the organization structures on quality service delivery in Uganda Management Institute and

to assess the impact of the reward management, compensation systems on quality service delivery in Uganda Management Institute. The Zeithrmal Service Theory informed the study. The study adopted a descriptive research design and a sample size of 83 respondents using the census to determine the study sample size. Data was analyzed using descriptive statistics and inferential analysis, while qualitative data was analyzed using content and thematic analysis. Quantitative study findings revealed a significant relationship between resource mobilization and service delivery ($\beta=0.745$: $p=0.000$). Furthermore, there was a significant relationship between infrastructure development and service delivery ($\beta=0.375$: $p=0.012$). There was also a significant relationship between organization structures and quality service delivery ($\beta=0.741$: $p=0.000$). Lastly, there was a substantial relationship between reward management, compensation, and quality service delivery ($\beta=1.108$: $p=0.000$). Qualitative findings revealed that reward management, infrastructure development, organization structures, and resource mobilization are vital in affecting service quality at Uganda Management Institute. The study concluded that infrastructure development through allocating resources to construct classrooms and laboratories and investing resources in computer rooms significantly increases quality service regarding reliability, tangibility, and responsiveness. The study recommends that the Institute establish effective resource mobilization strategies through funding to enhance resource utilization and community participation to increase service quality in terms of tangibility, empathy, and assurance. Uganda Management Institute should establish organizational and functional structures through governance, management, and human resources to direct the planning, controlling, and implementation of activities to provide quality services. Uganda Management Institute's top management organ should also establish reward management strategies through target payments, fringe benefits, rewards, and bonuses to motivate staff to provide quality services and enhance quality of service delivery.

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LIST OF ABBREVIATIONS AND ACRONYMS

CVI	Content Validity Index
IPA	Institute of Public Administration
NPA	National Planning Authority

NCHE	National Council for Higher Education
SQ	Service Quality
UOTIA	University and other Tertiary Institution Act
UMI	Uganda Management Institute.



CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter outlines the study's background, problem statement, purpose of the study, objectives, research questions, significance of the study, scope, limitations and delimitations, and definitions of operational terms.

1.1 Background to the Study

In service industry, the concept of business development and service management is a prerequisite for institutions to comprehend what consumers want and how they assess the needs being searched for (Ramezani, 2015). The core and crucial issue of performance in a business is all about satisfying customers' needs hence become loyal to the business and exhibit more buying interests. Higher education institutions need to comprehend students' experience, the perception they have towards measuring quality service with the aim of achieving high students' loyalty, increased enrolment numbers.

In order to increase student's enrolment, higher education institutions need a robust plan to measure students' perception on service quality. The African continent witnessed big numbers in licensing emerging institutions some of which have had their licenses nullified by various national councils of higher education while others are well established and have been operational for long time (Ahmad, 2014). Higher learning institutions are challenged with stiff competition to offer quality services and assurance of proper service quality has become a strategy for enabling their continuity (Ahmad, 2014) and a key to social – economic transformation and development.

Various researches have been made on the leverage of an institution in the market based on quality service and how it affects students' levels of satisfaction and perceptions. For universities, tertiary institutions to attract, retain and improve students' loyalty, and maximize

profits, they must strive to achieve students' loyalty levels as a prerequisite for maintaining students and achieving the institution's competitive leverage in the education sector nationally (Ahmed, 2014).

The study looked at what affects provision of quality service in higher institutions of learning. The factors affecting service quality needed to be conceptualized for one to extensively understand them. Quality service can be understood in terms of perception of students in regard to the service provided and what is actually offered (Bektas&Uluturk,2013). Quality service provision is one of the recent researches attracting interests of academicians and researchers (Yavuz&Gulmez, 2016). Positive feedback on quality service provision, what affects its provision in higher education institutions is what the researcher finds them relevant to the study.

Quality of service in education was looked at in terms of fulfilling educational cardinal output to what has been actually planned and its requirements (Vasiliki, 2016). It also surpasses learners' interests in education. Evidence concerning quality service gets accomplished when the student interacts with the facilities used to provide services during the time of real learning and has evolved in terms of making sure that students needs and wants are satisfied. Kontic (2014), asserts the possibility of being called a good service if it is used by students. Much as the subject of this research is service quality in educational learning centres, students are the final service recipients. Quality service dimensions are grouped into six categories which include concrete elements, qualification of teaching and non-teaching staff, their attitude towards service quality, content, presentation and reliability. Service quality can therefore be looked at and comprehended as the contrast between what students expect from management and what is provided. In situations where what the student expects is less than what is actually provided, they will become discontented and hence lower their loyalty levels and commitment to attaining education from such an institution (Green, 2014). Cognizant of the above factors,

it is crystal clear that many factors must be present in order to be qualified to offer successful students service in higher education institutions of learning.

Uganda Management Institute is the academic temple in management expertise, public ethics of accountability training and leadership. Uganda Management Institute was founded on 7th October 1969 as a Public Administration Institute aimed at developing and imparting Public managers with skills of management through training and enhancing their capacities to run such institutions. Much as it is true that it was opened as a department of the ministry of public service, the government later on enacted Uganda Management Institute Statue of 1992 through which it got its current name and became an independent institutional entity though still regulated and supervised under the Universities and Other Tertiary Institutions ACT OF 2006 (UOTA) and statutory instrument N0. 22 of 2006. For service quality and delivery purposes, Uganda Management Institute follows stipulated guidelines established by higher education regulatory bodies. This body regulates and guides institutions of higher learning as well as ensuring delivery of quality education.

1.2 Statement of the Problem

In the current educational world, it is becoming challenging for academic institutions to enhance and maintain competitive leverage of their own in the education market (Malikeh, 2012). Tertiary institutions in Uganda register many students but cannot provide service quality education. This is due to inadequate resources, poor infrastructure in the form of libraries and laboratories, lack of innovations, lack of commitment by institutional leaders to provide quality service, poor organization structures that do not emphasize the provision of quality service, poor leadership styles, poor reward management and compensation systems that make staff not offer services to the best of their abilities and lack of qualified academic staff. Students join universities with certain expectations of service quality to be offered by the institution, but their expectations still need to be met; hence, they consider joining other

universities worldwide, and universities compete for fee-paying students entering the market (Bhat, 2016).

Whereas classes at Uganda management institute are required to hold a minimum of 30 and a maximum of 120, other programs hold over 130 participants, causing creation of streams to manage high student numbers, which affects the quality of lectures, Institute Registrar's Performance Report (2019). A student evaluation in 2016 revealed that the quality of work by service providers needed to improve, low-class spaces, they had to share laboratories, and delays in services like exam results, Quality Assurance Department,(2016).

On discovering through customer feedback that various potential students were not receiving communication in regards to being admitted, the Public Relations office took it upon themselves to improve the quality of service through contacting shortlisted applicants and thus seeing an increase in admission numbers, i.e. in the MBA GMAT exam of 2018, of the 360 applicants shortlisted, only five were not accessed because their numbers were inaccessible, whereas 292 were shortlisted. All were contacted, which resulted in more admissions than in 2017, when only 102 were called, yet over 420 applied. Public Relations Department,(2018). Several workshops have been conducted with all Uganda Management Institute staff to develop the superiority of services provided to the participants. Uganda Management Institute has also seen the commissioning of a four-storied block to increase class and office space, Projects and Marketing Department (2019).

Despite several interventions, the quality of services at UMI remains lacking, where delays and red tape are still eminent, poor communication, inadequate resources, poor infrastructure, and customer relationships still need to be improved. This has resulted in student discontent and loss of potential clients, affecting the institute's competitiveness in world standards. The research attempted to identify what causes poor service quality and what managers should

consider implementing to make Uganda Management Institute an attractive centre of learning and excellence.

1.3 Purpose of the Study

The study sought to establish the influence of organizational systems on quality service delivery in educational learning centres in Uganda focusing on Uganda management institute.

1.4 Objectives of the study

The study was guided by the following specific objectives;

- i. To examine the effects of resource mobilization on quality service delivery in Uganda Management Institute.
- ii. To determine the effect of infrastructure development on quality service delivery in Uganda Management Institute.
- iii. To explore the effect of the organization structures on quality service delivery in Uganda Management Institute.
- iv. To assess the effect of the reward management, compensation systems on quality service delivery in Uganda Management Institute.

1.5 Research Questions

- i. What is the effect of resource mobilization on quality service delivery in Uganda Management Institute?
- ii. How does infrastructure development affect quality service delivery in Uganda Management Institute?
- iii. To what extent does organization structures affect quality service delivery in Uganda Management Institute?
- iv. What is the effect of reward management, compensation systems on quality service delivery in Uganda Management Institute?

1.6 Significance of the Study

This research aims to assist institutional top management in seeking support from development partners and directing it to areas that directly or indirectly affect service quality, teaching, and learning, as well as covering daily operational expenses. It will enable the Vice Chancellor to pursue partnerships that enhance the quality of teaching and learning while also addressing operational costs. The findings of this study are expected to help the Chancellor and the administrative body of the Uganda Management Institute (UMI) maintain or improve current standards based on the results obtained. Additionally, the study will identify areas that require attention to ensure that UMI remains the best choice for everyone.

1.7 Scope of the Study

The study was conducted in Uganda Management Institute which is located on Jinja road, Kampala Uganda targeting staff and students. Conceptually the study concentrated on the dependent variable which was service quality at UMI and while the independent variables were resource mobilization, organizational structure, infrastructure development and reward management and compensation systems. This research on factors affecting service delivery at UMI covered a period of five (5) years that is from 2018 to 2022. This time frame provided adequate information important to the study and documentary data covered that period. This was the period under review of the different service delivery mechanisms adopted and implemented at UMI.

1.8 Limitation of the Study

Access to data on organizational systems and service delivery was a challenge due to institutional confidentiality and some incomplete records at UMI. To address this, the researcher used triangulation, collecting data from multiple sources to validate findings. Additionally, obtaining permissions from the University directorate of postgraduate improved access to necessary data.

Respondents providing biased or inaccurate information due to social desirability, fear of reprisal, or misunderstanding of questions was another limitation. The researcher employed anonymous surveys

and conducted interviews in a non-threatening manner to encourage honesty. Additionally, using multiple data collection techniques and ensuring that participants understand the purpose of the study might reduce response bias.

The findings from UMI may not be fully generalizable to all educational learning centers in Uganda due to differences in management structures, resources, and organizational cultures. The researcher could mitigate this by carefully defining the study's scope to highlight that the results are specific to UMI and made recommendations for further research to test the findings in other contexts.

1.9 Study Delimitations

The Uganda management institute library and resource centre having recently been moved to a newly funded building may create a constraint since various relevant reports, books and journals were not be readily accessible thus access to various information was to remain deprived of. This was dealt with by accessing information through Google Scholar and Elearning portal.

Due to various foreseen activities such as engagement with interviewees and printing of documents, resources were required to conduct the research. This was dealt with by distributing questionnaires to respondents and collecting them at once and using university photocopying services at the cheapest rates.

Time allocation between the study and other activities constrained the researcher but to solve this problem, the researcher drew up a schedule to organize her tasks in line with priority so as to work swiftly and promptly.

1.10 Assumptions of the Study

This research assumed that management commitment to providing quality service was of great influence at Uganda Management Institute as it channels resources to departments that influence greatly quality service provision. This study also assumed that top management commitment influenced service quality in institutions by channeling resources to departments

that have a direct impact on service quality at the Uganda management institute. The study assumed that the actual and expected quality service at UMI needed to be researched and investigated/bridged. The study also assumed that through training and coaching, staff of UMI performed better in terms of providing quality services to students and other stakeholders.

1.11 Operational Definition of Key Terms

Infrastructure Development: refers to creating or upgrading systems and facilities that directly improve access to and efficiency of public services. This can involve building roads to improve access to healthcare and education, upgrading water and sanitation facilities to improve public health, or expanding communication networks to ensure citizens can access government services more efficiently.

Institutions of higher learning: these are academic institutions which include universities and other tertiary institutions both private and public.

Organizational structure: is the organogram through which the institute highlights the reporting structure of various positions of expertise and distributes duties and responsibilities.

Organizational Structure: refers to the formal framework that guides decision-making processes, reporting relationships, and the flow of information in a business. It defines who reports to whom, how teams are organized, how communication flows between departments, and how responsibilities are distributed across various levels of the organization.

Reward Management:

involves designing and implementing systems that motivate employees, align their efforts with organizational goals, and ensure fairness and competitiveness. This includes evaluating performance, setting reward criteria, and managing incentives that foster productivity and job satisfaction to improve service delivery

Service Delivery:

these are intangible goods unlike products, that are provided by the institution and they are characterized by intangibility, heterogeneity, non-ownership, inseparability among others.

Students:

in this study it refers to an individuals who study at UMI.

Top leadership:

this is the ability exhibited by the leaders of the institute to handle and manage administrative challenges as stipulated in the institution's objectives.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The chapter gives the theoretical framework, which entails theories related to service delivery. The empirical review of past studies related to the study's objective framework providing the relationship between the dependent and independent variables of the study. The chapter further provides a conceptual framework linking the study variables and the theories anchoring the study and the research gap presents the uniqueness of the study.

2.1 Empirical review

The empirical review for the study is based on past related academic studies, both local and international. The studies are grouped into resource mobilization, infrastructure development, organization structure, reward management, compensation systems and service delivery.

2.1.1 Resource Mobilization and Quality Service Delivery

Universities and tertiary institutions of learning are strategizing using the available resources to enhance and sustain their competitiveness in the education market by improving on service delivery to student (Donlogic&Fazli, 2015). As many economies are diversifying to service industry, learning has emerged as a new service incorporated in the service sector and has attracted attention of academic researchers in regard to quality service provision (Danjuma&Rasli, 2012).

Existing service delivery literature notes a change in the definition of quality focusing on the consumer which is not the case in educational quality literature (Clews, 2013). Therefore, researchers are emphatic on which measurements should be used to measure quality service and its monitoring mechanisms in institutions of learning. Govender (2014), looks at measurements used in ascertaining the quality of service in other sectors as the ones which should be emulated by education experts so as to increase the competitiveness of institutions

on a global scale and increase their students' enrolment to generate more revenue used in providing quality services.

Providing quality service by institution managers is vital as it leads to its success and elevation of the ranking status of the institution among other institutions in providing quality service. It further enhances its competitiveness and attracts big student enrolment (Chey & Lam, 2012). Also Legcevic (2013), adds that service quality is vital to institutions of higher education for various reasons which includes competitive leverage, fulfilling government minimum educational standards and fulfilling public standards and expectations. Universities should embrace robust management and departmental organs to spearhead, champion and guide the mobilization and allocation of resources aimed at providing quality service to learners. In a comparative desk review study of India and Canada about resource mobilization in higher education institutions, Legcevic (2012), noted that the access to greater resources improved service quality of education and educational learning institutions hence students were willing to pay for better quality education. He further added that whether there was entirely satisfaction, which was an issue of discussion, questions of quality services in higher education naturally arose when there was a resource crunch. However, the actual relationship between levels of funding and the service quality of university activities is difficult to establish and assume to assess.

It is easy to assume that the reduction of per student expenditure must lead to the corresponding reduction in service quality. This just seems like common sense but has neither been supported nor refuted by evidence as quality often defies measurement. Universities and higher education institutions have resource constraints and poor mobilization strategies that cannot boost service delivery. According to the study carried out by Zambia Institute for Policy Analysis & Research (ZIPAR), (2013) on resource, researchers discovered a lot of other fundraising strategies that could be emulated to improve the financial base, service quality provision at

institutions. However, other interviewees contended that institutions must think broadly at other sources of raising revenue other than depending entirely on fundraising. Soliciting support activities require energy, preparation and commitment which at times staff may not be ready to put in. Furthermore, urban institutions of higher learning benefit directly from fundraising compared to rural schools and institutions that are surrounded by poor communities. They showed that service quality in higher education is vital resource mobilization, however the study used a correlational analysis which did not give room to ascertain scientifically how service quality affects resource mobilization, more so the study used a multi-dimensional variable which also creates a gap of which variable contributes more to service quality in higher education (Mogre&Farkiya, 2018).

Batti (2014), noted that challenges faced by NGO's and the uncertainties of resource mobilization by donor communities have compelled NGOs to leave unfinished projects in universities and tertiary institutions hence making it cumbersome to further projects at universities aimed at improving quality of services. This is due to mistake committed by local NGO's of relying heavily on a single source of funding and it struggles to generate new sources of funding when the source dries up, hence the program is suspended or even terminated.

Higher institutions of learning in Uganda face the same situation which has resulted into student riots. Nevertheless, this study stipulates the similarities in the NGO world and the higher learning institutions though it holds a delimiting factor of not being scientifically tested.

Research conducted by Awuor (2016), on resource mobilization pointed out that internal efficiency, strategies are measures to enhance institutional standards in regard to increasing revenue to provide quality service. Internal efficiency is entirely dependant on the resource envelope of the institution. Hence the researcher will focus on the outcome of other revenue avenues used by the institution like students fees, grant funds to supplement the university internal budget, internal economic sources, school foundational bodies that enhance internal

effectiveness, retention and performing students all of which are premised on the quality of service of the educational institution.

Descriptive statistics were used to carry out the study from 72 institutions, using the sampling technique. Head of institutions designed questionnaires which were used to obtain data from their institutions to supplement other methods of data collection like observation and interviews. After using the descriptive statistics and analyzing data, the outcome showed that the bigger finance base culminated in increased institutional efficiency and hence quality service. Regression analysis results showed that performing students reflect good institutional controls, efficiency and a correlation with other income mobilization avenues. Similarly, retention had a significant correlation with other income generating sources (Normay,2018). The results from the study concluded by recommending schools to make use of the available income generating activities to decrease over head costs. Institution leaders ought to operate institutions by maximizing all the available resource generation avenues to boost institutional standards. However the study targeted secondary schools interviewees hence not reflecting the realities in higher level learning (Normay,2018).

Alnaser and Alalak(2012), carried out a study on income generating activities in government library institutions in Tanzania. Using a desk review analysis, they looked at various approaches of ascertaining and mobilizing resources that were needed to address financial dilemmas in public library institutions which included library endorsement, re-think about this fundraising, professional public relations all part of the library entrepreneurship management. The review concluded that public university libraries were virtual to guarantee effective provision of information to mobilize funds, human resources, information materials, and facilities. Sheikh (2017), noted that the issue at stake should not only be resource mobilization but also effective use of mobilized resources. In this case, libraries need to use different ways of resource mobilization so that they can improve service quality in the library. It should be

noted that the library service that is rendered by the institutions to their clients and its quality is largely affected by the resources at hand. However this conclusions of this study are still questionable since the study relied solely one existing literature (Sheikh, 2017).

2.1.2 Infrastructure Development and Quality service delivery

When top management channel resources into setting up of physical facilities like class rooms, laboratories, learning centres equipped with computers and information technology systems, students' research, innovation and creativity becomes easy. Jain et al., (2013) noted that universities and tertiary institutions with sufficient academic equipment, laboratories, computer laboratories, well spaced and equipped classrooms provide easy access to information sources there by improving on service quality.

In situations where universities and tertiary institutions put in place physical facilities like class rooms, students libraries, it enhances creativity and innovation among students. Universities and tertiary institutions that have adequate laboratories, computer laboratories, enough class rooms enable students improve on their research skills, quality of research thereby inventing ways of improving on service quality through technology (Sign, grover&Kumar, 2018).

Universities with sound resource mobilization strategies, functional organizational structures, infrastructure development in place, rewards management and compensation systems justifiably plan and provide better quality service leading to increased levels of tangibility, responsiveness, assurance, and empathy hence increased levels of commitment by university/institution's staff. The consequent results, however in these institutions will be participants academic excellence, increased enrolment and accredited public opinion

(Malikeh, 2012).

According to Malikeh Beheshtifar (2012), present research available regarding quality service , what causes it is minimal and needs further exploration. Further more, service quality is a

subjective variable that is understood differently in several industries including in higher institutions of learning.

Infrastructure development enable educational learning centres achieve accreditation status. Government through national council for higher education inspects classrooms, laboratories and computer rooms before it accredits educational learning centres to award a chartered status. According to Kellermann, (2019), accreditation conveys a formal demonstration of the competence of the educational learning centre to provide and maintain quality teaching standards. Therefore, it is through infrastructure development that educational learning centres are able to provide tangible services to students hence promoting service quality in educational learning centres.

2.1.3 Organization Structures and Service Quality

Institutional structures look at responsibility reporting channels aimed at controlling, planning, executing tasks allocated to staff for the smooth running of an organization(Freitas& Costa, 2012). According to the research carried out by Lawson, Leach & Burrows (2012), on Quality assurance, it should be noted that the relevance of organizational structure at institutional level is to significantly plan to provide quality service using Information communication technology during learning. Effective leadership of an institution is built and enhanced when professionalism and organizational culture are aligned and their relevance must be emphasized and their relevance must also be recognized.

Institutions initially operated through a pyramid of decision making organs which laid a platform for redressing issues related to quality (Talmacean&Domica, 2013). However it should be noted that ICT learning in Uganda is still in its infancy stages whereas, the study focused on quality assurance and was not scientifically carried out.

Institutions are globally faced with the challenge to expand their commercial activities so as to increase their sources of funding and increase their competitive leverage in the education

market which make the use of ICT very important and unavoidable (Talmacean&Domica, 2013). Therefore traditional roles, and old organizational structures become irrelevant and have to be re-conceptualized in an attempt to reposition themselves through strategic direction setting (Ushantha& Samantha, 2016).

A study conducted by Mensah (2014), insinuates that despite the National Health Insurance Scheme having organizational structures they have failed to realize service quality in their line of business hence this gap remains to be exploited. In this case it could be realized how organization structures had a negative Contribution towards quality service and several compromises were required to create harmony within the organization .

Osman and Saputra (2019), noted that social factors affect Knowledge Management that accrued from the several organization levels and its related factors. It also can be distinguished from the researches carried out at Ernest &Young centre that knowledge management from gathered organization structures enable organizations enrich service quality and improve organizational empowerment. Further, relevant studies verify that knowledge management is imperative to government administrations (Talmacean, Georgescu&Anttila, 2013). Furthermore, research has proved that firm/network structure can influence knowledge hence quality of services and decisions made (Tuan, 2012).The studies used to arrive to their conclusions did not make references or consider higher learning institutions in developing countries this makes it challenging to generalize the findings.It is therefore safe that organizational structures did not only impact on knowledge management but also the decision made from thus greatly influencing the service quality in the respectively industries (Afrazh& Abbas, 2014).

Ziwa (2014), noted that organizational structures in a university setting are different from that of other learning institutions. She analyzed the effects of organizational structures on the

smooth running of institutions where academic staff constituted 44%, the rest were non academic and administrative staff . The interviewees were chosen using a sampling technique. Primary data was obtained using interviews guides with inferential and descriptive analysis. The results showed how organizational structures are vital as far as running the institution is concerned. Staff need a flexible style to insinuate creativity, innovation and improve on the quality of services however, present organization structures of universities are rigid and decisions are made centrally which hampers the flexibility of staff. Furthermore, Zabadi(2013), emphasized that organization structures should embrace both bureaucratic and collegial styles in management (planning, controlling, leading) to achieve outcomes of quality services and foster performance of the students.

Structural designs in universities and organizations affect productivity, efficiency, job satisfaction of the workers hence leading to low quality of services offered (Zabadi, 2013). This is because these designs determine which sectors to allocate more money, the incentives to be given to staff that may increase or lower productivity, and also the speed at which decisions are made all of which affect service delivery at the university and in organizations. More so, the research on Ugandan universities structural designs is limited and reveals that traditional bureaucracy structures still guide their operations (Seng& Ling, 2013).

Singh and Single (2018), noted that bureaucratic and top down authority at universities are high with much professional authority held by academics down to the departmental level. Vazquez & Camacho (2013), also added by showing how institutions with structures that are hesitant to the known bureaucratic tendencies tend to leave long term planning to rich citizens, renown, sound academicians which drives out commitment and trust among junior staff at departmental levels. Despite the above, too much lose control put the integral identity of the institution at risk hence allowing factions to develop which again affect the quality services.

Much as Shattock (2013), noted that the existing bureaucratic systems in universities has an organic structure with loose structures of autonomy, teams and decentralized making, this implies that universities with organic structures allows flexibility, consensus in decision making, and implementation of ideas all of which are ideal for smooth running universities and is the way to go.

Zziwa (2014), noted that there is a paradigm shift from traditional to modern cultures that is more emphatic on promotion of new core values, virtues all of which foster universities to become competitive globally through provision of quality services,. However, little research has been made about the kind and nature of organizational structure existing in the Ugandan universities. Jarzabowki (2012), noted that since universities are highly complex, autonomous and have different history and culture, he proposes the essence of following not one but at least more structure designs.

A case in point was where universities like Makerere at one time registered many students but coordinating all the administrative units became difficult. It had to disseminate powers to Faculty custodians by becoming more decentralized which to a greater extent significantly reduced tension and mistrust (Vatta&Bhatara, 2013).

Much as scholars like Shurair and Pokharel (2019), opposed to the idea of having many administrative organs, the essence of it is that it accommodates more ideas emanating from respective forums which defines tasks and reporting channels. It is important because it ensures that views for separate forums are coordinated which justifies the need to allocate different duties to people with authority. Therefore, having more than one culture (structure) is essential to the university' efficiency and high quality services.

Additionally, Zziwa (2014), noted that in this highly competitive educational world, universities with loose organizational structures of collegiality have their strategic direction and control that phased out and may not be applicable to this era. This justifies the need for

such universities to integrate and adopt up to date organizational structures so as to remain competitive and continue providing quality service in the market. Cognizant of the above, the structural designs in universities of Uganda ultimately affect service delivery in regard to this matter.

2.1.4 Reward Management and Quality Service Delivery

Rahman (2018), defines rewards as something that motivates an employee to exhibit an action. Motivation is in form of monetary and non-monetary incentives help in building levels of confidence and satisfaction (Munene, 2015). Therefore reward management is important if management of organizations is to tap employee commitment that helps align organization strategies to objectives.

Kiragu (2015), notes how satisfied employees play a vital role in providing quality services. According to the research made on funeral homes in Kenya, it was noted that several funeral homes are facing stiff competition. When funeral homes know the factors that influence the level of quality service in their areas of operation, it enables managers of such homes re-think of solutions to whichever factors hindering their progress hence boosting business performance. Recognizing employees for exhibiting organizational citizenship behaviour is one way of encouraging employees to get committed to providing quality services. Employees contentment at work and providing quality service are connected in that well motivated employees become committed to providing quality service in their respective docket and in the end leads to satisfaction of customers. The study aimed at identifying a correlation of satisfied employees and quality service in the funeral homes using the questionnaire method of data collection and funeral homes formed the sample size.

Questionnaires were designed by the researcher and distributed to managers and their views were captured to find out their views on how they motivate staff and its (motivation) influence on staffs' engagement in activities that boost quality service provision. The results showed

that the measures implemented by funeral homes had a significant role to play in regard to employee motivation.

Therefore, learning educational centres that establish causes of employee dissatisfaction and devise means to mitigate them register efficiency in providing quality service. Management of firms ought to revise their compensation systems and policies so as to attract employee commitment and hence influence them to exhibit organizational citizenship behaviour that the company benefits in return. Managers should aim at skills development for their staff which widens the knowledge base for their staff and hence further contribute to knowledge creation, management and dissemination. However, researchers should research extensively to identify other factors affecting the level of quality service apart from satisfaction of employees (Santhi, 2015).

Satisfied employees always exhibit sympathy and empathy by going an extra mile to help those in dire need of it and give them attention hence boosting customer care. Timely and prompt provision of services help meet short deadlines that are always connected to burial process. However he continued that it is hard to attribute service quality in relation to rewarding since the clients are in a state where objectivity is barred by emotions (Basheer& Ahmad, 2012).

According to the research carried out by Gohari (2013), on compensation and job evaluation of performance intermediated by satisfaction, it was revealed that both intrinsic and extrinsic rewards affect job satisfaction, employee performance which influences their (employee) commitment on the job. However this research did not clearly address the various rewards systems for employee performance in terms of quality services.

An additional study done by Sulieman(2014), explicitly illustrated that importance of rewards in enhancing employee commitment to quality service provision. His study

emphasized provision of quality service which may not be the case in the real performance or executions not forgetting diversions from planned to what actually is achieved.

Reward Management and compensation systems enable the scholarly community to engage in shifting the institutional culture of teaching and learning. According to Forland, (2017), reward initiative encourages academic staff to engage in educational development by being innovative during the teaching and learning process. Lecturers pay their attention from having theoretical debates / theories in class to being active in research since they are motivated to do so by the institutional leadership team. They further encourage fellow academicians to be role models, mentor and inspire young academicians to engage in research and publication hence imparting in students' research skills that promote the image of the institution.

Reward management and compensation systems like bonuses rejuvenate lecturers' commitment to quality service in educational learning centres. This is in form of attending to students inquiries, promoting good teaching practices and participation in assessment of students. According to Roxa (2023), when lecturers are appreciated and rewarded, they develop a long standing commitment to teaching and change their attitudes towards contributing vehemently to the academic body of knowledge through research and publication which elevates the status of the institution in terms of ranking hence increasing its possible chances of securing grants to improve the quality of service provision.

Provision of fringe benefits also increases the attention, discussion and awareness about quality teaching in educational learning centres (Olsson, 2018). When academic staffs are provided with fringe benefits like medical, housing allowance, it relieves them from the pressure that they would encounter in search for better services which reduces on their time to pay attention to students' learning problems, concentrate on scholarly work of publication which promotes the image of the institution in the scholarly community. Therefore, fringe benefits act as a motivating ingredient to the academic staff to be reliable in their work of

providing results and developing content for teaching which brings about their psychological satisfaction.

Furthermore, target payment rewarded to academic staff enable them again authority and legitimacy in matters of teaching and learning. According to Winka and Ryegard, (2021), when academic staff are rewarded with payment for accomplishment of scholarly work, they become an authority in that area of discipline, gain visibility and become known as someone who has made accomplishments. This brings about pedagogical competence and serves as a role model to others to engage in provision of quality services to students so as to be recognised. Therefore, educational learning centres that reward their staff for the good work done attract best quality staff with authority in those specific disciplines which ultimately leads to the transfer of knowledge to students hence promoting quality services.

Besides, rewards management and compensation given to committed staff, influence their institutions on matters of teaching and learning. Such staffs influence teaching cultures within higher institutions, educational learning centres towards a scholarly and collegial approach to teaching and learning. According to Pyorala, Korsberg and Peltonen (2021), such academicians influence fellow members of the academia to develop a culture of publication and research which is the core of purpose for any university. Therefore, this culture is exhibited in the classroom setting by giving assurance to students of their quality teaching, assessment which promotes the image of the university in terms of quality teaching and service quality.

2.2 Theoretical Framework

The study is based on quality service delivery. Gronroos theory, Zeithrmal Service Theory, Internal Model of Quality Service were considered relevant due to their contribution to the study variables.

2.2.1 Gronroos Theory

VasilikiVrana (2016), re-conceptualized Gronroos' service model of 1982 to 1984 by

stipulating how important it is for proprietors of businesses to comprehend the perception of consumers on quality service. Quality service implies that what is provided is actual to what is expected to be provided and the difference is kept small so as to attain clients' loyalty and contentment of the service provided. The research identified three quality service dimensions as sighted in VasilikiVrana (2016) which included; the first one is the end result of what consumers achieved due to socialization levels and service source. Another component talks about its used process. Here, we needed to know the technical outcome which means how the technical service provided has been attained by the client.

The process of quality service is very vital in determining students' or consumers' assessment of the service provided. The outcome of service quality is based on how clients perceive the expected service quality and its standardizations. When comparing the factors that affect quality service, we look at what is expected by them as far as quality is concerned, consumers receive what constitutes perceived quality service (Soni, 2015).

The third way of monitoring quality service is seen in maintaining a good reputation in public which is the core for a company to maintain a corporate image. Learners expectations heavily relies on a firm and how the firm's services are perceived by the learners. Nevertheless, achieving the institution's image is achieved through technical and functional quality. It is noted that ' other less important factors come into play to affect the institution's corporate image which include old marketing strategies and corporate social responsibility (Farahmandian&Minavand, 2013).

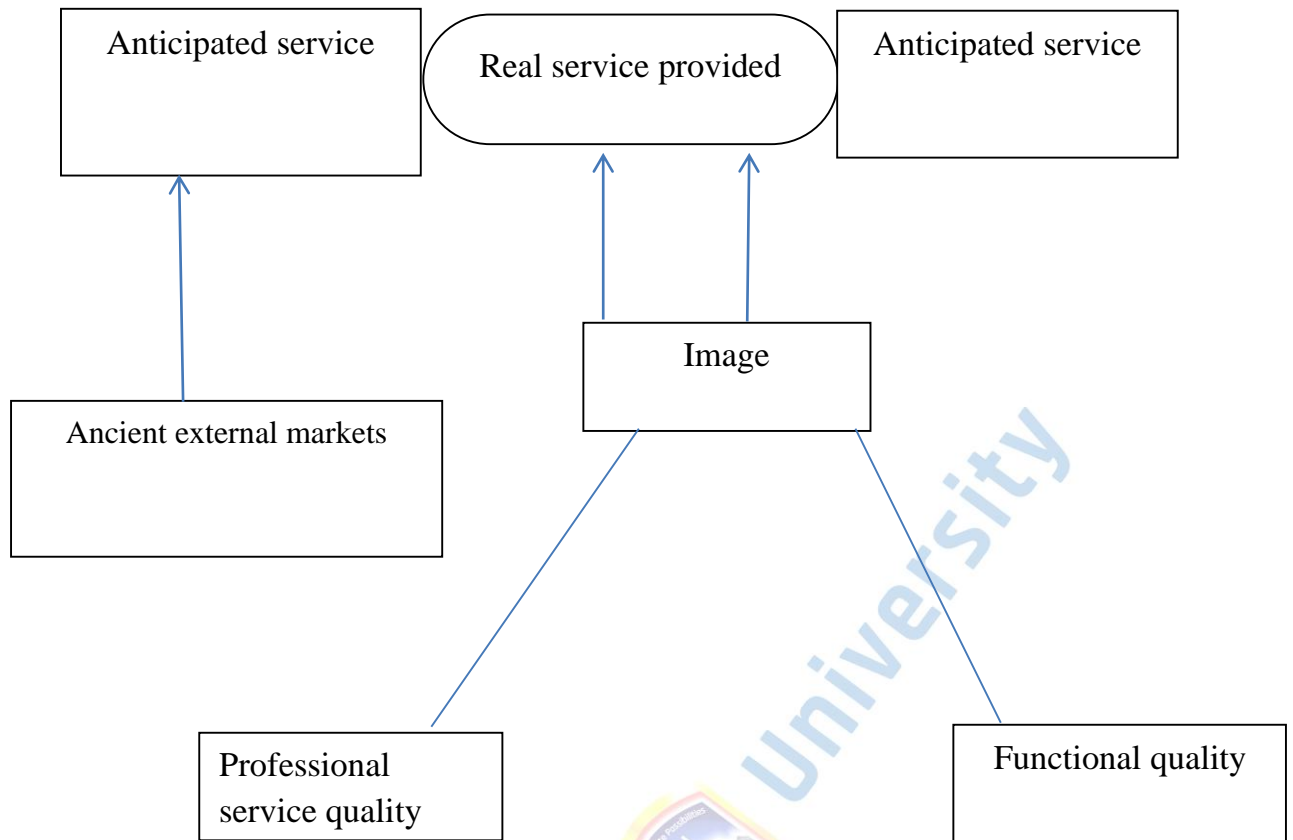


Figure 1: Gronroos Theory

Source: Brady & Cronin 2001 Service model

2.2.2 Zeithrmal Service Theory

Sebastian Regber (2013), re-conceptualized Zeithrmal (1990) servqual model to provide an understanding of service quality in terms of its measurement, exploring what hinders quality service and what should be done to avert such hindrances. It brings out a picture of what students expect , their opinionized feedback of whatever is provided to them. In this theory, it was revealed that students assessed service quality by comparing expectations to what is actually provided to them in terms of performances. Thus servqual as presented has many sub dimensions.

Sebastian Regber (2013), stipulated that Zeithermal and 1 Berry (1990) servqual model is fit for senior and middle managers in all types of service organization. Additionally, the model

refers to service quality perceptions that are influenced by distinct gap existing in organizations which need a further research and description. The authors of the model conducted a study by interviewing students and members of the management team to ascertain and identify gaps on perceptions of what is to be provided in regard to quality service.

Gap one looks at what students expect from management and how management perceives what students expect from them. Gap two looks at differences of how management perceives students' expectations in terms of what is required or what it takes to provide quality service. Gap three looks at quality service requirements and the actual service provided. Gap four looks at what has been actually provided compared to what is communicated to students about quality service.

2.2.3 Internal Model of Quality Service

Ramezani (2014), redefined Parasuraman school of thought model on quality service. This model helps to evaluate whatever is embedded in it and their relationships as precursors to quality service among learners. Gap one indicates a contrast between perceptions of support staff in regard to quality service and those of other staff. Gap two looks at the requirements for providing quality service, expectations of support staff which culminates in a difference of what should be in place to provide quality service and the actual quality service provided. Gap three looks at what front line staff expects from management and their perception of support staff on providing quality service.

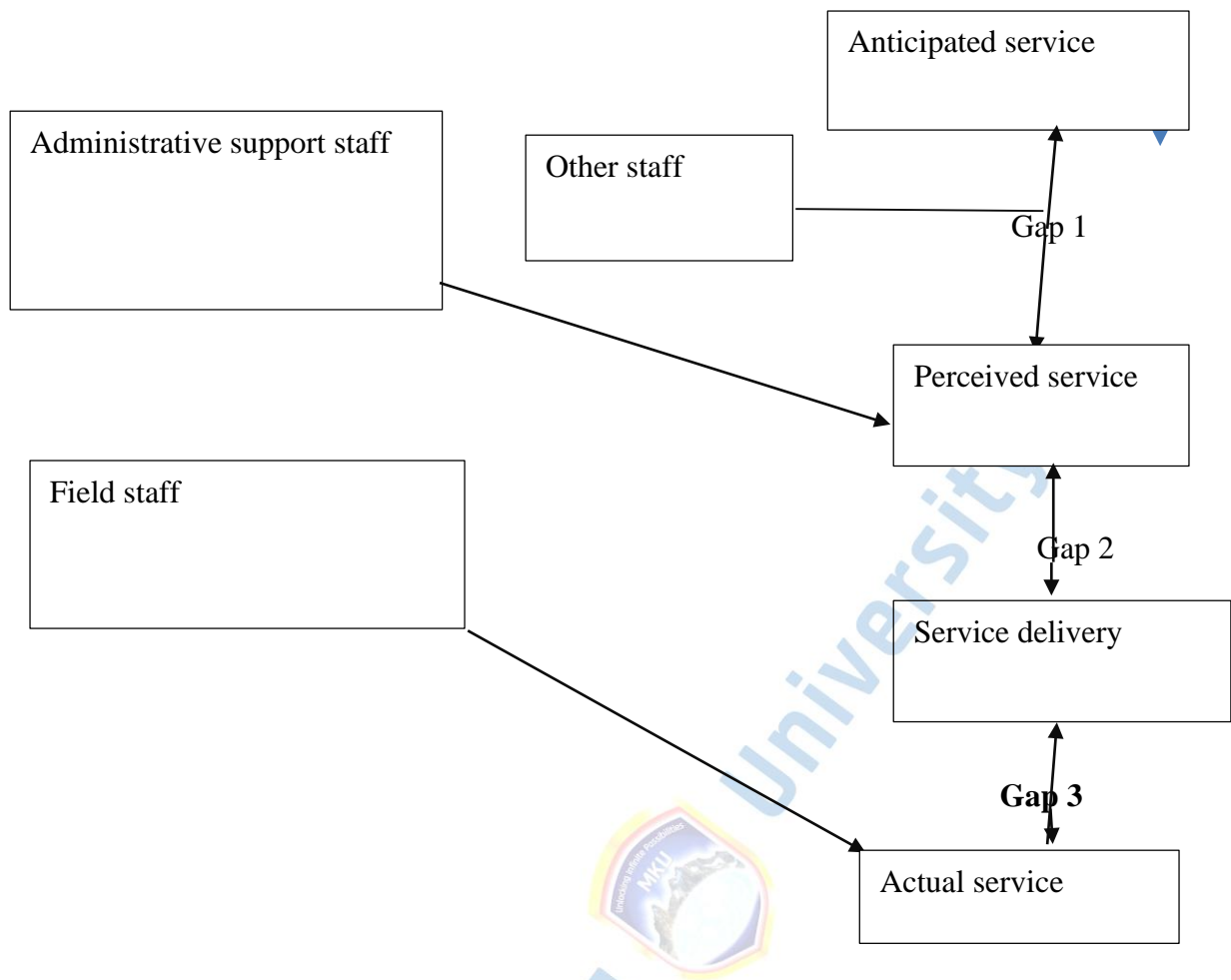


Figure 2: Extended Gap Model

Source: Luk & Layton, (2002)

This model re-conceptualized the traditional gap model of Parasuraman (1985) by adding two more gaps (Hamd, 2018). This model asserts that the level at which employees become engaged in providing quality service is different from that of managers and is also measured differently. The authors of the model note that there is an employee's perception of consumers' expectations and this creates a difference of what kind of quality service do consumers expect and how employees perceive their consumer expectations of quality service. The second gap illustrates a deviation of what employees understand of consumer expectations from management understanding of perception of consumer expectations.

NormyRafida and BintiAdbulRahman (2018), pointed out ten dimensions for measuring quality service among consumers which include how reliable is the service, how employees

respond to quality service matters raised, whether staff have the skill to handle matters that arise out of poor service delivered, do they have access to information needed to redress quality service issues, do they get constant feedback from clients and how trusted are they among managers.

This was later refined to a few dimensions which include the level at which clients trust and rely on the service provided, how do they respond to queries raised, assurance, tangibility and empathy. Therefore, while delivering service quality, managers of institutions should aim at providing services that are reliable, responsive to students' needs, assurance by assuring recipients that service provided is of quality, tangibility which involves providing visible services that impact the well-being of the recipients' lives and empathy where service providers should envisage whatever is provided as if their the recipients and hence mind about equality.

2.3 Conceptual Framework

The framework explains the relationship between the Independent Variables and the dependent variable. The independent variables include resource mobilization, infrastructure development, organization structure and Reward management and compensation and the dependent variable is quality service delivery.

Independent Variables

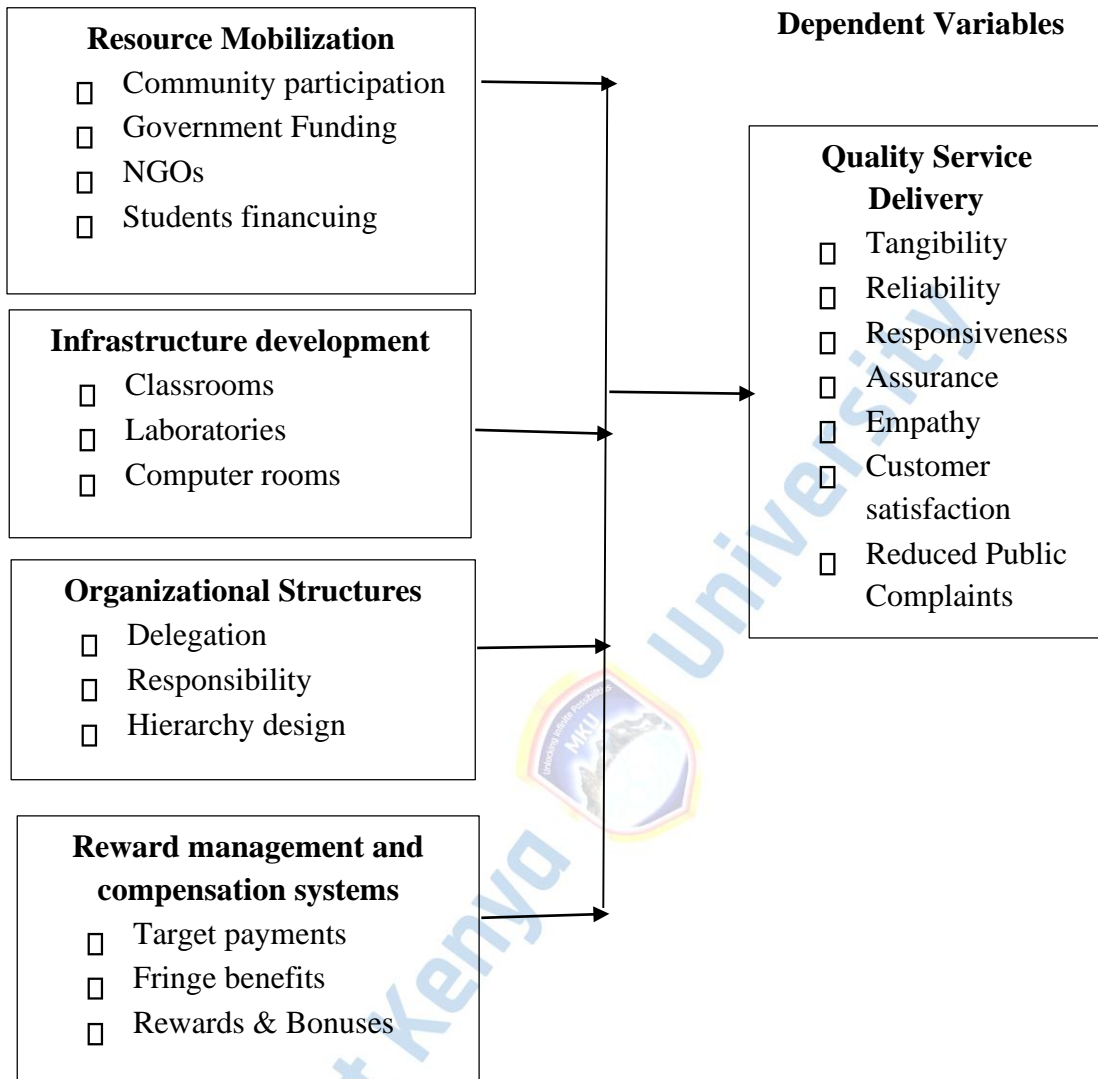


Figure 3: Conceptual Framework

Source: Researcher (2024)

2.4 Literature Recap

Several scholars have often in their studies interchanged organizational cultures to mean the same with organizational structures/designs. It should also be noted that there lies a gap as regards to structures especially in learning centres with numerous factors affecting it like religion, history, ownership to mention but a few. More so, there are limited empirical studies conducted as regards to factors that affect service quality (Sefer, 2017).



CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines the methodology used in the study, detailing the research design, study population, sample selection, data collection instruments, and the processes for data collection and analysis. It also discusses the procedures for data collection and evaluates the reliability and validity of the instruments used.

3.2 Research Design

Research design is a systematic process that outlines the methods and strategies for conducting research. This process begins with conceptualizing the problem and setting research objectives and questions. It encompasses data collection, analysis, and reporting. A well-structured design establishes the framework for selecting the population and sample to ensure that the study remains unbiased and accurately represents all elements of the population.

In this study, a descriptive research design was adopted to demonstrate how the target population and sample were derived from the county population, along with the methods of data collection and analysis. According to Kothari (2008), the primary purpose of a descriptive study is to describe phenomena as they exist in the present. This design was deemed appropriate for the study, as it allowed the researcher to explore the target population and identify the factors under investigation.

3.3 Target Population

Mugenda and Mugenda (2003) defined population as an entire group of individuals, events or objects with some observable characteristics. Since the study was on organizational systems influencing service delivery in Uganda Management Institute, the members of the top management organ, council members and students' guild was considered as the appropriate target. The target population for the study consisted of 20 top management organ, 17 Council

members and 45 Students guild, the list of respondents was provided by the UMI annual report (2023). Given this staff segmentation, the study regarded the overall population as heterogeneous.

Table 1: Target Population

Category	Total population	Percent
Top management organ	20	24.4
Council members	17	20.7
Students guild	45	54.9
Total	82	100

Source: UMI Annual Report (2023)

3.4 Sampling Procedure and Sample Size

The study adopted a census technique with respect to the unit of analysis, which is the Uganda Management Institute. This, therefore, ruled out the application of a specific sampling design and sampling technique. The researcher decided to use a census since the population of 82 was small, and the study aimed to reach all the 82 participants. Census is unique in that it provides the possibility of examining small and special population groups and acquiring information on small geographic units. The census approach is justified since, according to Orodho (2009), data gathered using the census contributes towards the gathering of unbiased data representing all individuals' opinions in the study population on a study problem. The census approach is also justified since, according to Field (2006), results obtained from a census are likely to be more representative, accurate, and reliable than results obtained from a population sample, and thus, census assists in the generalization of research findings. Census provides an accurate measure of the population since there is no sampling error, and more detailed information about the study problem within the population is likely to be gathered (Adkins & Chauvin,

2020). The population was stratified into groups depending on the respondent's category as top management organ, Council members and Students guild.

3.5 Construction of Research Instruments

The study used questionnaire, interview guide and documentary review for data collection:

3.6.1. Questionnaire Survey Tool

The study adopted questionnaire for primary data collection with section one collecting demographic information while section two collecting information on study variables. Questions tackling each objective were filled by respondents, with close ended questions that were encourage quantitative data generation. Since respondents were literate, it was to ease research where the researcher together with her research assistants guided interviewees on how to tick the answer after the interviewee gave in his/her view. This was to save time for both the researcher and the interviewee since their easy to fill and administer.

3.6.2 Interview Guide

This was premised on a one on one interaction or group of people where questions are asked with the intention of getting an opinion according to Christopher MensahAdosi, (2020). The researcher was able to get non verbal answers which could not be put down in writing. This was administered face to face with the top management or senior managers so as to gather data through verbal interactions. This method was used so that the researcher could get indepth information by getting the story behind the interviewees' experience. The choice of using interview guide was to provide special knowledge and in depth clarification by senior staff at UMI. The questions probed interviewees to get their feedback concerning quality service, what affects quality service provision at UMI. The interview guide was advantageous to be used because it enabled researchers get a detailed discussion with key informants and supplement on the findings established using a questionnaire (Bomrez, 2018).

3.6.3 Documentary Review Check-List

It comprised of document reviews (Ssekitto, 2019), particularly concerning the different feedback reports from students and other stake holders on quality service provision standards of UMI. The researcher reviewed UMI Reports, Audit Reports. The check-list was structured with a list of documents investigating independent and dependent variables in particular. Documents for dependent variable were laid independently and those for independent variable were also laid.

3.7 Pilot Testing

Pilot testing of the instruments is a distinct preliminary investigation conducted before embarking on the main study (Orodho, 2009). According to Connelly (2008), a pilot test should be 10% of the sample size. The pilot study was conducted on 10% of the total population of 83 respondents, nine of whom were randomly selected from the Eastern and Southern African Management Institute (ESAMI).

In this regard, the pilot sample size was not part of the final sample size but was from a similar target group. The pilot study was to test the accuracy and appropriateness of the instruments and improve their clarity and comprehensiveness. The pilot study results assisted the researcher by indicating that the questionnaire used was accurate and appropriate and would give quality results if used.

3.7.1 Validity of the research instruments

Validity refers to the extent to which an instrument measures what it is supposed to measure. Data need to be reliable, trustworthy, and accurate. If a measurement is valid, it is also reliable (Joppe, 2000). The content validity of the data collection instrument was determined by discussing the research instrument with the research experts at the university. The valuable comments, corrections, and suggestions the research experts gave assisted in the instrument's validation. The content of the responses given by the respondents was checked against the

study objectives. Evidence of content relevance, representativeness and relevance to the research variables indicates that the research instruments are valid (Joppe, 2000).

3.7.2 Reliability of the research instruments

Reliability refers to the consistency, stability, or dependability of the data.

Whenever an investigator measures a variable, they want to be sure that the measurement provides dependable and consistent results (Cooper & Schindler, 2003). A reliable measurement is one that gives the same results as the first time if repeated a second time. If the results differ, the measurement is unreliable (Mugenda & Mugenda, 2008). To measure the Reliability of the data collection instruments, an internal consistency technique using Cronbach's alpha was applied (Mugenda, 2008). Cronbach's alpha is a coefficient of Reliability, which gives an unbiased estimate of data generalizability (Zinbarg, 2005). An alpha coefficient of 0.75 or higher indicates that the gathered data are reliable as they have relatively high internal consistency and can be generalized to reflect the opinions of all respondents in the target population (Zinbarg 2005). All the study variables were found to have a Cronbach alpha coefficient greater than 0.7; thus, they were all retained for further analysis.

Table 2: Reliability

Variable	Cronbach Alpha
Organizational Structure	.779
Resource Utilisation	.769
Infrastructure Development	.789
Reward Management	.842
Service Delivery	.706

Source: *Researcher (2024)*

Table 2 above revealed that items of each variable (organizational structure, resource mobilization, infrastructure development, reward management and service quality) had an Cronbach alpha coefficient above 0.7. The above results show that all the items were valid.

The results showed that all the items were reliable because the Cronbach reliability coefficient results were above 0.7. According to Bastian (2022), the reliability test results from the above indicated that the instruments were reliable since their reliability test results were above 0.7.

3.8 Data Collection Methods

After defending and obtaining approval of my proposal by Mount Kenya University, I ran a pretest of instruments to be used in data collection on a sample of a few interviewees and made necessary adjustments on the instruments (Edwards & Holland, 2016). Further, the researcher made all required corrections and submitted final copies to the school of management science, MKU where a field introductory letter was issued (MKU proposal masters' guidelines, 2011). Upon receiving the letter, the researcher proceeded to UMI where permission was granted. The researcher identified two research assistants who were later assigned the task of administering the questionnaires that were used to collect data (Nueman, 2016).

3.9 Data Analysis Techniques

The researcher completed the data collection process by gathering all the filled questionnaires for analysis, which were then coded based on relevant themes. Data analysis involved categorizing, coding, and presenting information in alignment with the study's objectives and research questions. The instruments underwent thorough checks for completeness and consistency using numerical codes. The analysis used SPSS (Statistical Package for Social Sciences) version 22.

Descriptive statistics were applied to summarize key features of the data, including respondent demographics and their perspectives on various organization systems affecting service delivery. This analysis provided essential summaries, such as sample modes. Inferential statistics were used to explore the relationships between variables. The results were presented through frequency tables and figures.

Qualitative data based on text or words got from the respondents during interviews and also through the process of filling questionnaires (Eley&Mckenna, 2017). The researcher used qualitative analysis to qualify statements got from interviewees that relate to the variables under study (Eley&Mckenna, 2017).

The study adopted a regression model analysis method which measured the nature and the strength of relationship between the dependent and the independent variables. Multiple regression analysis is applied where independent variables are more than one.

The study adopted a model:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \epsilon \text{ Where:}$$

Y= Service Delivery

β_0 =Constant $\beta_1, \beta_2, \beta_3$ and β_4

= Coefficients

X_1 = resource mobilization, X_2 = infrustrature development, X_3 = Organizational structure, X_4 = reward management, compensation systems, ϵ = Standard Error.

3.10 Ethical Consideration

The researcher treated any information got from interviewees confidential and did not disclose the interviewee's identity. The researcher was open minded so as to limit biases and expressed opinions in the findings as they were given. The data/information that was collected was used purposely for this study.

The researcher briefed interviewees on the purpose of the study and how vital it was to policy makers and decision implementers of decisions pertaining to quality service. The researcher further assured interviewees that responses given were for academic purposes and also that their information was used to improve service quality at UMI.



CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSIONS

4.0 Introduction

The general objective of the study was to examine the relationship between organizational structures, resource mobilization, infrastructure development, reward management and service quality at UMI: The specific objectives were; (i) To examine the relationship between resource mobilization and quality service at UMI (ii) To examine the influence of infrastructure development on quality service at UMI (iii) To examine the influence of organization structures on quality service at UMI (iv) to examine the influence of reward management on quality service at UMI. This chapter presents to descriptive findings of response rate, demographic characteristics and all the study variables from the interviews using thematic analysis and finally, inferential statistics were revealed after testing the hypothesis using regression analysis.

4.1 Response Rate

Out of the total of 82 questionnaires which were administered to the respondents, 65 of them were returned for analysis. This translates 79.3% return rate of the questionnaires. According to Amin (2005) a response rate of more than 70% is suitable enough for study.

Table 3: Returned Rate of Data Collection Tools

		Frequency	Percent
Valid	Response	65	79.3
	Female	17	20.7
	Total	82	100.0

Source: Primary Data (2024)

4.2 Demographic Characteristics of the Study Participants.

Presentation and interpretation of the demographic profile of the report sample is very vital because it enables the researcher to acquire the overall mental or cognitive and physical picture of the sample (Isaksson& Seifert, 2022). The personal characteristics of the respondents have a very important role to play in expressing the responses about the problem. Thus the demographic characteristics for the 70 respondents were examined, presented and later used to make systematic conclusions as presented in tables:

4.2.1 Age of Respondents

Table 4: Age of Respondents

	Age Group	Frequency	Percent
Valid	20 – 30 years	11	16.7
	31- 40 years	22	33.3
	41-50 years	14	22.2
	51 years and above	18	27.8
	Total	65	100.0

Source: primary data (2024)

In relation to age of the respondents, out of the 65 study participants, the majority 33.3% were aged 31-40 years, followed by those aged 50 and above years taking 27.8%, followed by 41-50 years who constituted 22.2% and lastly those aged 20-30 years taking 16.7%. This implies that participants at Uganda Management Institute were mature enough to understand and comprehend the study problem which indicates that the views and suggestions of the respondents of all age groups were captured in this study but more skew to those in age bracket of 31-40 years implying that this age group is actively involved in the study compared to other age group in the study.

4.2.2 Gender of Respondent

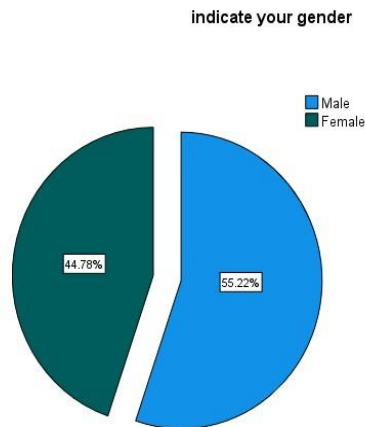


Figure 4: Gender of the Respondents

Source: *primary data (2024)*

In terms of gender, out of the 65 study participants, the majority were male (55.22%) and the female were 44.78%. This implies that the participants at Uganda Management Institute were given fair representation in terms of sex (male and female). It also implies that Uganda Management Institute gives equal opportunities to both male and female in terms of employment.

4.2.3 Education Level of Respondents

Table 5: Education Level of the Respondents

		Frequency	Percent
Valid	Degree	15	22.2
	Masters	25	38.9
	PHD	25	38.9
	Total	65	100.0

Source: *primary data (2024)*

Concerning the highest level of education of respondents' table 5 shows that majority of the respondents had masters' degrees and PhDs' taking (38.9% & 38.9%) followed by Degree holders taking 22.2%. This proposes that the views of respondents in relation to highest level of education were fully represented. The results indicate that the majority of the participants

in this study had acquired formal education in higher education implying that they could provide opinions based on their analysis about the topic under investigation. It also implies that the level of education they had acquired was enough to give objective answers to the researcher hence their answers were objective and has meaning to future readers.

4.2.4 Study Programs

The study sought to establish the mode of the programs offered at the UMI, the responses were as shown in Table 6.

Table 6: Study programs

	Course	Frequency	Percent
Valid	Evening	22	59.5
	Day	2	5.4
	Weekend	13	35.1
	Total	37	100.0

Source: primary data (2024)

In respect to the study program, table 6 shows that majority of the student respondents had taken up an evening study program (59.5%), followed by weekend program 35.1% and lastly with day program constituting 5.4%. This implies that the study captured the views of the students relevant to service quality since they could assess and give their opinions in regard to learning environment that is conducive for learning.

4.3 Descriptive Analysis

This section comprised of quantitative data analysis in terms of descriptive statistics and inferential statistics where by descriptive statistics comprised of frequencies and percentages, means and standard deviation based on the study variables of generation of resources, organizational structures, reward management and compensation systems, infrastructures development and service quality. In addition, inferential statistics involved testing of the

hypotheses using regression analysis using multiple linear regression model. Finally, the qualitative data analysis was done using thematic analysis.

4.3.1 Quality Service Delivery of Uganda Management Institute

The study sought opinion of the participants on service quality of Uganda Management Institute and this was addressed by asking participants to indicate on a Five Likert scale the extent to which they agreed or disagreed with the statements as stated below in table 7.

Table 7: A Summary of Descriptive Statistics of Service Quality of UMI

<i>Tangibility</i>		<i>Average</i>	<i>Fair</i>	<i>Good</i>	<i>Very Good</i>	<i>Excellent</i>	<i>Total</i>	<i>Mean</i>	<i>SD</i>
1	Infrastructure is indicative of growth in quality (i.e. building & surroundings)			2.7	21.6	75.7	100.0	4.73	0.51
2	UMI's library facilities are becoming more modern and adequate		16.2	16.2	24.3	43.2	100.0	3.51	0.77
3	UMI has modern computer labs	2.7	8.1	13.5	45.9	29.7	100.0	3.65	0.68
4	There is adequate sitting space in the Library		8.1	16.2	40.5	35.1	100.0	4.03	0.93
5	Classrooms have enough chairs	2.7	2.7	10.8	51.4	32.4	100.0	4.08	0.89
6	Toilets at UMI are always clean with toilet paper and water available	2.7	5.4	2.7	32.4	56.8	100.0	4.35	0.98
<i>Reliability</i>									
1	Services are delivered as promised	2.7	13.5	29.7	35.1	18.9	100.00	3.38	0.76
2	Service is given promptly and on time		2.7	27.0	40.5	29.7	100.00	3.97	0.83
3	Examination results are always released on time		8.1	13.5	48.6	29.7	100.00	4.00	0.88
4	The teaching materials in class are visually appealing		8.1	10.8	24.3	56.8	100.00	4.30	0.97
5	The teaching standard at UMI is dependable	8.1	8.1	13.5	27.0	43.2	100.00	3.54	0.77
<i>Responsiveness</i>									
1	Non teaching staff are quick solving my problems	at8.1	5.4	24.3	40.5	21.6	100.00	3.49	0.73

2	When clarity is requested on a certain issue, staff are able to fulfil or provide it.	2.7	5.4	18.9	54.1	18.9	100.00	3.81	0.91
3	UMI staff are always willing to help students		8.1	13.5	56.8	21.6	100.00	3.92	0.83
4	Lecturers at UMI are approachable	5.4	10.8	10.8	37.8	35.1	100.00	3.57	0.77
5	It's easy to access all the information I need from UMI website (e.g. exam results, timetables, admissions)	8.1		8.1	21.6	62.2	100.00	3.76	0.60

Source: primary data (2024)

The study findings indicated a mean score of 4.73 with a standard deviation of 0.51. This suggests that the Uganda Management Institute has made significant efforts to enhance the quality of its infrastructure, particularly regarding its physical buildings and surroundings.

Respondents were asked about improvements in tangible service quality at the Uganda Management Institute. The results revealed that a majority, 75.7%, agreed that the institute has made excellent progress in enhancing its tangible services, particularly infrastructure. Additionally, 21.6% rated the improvements as very good, while only 2.7% considered them good.

These findings imply that the Uganda Management Institute has increased the resources allocated to infrastructure development to achieve higher service quality. They also indicate a commitment to providing ample learning space, allowing educational activities to occur without disrupting other operations of the institute. Furthermore, the institute now has enough space to introduce additional learning programs, enhancing its competitiveness on a global scale.

In an interview with Key Interview Informant Code named I1103 noted that;

“..... The top management organ has allocated more resources to the construction of buildings and classroom blocks. This has made it possible for learning to be conducted and at the same time, other activities of the institute are conducted as planned....”

In the same spirit, 43.2% of the respondents concluded that Uganda Management Institute has made excellent efforts to improve on its library facilities, 24.3% of the respondents agreed that Uganda Management Institute has made strides in improving libraries facilities whereas 16.2% agree that Uganda Management Institute has put little effort in improving on its library activities.

According to items which sought to determine from the respondents whether Uganda Management Institute has improved on computer laboratories. The results show that majority of the respondents are in agreement that Uganda Management Institute has greatly setup computer laboratories scoring 45.9%, 29.7% agree that Uganda Management Institute has done excellently in regard to setting up computer laboratories, 13.5% agree that Uganda Management Institute has tried to set up laboratories and 8.1% of the respondents agree that it has fairly tried to set up computer laboratories. This implies that Uganda Management Institute has invested resources in computer laboratories to facilitate online teaching. It also implies that it has made it easy for students to carryout research and be connected to the world of academic research. It further implies that Uganda Management Institute can conduct teaching and learning with students across the globe using online facilities hence increasing on its students enrollment and generation of more financial resources to support institute activities.

In an interview with Key Interview Informant Code named I1104 noted that;

“... Top management of the institute has setup modern computer laboratories with the internet needed to carryout research. This has eased the accessibility of information and further improved on the research skills of the students....”

In relation to items which sought to determine from the respondents whether Uganda Management Institute has adequate sitting space in the library. The results show that majority of the respondents are in agreement that Uganda Management Institute provided adequate sitting space in the library scoring 40.5%, 35.1% say that Uganda management Institute excellently provided adequate sitting space in the library whereas 16.2% agree that Uganda Management Institute has made little effort to provide adequate sitting space in the library. Only 8.1% agree that Uganda Management Institute fairly made efforts to provide adequate sitting space in the library. This implies that Uganda Management Institute has adequate sitting space to accommodate all the teaching and learning activities. It also implies that students are not congested during the teaching and learning which provides a conducive atmosphere for them to learn. This further implies that the institute can administer examinations to students without getting involved in examination malpractices since students will be spaced.

Besides, this study indicates that 51.4% of the respondents who are the majority agree that Uganda Management Institute classrooms have enough chairs to be used by students in the learning process, 32.4% of the respondents agree that Uganda Management Institute has excellently constructed classrooms with enough chairs for use. 10.8% of the respondents agree that Uganda Management Institute has tried to construct classrooms with enough chairs for use whereas 2.7% agree that Uganda Management Institute has fairly and averagely constructed classrooms with enough chairs for use. This implies that students at all times have classrooms with enough chairs for use in the learning process. It also implies that Uganda Management Institute top management organ has prioritized resources to provide furniture that makes learners comfortable hence reducing on overcrowding or congestion of students during learning process.

According to items which sought to determine from the respondents whether Uganda Management Institute has clean toilets with toilet paper and water available as part of its service quality. The results show that majority of the respondents agree that Uganda Management Institute has made extreme and excellent efforts to have clean toilets all the time with toilet paper and water available scoring 56.8%, 32.4% agree that Uganda Management Institute has made great efforts to maintain clean toilets with toilet paper and water available, 5.4% of the respondents agree that UMI has fairly maintained clean toilets with toilet paper and water available whereas 2.7% of the respondents agree that Uganda Management Institute has tried and averagely maintained toilets clean with toilet paper and water available. This implies that management of the institute cares much about the health of the students in terms of protecting them from infections and other diseases associated with the use of dirty toilets. It also implies that the institute does supervise sub-contractors to ensure maintenance of clean toilets all the time. It further implies that UMI does care about the safety and health of the staff and students by supervising cleanliness of sub-contractors to do thorough cleaning to avoid urinary track infections caused by dirty toilets and bathrooms.

In an interview with Key Interview Informant Code named I1105 noted that;

“.... Uganda Management Institute has always provided a conducive learning environment with clean toilets and water available. It has the best toilets compared to other washing facilities found in other neighboring government institutions hence making its services to be of quality...”

On the reliability of service quality, the study findings from table 4.6 returned a mean of 3.38 with a standard deviation of 0.76. This shows that Uganda Management Institute has made efforts to improve on the reliability of its services in regard to delivering of services.

Relating to items which sought to determine from the respondents whether Uganda Management Institute has increased on its level of service delivery as promised. The results show that the majority of the respondents agree that Uganda Management Institute services are to a larger extent delivered as promised scoring 35.1%, 29.7% agree that Uganda Management Institute has been good at delivering its services as promised. 18.9% agree that Uganda Management Institute excellently deliver its services as promised whereas 13.7% agree that Uganda Management Institute has fairly delivered its services as promised. Only 2.7% of the respondents agree that services are delivered at Uganda Management Institute as promised on average. This implies that UMI does respect and fulfills its core value of customer care and it is accountable for its promises. It also implies that UMI is committed to providing excellent services to the students which promotes the institute's reputation in the public thus increasing its students enrollment.

In an interview with Key Interview Informant Code named I1106 noted that;

“.... Uganda Management Institute top management has never discriminated its clients as it delivers whatever it promises. This has made me trust and develop confidence in its promises and services unlike other institutions where promises are far from reality ever...”

In relation to items which sought to determine from the respondents whether Uganda Management Institute provides its services promptly and on time. The results show that majority of the respondents agree that Uganda management Institute is very good at providing prompt and timely services scoring 40.5%, 29.7% agree that Uganda Management Institute does provide services promptly and on time, 27.0% agree that Uganda Management Institute is fairly good at providing prompt and timely services.

This implies that Uganda management Institute students are assured of the timely and prompt provision of services which enables them to plan ahead of their daily schedules. It also implies that Uganda Management Institute does value its clients and respects its core value of customer satisfaction. Besides, the study indicates that 48.6% who constitute the majority agree that Uganda Management Institute is very good at releasing examination results on time, 29.7% agree that Uganda Management Institute does excellently at releasing examination results on time whereas 13.5% agree that Uganda Management Institute is good at releasing examination results on time.

Only 8.1% of the respondents agree that Uganda Management Institute does fairly in regard to releasing examination results on time. This implies that Uganda Management Institute marking system is prompt and management does set deadlines and fulfills them which enable students to know their performance and plan accordingly for their next step in their academic journey. It further means that students cannot easily fake results to convince those supporting them that they passed exams hence increasing the level of public trust in the UMI marking system.

Table 7 further reveals that majority of the respondents agree that the teaching materials in class are usually appealing and excellently scored 56.8%, 24.3% agree that Uganda Management Institute does very good at delivering teaching materials in class that are visually appealing whereas 10.8% agree that Uganda Management Institute is good at delivering teaching materials in class that are usually appealing. Only 8.1% of the respondents agree that Uganda Management Institute does fairly in delivering teaching materials in class that are visually appealing. This implies that Uganda Management Institute top management organ does care about providing a conducive learning environment for the students by putting in

place all the teaching materials needed. It further implies that UMI prioritizes learning by providing teaching materials which increases students enrollment numbers at the institute.

Further, table 7 revealed that majority of the respondents agree that Uganda Management Institute has an excellent teaching standard that is dependable, 27.0% agree that Uganda Management Institute has a very good teaching standard that is dependable, 13.5% agree that Uganda Management Institute has a good teaching standard that is dependable. Only 8.1% of the respondents agree that Uganda Management Institute teaching standard is averagely and fairly dependable. This implies that Uganda Management Institute students trust the quality of the institute teaching standard and their assured of competing favorably with students from other Educational learning centers on the job market after graduation. It further implies that UMI does care about the quality of students it produces which makes it number one management institute in leadership and management training.

In an interview with Key Interview Informant Code named I1107 noted that;

“... the teaching standard at Uganda Management Institute has enabled us achieve our learning objectives and we trust the standard of teaching at Uganda Management Institute. This has given us a milestone in regard to the quality learning compared to other institutions...”

On the responsiveness of service quality, the study findings from table 4.6 returned a mean of 3.49 with a standard deviation of 0.373. This shows that Uganda Management Institute has made efforts to improve on the responsiveness of its services in regard to delivering of services. Regarding to items which sought to determine from the respondents whether Uganda Management Institute has increased on its level of responsiveness of service quality. The results show that majority of the respondents agree that Uganda Management Institute has a very good non-teaching staff that are quick at solving students' problems scoring 40.5%,

24.3% agree that Uganda Management Institute non-teaching staff is good and quick at solving students' problems, 21.6% agree that non-teaching staff are good at solving students whereas 8.1% averagely agree that non-teaching staff are quick at solving students' problems. Only 5.4% agree that the non-teaching staff scores fairly at responding and solving to students problems. This implies that Uganda Management Institute does care about customer satisfaction and meet the needs of the students. It further implies that UMI prioritizes resources aimed satisfying the needs of the customer which increases students enrollment numbers and generation of more resources to sustain the Institute.

In an interview with Key Interview Informant Code named I1108 noted that,

“..... Uganda Management Institute non-teaching staffs always attend to our problems whenever we contact them. This has enabled us to always have our need satisfied which has contributed to effective service quality at the institute...”

Table 7 further indicates that majority of the respondents agree that staff are very good at providing clarity whenever requested by students on a certain issue scoring 54.1%, 18.9% agree that staff are excellent at providing clarity to students on a certain issue whenever requested whereas 5.4% agree that Uganda Management Institute staff are fair at giving clarity to students on a certain issue whenever requested. Only 2.7% of the respondents agree that Uganda Management Institute staff averagely give clarity to students on a certain issue whenever requested. This implies that Uganda Management Institute staffs have a culture of achieving customer satisfaction which has improved on the quality of service delivery at the institute. It also implies that UMI staff have a heart of putting students at the fore front amidst other scheduled activities meant to be attended too hence satisfying the needs of the students.

In an interview with Key Interview Informant Code named I1109 noted that;

“ ...Uganda Management Institute staff are always good at responding to students queries whenever requested. This has increased the level of service quality because service quality is all about meeting the service needs of the students to fulfill their satisfaction...”

According to items which sought to determine from the respondents whether Uganda Management Institute staff are willing to help students. The results show that majority of the respondents are in agreement that Uganda Management Institute staff are very good and always willing to help students scoring 56.8%, 21.6% of the respondents agree that Uganda Management Institute staff are excellently willing to help students, 13.5% of the respondents agree that Uganda Management Institute staff are good at helping students. Only 8.1% of the respondents agree that Uganda Management Institute staffs are fair at helping students. This implies that Uganda Management Institute staffs have a culture of meeting students' needs which enables them to achieve their learning objectives. It further means that staff of UMI are employed to serve students since it is an academic institution hence increasing its ranking in terms of service delivery to clients.

In the same spirit, majority of the respondents (37.8%) agree that lecturers at Uganda Management Institute are approachable, 35.1% of the respondents agree that Uganda Management Institute lecturers are excellent at being approached by students whenever a need arises whereas 10.8% of the respondents agree that Uganda Management Institute lecturers are good at being approached by students. Only 5.4% of the respondents agree that Uganda Management Institute lecturers are averagely approachable. This implies that Uganda management Institute lecturers feel obliged to attend to students' needs and learning inquires which enables students to achieve their learning objectives. It further means that UMI lecturers have the content that suits the needs of students which makes it easy for students to approach them for learning solutions to their managerial problems.

In relation to items which sought to determine from the respondents whether it is easy to access all the information needed on Uganda Management Institute website. The results show that majority of the respondents are in agreement that Uganda Management Institute website is excellent at accessing information needed by the students in terms of exam results, timetables and admissions scoring 62.2%, 21.6% of the respondents agree that Uganda Management Institute has a very good website palatable for accessing information needed by students whereas 8.1% of the respondents agree that Uganda Management Institute website is good at easing accessibility of information needed by the students in form of exam results, time tables, and admissions. This implies that Uganda Management Institute top management organ has the will to ease students' accessibility to services which has enabled the institute to compete favorably with other institutions in terms of students' service accessibility of online services. It further means that UMI top management organ has invested resources in technology to encourage digital learning hence facilitating online learning.

In an interview with the Key Interview Informant Code named I1110 noted that;

“.... Uganda Management Institute website is quick at accessing exam results, timetables and admissions. This has enabled us to get online services on time and make informed decisions. It has further enabled us to make online research hence enhancing our research skills....”

4.3.2 Resource mobilization and Quality Service Delivery

The study first objective sought to examine the effects of resource mobilization on quality service delivery in Uganda Management Institute. Respondents were resented with statements concerning resource mobilization and service delivery and their responses were as indicated in Table 8.

Table 8: Descriptive Statistics on Resource mobilization

	<i>Average</i>		<i>Very Good</i>	<i>Excellent</i>	<i>Total</i>	<i>Mean</i>	<i>SD</i>
	<i>Fair</i>	<i>Good</i>					
Resource Utilization And Service Quality							
Resources have been utilized promptly to provide quality service.		11.11	44.44	44.44	100.0	4.33	0.69
Grants offered to UMI are used to improve service quality provision.	11	11.11	38.89	38.89	100.0	4.06	1.00
All departments use resources provided within their budgets to improve service delivery/quality.		5.56	27.78	66.67	100.0	4.61	0.61

Source: primary data (2024)

The study findings from table 8 indicated that there is a good utilization to provide quality service as evidenced by a mean of 4.33 with a standard deviation of 0.69 indicating that the data points are closely clustered around the mean value, hence low variability in the data. Specifically 44.4% of the respondents agree that UMI administration has excellently and in a very good way utilized resources promptly to provide quality service, whereas 11.11% of the respondents agree that UMI administration is good at utilizing its resources promptly to provide quality service. The findings were similar to a study by Mutambuki and Kabui (2022) that established that resource allocation influenced the delivery of services by Kenya's water work development agencies (WWDAs) in a positive and significant way.

In an interview with Key Interview Informant Code named I1114 noted that;

“.....UMI administration doesn't waste resources on areas that do not contribute to service quality. This has enabled UMI administration to prioritize resources in areas that touch service quality hence leading to a conducive learning environment.....”

Besides, the study findings indicate that majority of the respondents agree that grants offered to UMI are used to improve service quality taking the highest percentage (38.89%, 38.89%)

whereas 11.11% of the respondents agree that UMI administration has been good at using grants offered to improve service quality provision. Only 11% of the respondents agree that UMI administration has fairly used grants offered to improve service quality. This implies that UMI grants are used for the intended purpose requested for which promotes accountability and transparency hence leading to good governance. It further means that grants are used to invest resources in areas that bring about satisfaction of students needs hence increasing student enrollment numbers.

The study findings also indicate that majority of the respondents agree that all departments use resources provided with in their budgets to improve quality of service delivery (66.67%), 27.78% of the respondents agree that all departments are very good at using resources provided within their budgets to improve service delivery. Only 5.56% of the respondents agree that all departments are good at using resources provided within their budgets to improve service quality. This implies those UMI departments and their heads are transparent, accountable, which helps in avoiding misuse and mis-allocation of resources hence efficiency. This further implies that UMI departments and their heads are committed to improving, following and implementing the core values of the institute.

In an interview with Key Interview Informant Code named I1115 noted that;

“.....UMI has used its resources maximally as expected. This has enabled departments to achieve set departmental objectives and efficiency within the department.....”

4.3.2 Infrastructure Development and Quality Service delivery

The researcher sought to determine the effect of infrastructure development on quality service delivery in Uganda Management Institute, the responses were as presented in Table 9

Table 9: Descriptive Statistics on Infrastructure Development

	<i>Average</i>	<i>Fair</i>	<i>Good</i>	<i>Very Good</i>	<i>Excellent</i>	<i>Total</i>	<i>Mean</i>	<i>SD</i>
UMI council has put in place amenities to provide service quality				22.22	77.78	100.0	4.78	0.43
UMI administration renovates the existing facilities aimed at improving the quality of service provided to students.			5.56	66.67	27.78	100.0	4.22	0.55
UMI administration appraises service providers and contractors of different projects to ensure their consistency in provision of service quality.			11.11	27.78	61.11	100.0	4.50	0.71
UMI administration prioritizes resources in facilities that have a direct impact on service quality.			5.56	44.44	50.00	100.0	4.44	0.62

Source: primary data (2024)

The study finding from table 9 indicated a mean of 4.78 with a standard deviation of 0.43. This shows that Uganda Management Institute has made efforts to put in place amenities suitable for providing service quality. Regarding to items which sought to determine from the respondents whether Uganda Management Institute has put in place amenities. The results show that majority of the respondents are in agreement that Uganda Management Institute has put in place excellent amenities for providing service quality taking the highest percentage (77.78%). Only 22.22% agree that Uganda Management Institute council has been very good at putting in place amenities for providing service quality. This means that the Uganda Management Institute council has amenities that aid or facilitate teaching and learning which has made the institute fulfill students' service needs. It further implies that UMI has a good

procurement and bidding system that selects service providers that are able to provide quality services to the institute.

In an interview with Key Interview Informant Code named I1113 noted that;

“... Uganda Management Institute has the best amenities for enabling teaching and learning to take place. This has made it easy for the learners to attain a conducive learning environment.....”

In relation to matters which sought to determine from the respondents whether Uganda Management Institute has renovated existing facilities aimed at improving the quality of service provided to students. The results show that majority of the respondents are in agreement that Uganda Management Institute administration is very good at renovating the existing facilities aimed at improving the quality of service taking 66.67% whereas 27.78% agree that Uganda Management Institute administration has done excellently at renovating the existing facilities. Only 5.56% agree that Uganda Management Institute administration is good at renovating the existing facilities aimed at improving the quality of service provided to students. This implies that Uganda Management Institute administration has the zeal of allocating resources to improve facilities for purposes of enhancing a conducive learning environment which has distinguished the institution in service delivery. It also implies that UMI is committed to maintaining and even surpassing the minimum standards as set by the national council for higher education hence being compliant to Ministry of education requirements and guidelines.

Besides, the study finding indicate that majority of the respondents agree that Uganda Management Institute administration is excellent at appraising service providers and contractors of different projects to ensure their consistency, 27.78% of the respondents agree

that Uganda Management institute administration appraises service providers whereas 11.11% of the respondents agree that Uganda Management Institute administration is good at appraising service providers to ensure consistency. This implies that Uganda Management Institute administration has the zeal of continuously providing quality services to ensure customer satisfaction. This has increased enrollment numbers for the institute.

The study findings further indicate that Uganda Management institute administration is excellent at prioritizing resources in facilities that have a direct impact on service quality who constituted the majority (50.00%), 44.44% of the respondents agree that Uganda Management Institution administration is very good at prioritizing resources in facilities that have a direct impact on service quality and only 5.56% of the respondents are good at prioritizing resources in areas that have a direct impact on service quality. This implies that Uganda Management Institute administration has the zeal and willingness to increase the budget for areas that lead and increase service quality levels and achieve customer satisfaction. It also implies that UMI proririzes resources to cater for the needs of the students hence achieving students satisfaction.

4.3.4 Organizational Structure and Quality Service Delivery

The study third objective sought to explore the effect of the organization structures on quality service delivery in Uganda Management Institute, the responses were as presented in Table 10.

Table 10: Descriptive Statistics on Organizational Structure

<i>Statements</i>	<i>Average</i>	<i>Fair</i>	<i>Good</i>	<i>Very Good</i>	<i>Excellent</i>	<i>Total</i>	<i>Mean</i>	<i>SD</i>
Organizational structures are well designed in UMI to support Service quality				44.4	55.6	100.0	4.56	0.51
UMI council is committed to improving service quality		11		11.1	77.8	100.0	4.56	0.98
The organizational structure of UMI details what each staff is meant to do to improve services.			11.11	5.6	83.3	100.0	4.72	0.67
The UMI top management prioritizes resources in areas with direct impact on service quality.			16.67	11.1	72.2	100.0	4.56	0.78
The administrative top organization of UMI seeks partnerships and grants to improve service quality.		5.6	16.67	27.8	50.0	100.0	4.22	0.94
All UMI staff are trained and coached to provide best quality services to students			11.11	44.4	44.4	100.0	4.33	0.69

Source: primary data (2024)

The study findings from the table 10 indicated a mean of 4.56 with a standard deviation of 0.51. This shows that the Uganda Management Institute has well-designed organizational structures to support quality service delivery. It is regarding items that sought to determine whether Uganda Management Institute has organizational structures well designed to help service quality. The results show that Uganda Management Institute has excellent organizational structures that are well designed to support service quality, taking the highest percentage (55.6%), whereas 44.4% of the respondents show that Uganda Management Institute has magnificent organizational structures that are well designed to support service quality. This implies that all structures designed aim to achieve customer satisfaction and, therefore, cooperate, coordinate and collaborate to enhance service quality. It further means that structures lead to increased enrollment of students because they disseminate the information about enough space that the institute provides, hence attracting more students.

In an interview with one of the Key Interview Informant Code named I1116 noted that;

“..... ..In situations of crisis, all structures come up to think of urgent solutions to the problem. Crisis meetings are held across the leadership spectrum which symbolizes coordination, cooperation and teamwork. This has pushed Uganda Management Institute service levels to greater heights.....”

Besides, the study findings indicate that the majority of respondents agree that the Uganda Management Institute (UMI) Council is excellently committed to improving service quality, with the highest percentage (77.8%) affirming this. Additionally, 11.1% agree that the UMI Council is committed to improving service quality, while only 11% of respondents believe the council's commitment is fair in terms of enhancing service quality. This implies that the UMI Council passes resolutions, policies, and establishes procedures aimed at improving service quality. It further suggests that the UMI Council is committed to investing resources in areas that lead to customer satisfaction, thereby increasing student enrollment numbers.

In relation to the above study objective, the findings further show that the majority of respondents (83.3%) agree that the Uganda Management Institute's organizational structure is excellent at clearly defining the roles of each staff member in improving service quality. Additionally, 5.6% agree that the UMI's organizational structure details the responsibilities of each staff member, while 11.11% agree that the structure is good at specifying staff roles for enhancing services. This implies that UMI's organizational structure has well-defined key result areas and performance indicators that all staff are required to follow in enhancing service quality. It also suggests that performance appraisals at the institute are fair and objective, helping the organization harness the full potential of its employees.

In an interview with Key Interview Informant Code named I1117 noted that;

“.... At Uganda Management Institute, all staff operates within their job description and the scope of coverage of the work load is very clear. This has helped in having a smooth and transparent appraisal exercise and all staff knows what is supposed to be done in their respective dockets to enhance service quality....”

The study findings further indicated that majority of the respondents agree that Uganda Management Institute top management is excellent at prioritizing resources with direct impact on service quality taking the highest percentage (72.2%) where as 16.67% agree that Uganda management Institute top management prioritizes resources and 11.1% agree that Uganda Management Institute top management is very good at prioritizing resources in areas with a direct impact on service quality. This implies that the institute has a customer service centered approach and is willing to sacrifice resources from other areas that do not directly impact customer satisfaction so as to meet customer needs to enhance service quality.

The study findings also indicate that majority of the respondents agree that the administrative top organ of the institute has made efforts to seek for partnerships and grants to improve service quality taking the highest percentage (50.0%), 27.8% of the respondents agree that Uganda Management Institute administrative top organ seeks partnerships and grants to improve service quality whereas 16.67% agree that the top Uganda Management Institute organ is good at seeking partnerships and grants to improve service quality. Only 5.6% agree that Uganda Management Institute top management organ is fair in regard to seeking partnerships and grants to improve service quality. This implies that the top management organ is strategic and devises other means to fulfill the customer needs despite its limited resource envelope. It further implies that the management organ of the institute is creative and innovative which reduces the burden of over reliance students generated resources to meet its daily operational expenses.

In an interview with Key Interview Informant Code named I1118 noted that;

“... Uganda Management Institute top organ is always searching left, right and center for grants and partnerships to supplement on its limited resource envelope from government. This has enabled the institute to deliver quality services to its clients....”

Lastly the study findings indicate that majority of the respondents agree that all Uganda Management Institute staff are trained and coached to provide best quality services to students taking the highest percentage (44.4%). 44.4% also agree that Uganda Management Staff are trained and coached to provide best quality services to students. Only 11.11% of the respondents agree that Uganda Management Institute is good at training and coaching its staff to provide best quality services to students. This implies that Uganda Management Institute top organ invest resources in training and coaching of staff to align their energies to providing best quality services. It also implies that the institute gets return on investment since after training, staff are able to provide better services to the students hence achieving value for money spent.

4.3.5 Reward Management, Compensation Systems and Quality Service Delivery

The fourth objective of the study sought opinion of the participants on the effect of the reward management, compensation systems on quality service delivery in Uganda Management Institute and this was addressed by asking participants to indicate on a five point Likert scale the extent to which they agreed or disagreed with the statements below in table 11.

Table 11: Descriptive Statistics on Reward Management and compensation

Statements	Average	Fair	Good	Very Good	Excellent	Total	Mean	SD
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Leadership at the institution has ability to provide best quality service to students	5.56	72.22	22.22	100.0	4.17	0.51
Best leadership styles have led to prioritization of resources for better service quality.		38.89	61.11	100.0	4.61	0.50
Proper reward systems have led staff to participate actively in provision of quality services.	5.56	44.44	50.00	100.0	4.44	0.62
Clear reward systems have led staff to engage in OCB in their line of duty for better service quality.	16.67	38.89	44.44	100.0	4.28	0.75

Source: Primary data (2024)

The study findings from Table 11 report a mean of 4.17 with a standard deviation of 0.51. This indicates that Uganda Management Institute (UMI) leadership has made significant efforts to provide high-quality services to students. Regarding the items aimed at determining whether UMI leadership has increased its capacity to deliver the best quality services, the results show that most respondents (72.22%) agree that UMI leadership is very good at providing highquality services to students. Additionally, 22.22% of respondents agree that UMI leadership is excellent, while only 5.56% believe that UMI leadership is good at providing quality services.

This implies that UMI leadership strategically allocates resources to enhance the quality of student services, focusing on a client-centred approach. It also suggests that UMI leadership

is willing to compete for resources to gain a competitive advantage over other universities, thereby improving its global rankings.

In an interview with Key Interview Informant Code named I1111 noted that;

“..... Uganda Management Institute leadership strategically allocates resources to areas that are key in ensuring services to us. This has increased the enrollment numbers of students compared to other educational institutions in the area.....”

Regarding items that sought to determine from the respondents whether Uganda Management Institute leadership styles prioritize resources for better service quality, The results show that the majority of the respondents agree that Uganda Management Institute's best leadership styles have led to excellent prioritization of resources for better quality services, scoring 61.11%, whereas 38.89% of the respondents agreed that Uganda Management Institute's best leadership styles are perfect at prioritization of resources for better than service quality. This implies that the institute has leaders with leadership styles geared at making it a better place to learn from and does allocate resources to critical areas that enhance better service quality. It further implies that leaders at UMI have a heart for the institute and do not use resources for their interests, thus being accountable.

Besides, the study findings indicate that the majority of the respondents agree that Uganda Management Institute has proper reward systems that have led staff to participate actively in the provision of quality services, scoring 50.00%, whereas 44.44% agree that Uganda Management Institute reward systems are excellent in insinuating staff to participate actively in the provision of quality services. Only 5.56% agree that Uganda Management Institute's reward systems are sound. This implies that staff are satisfied with their rewards, reiterating their commitment to being active in their respective dockets and, thus, employment

commitment. It further means that UMI has equitable reward policies that encourage all staff, irrespective of sex, to participate actively in providing quality services.

Besides, the study indicates that 44.44 % of the respondents agree that excellent and clear reward systems have led staff to engage in OCB in their line of duty for better service quality, whereas 38.89% agree that Uganda Management Institute has excellent, transparent reward systems. Only 16.67% of the respondents agree that Uganda Management Institute has a transparent reward system. This implies that these clear reward systems equitably cater for staff without any discrimination, which makes staff exhibit extra-role behaviours regarding providing services. It further means that UMI staff are motivated by these equitable reward policies to perform outstandingly, which increases the overall performance of the institute.

In an interview with Key Interview Informant Code named I1112 noted that;

“.....Uganda Management Institute reward systems cater for all our interests without fear or favor. These equitable reward systems convince us to engage in extra role behaviors willing in our respective dockets for purposes of enhancing better service quality.....”

4.4 Inferential Analysis

4.4.1 Correlation Analysis

The study employed the Pearson Correlations to explore the relationships between the study variables. The Pearson’s Correlation Coefficient can either be positive or negative and is said to generally be statistically significant if the accompanying level of significance is equal to or less than 0.05. The statistic, denoted by (r), helps us understand if there is an association between the two variables at all.

Table 12: correlations

Resource mobilization	Infrastructure development	Organization structure	Reward magt & remunation	Service delivery
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Resource mobilization	Pearson Correlation	1				
	Sig. (2-tailed)					
	N	65				
Infrastructure development	Pearson Correlation	0.140	1			
	Sig. (2-tailed)	0.000				
	N	65	65			
Organization structure	Pearson Correlation	0.152	0.449**	1		
	Sig. (2-tailed)	0.002	0.000			
	N	65	65	65		
Reward mgt and remuneration	Pearson Correlation	0.082	0.107	0.191	1	
	Sig. (2-tailed)	0.001	0.119	0.121		
	N	65	65	65	65	
Service delivery	Pearson Correlation	0.606**	0.618**	0.619**	0.504**	1
	Sig. (2-tailed)	0.008	0.006	0.006	0.033	
	N	65	65	65	65	65

** . Correlation is significant at the 0.01 level (2-tailed).

Source: primary data (2024)

The findings of correlation in Table 12 indicated that resource mobilization is significantly and positively associated with high-quality service provision ($r = .606^{**}$, $p < .05$). The results suggest that access to greater resources is likely to increase the likelihood of providing quality services, which, in turn, may encourage students to be willing to pay for better education. This indicates that any change in resource mobilization will directly impact the provision of quality

services. Furthermore, it highlights that with effective resource mobilization, management will be able to invest in key utilities, further enhancing service quality.

Similarly, infrastructure development is significantly and positively associated with quality service ($r = .618^{**}$, $p < .05$). The findings show that infrastructure improvements, such as well-constructed classrooms, clean facilities, and a well-stocked library, are likely to increase the likelihood of delivering high-quality services. This suggests that changes in infrastructure development programs will directly affect service quality. It also implies that when educational institutions invest in infrastructure development, they create a conducive learning environment that attracts more paying students, thereby boosting their resource base. Additionally, organizational structure is significantly and positively associated with quality service ($r = .619^{**}$, $p < .05$). The results indicate that streamlined organizational structures, which clearly assign responsibilities for different tasks, are crucial for delivering quality services. Any adjustments made by these organizational structures in executing their duties will inevitably impact service quality.

Lastly, reward management is significantly and positively associated with quality service ($r = .504^{**}$, $p < .05$). The findings suggest that well-designed reward management systems, which fairly compensate staff, enhance service quality by eliminating bias and discrimination. A motivated workforce is more likely to improve service quality. These results further indicate that effective reward management systems foster a sense of obligation among employees to fulfill their responsibilities, thereby contributing to better service provision.

4.4.2 Multiple Regression

Table 13: Model Summary

Model	R	R Square	Adjusted Square	R Std. Error of the Estimate
1	.785 ^a	0.619	0.562	0.87615

a. Predictors: (Constant), Resource mobilization, Infrastructure development, Organization structure, Reward mgt and remuneration

Source: *primary data (2024)*

The R-squared method is used to evaluate the goodness of fit of a model. The coefficient of determination, known as R-squared, is a statistical measure that assesses how well a regression line represents actual data in regression analysis. It quantifies the proportion of variance in a dependent variable that can be attributed to independent variables. According to the model summary statistics, the R-squared value is 0.619. independent variables (Resource mobilization, Infrastructure development, Organization structure, Reward mgt and remuneration) can account for variance 61.9% in influencing quality of service delivery in UMI. The remaining 38.1% can be explained by other variables not mentioned in this study.

Table 14: ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6.436	4	1.609	22.096	.002 ^b
	Residual	47.594	63	0.768		
	Total	54.030	64			

a. Dependent Variable: Quality Service Delivery

b. Predictors: (Constant), Resource mobilization, Infrastructure development, Organization structure, Reward mgt and remuneration

Source: *primary data (2024)*

In this research, the significance of the regression model was assessed using ANOVA. The model is considered statistically significant if the p-value was less than or equal to the critical value (P-critical) of 0.05. The results presented in Table 14 demonstrate that the statistical analysis supports the validity of the model, with a significant F-value of 22.096 (p = 0.002).

This confirms that the model is valid and can be used for predictive purposes.

Table 15: Regression Coefficient

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	0.589	0.665		5.720	0.066
Resource mobilization	0.745	0.126	0.241	-1.986	0.000
Infrastructure development	0.375	0.133	0.016	0.130	0.012
Organizational structure	0.741	0.114	0.151	1.231	0.013
Reward mgt and remunation	1.108	0.091	0.142	1.188	0.000

a. Dependent Variable: Quality Service Delivery

$$Y = 0.589 + 0.745X_1 + 0.375X_2 + 0.741X_3 + 1.108X_4 + \varepsilon$$

This equation indicates that for every unit increase in the independent variable of resource mobilization, service delivery improves by 74.5% ($\beta = 0.745$). Similarly, for each unit increase in the infrastructure development, quality of service delivery improves by 37.5% ($\beta = 0.375$). Regarding organization structure, quality of service delivery is enhanced by 74.1% ($\beta = 0.741$) for every unit increase. Lastly, for each unit increase in the Reward management and remunation systems, quality of service delivery improves by 110.8% ($\beta = 1.108$). These findings suggest that these factors significantly and positively impact quality of service delivery in Uganda Management Institute. When all independent variables (Resource mobilization, Infrastructure development, Organizational structure and Reward mgt and remunation) remain constant, service delivery is sustained at a continuous rate of 58.9% ($\beta = 0.589$).

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

The purpose of the study was to examine the influence of organizational systems on quality service delivery in educational learning centres in Uganda with a special focus on Uganda Management Institute. The specific objectives were: to examine the effects of resource mobilization on quality service delivery in Uganda Management Institute; to determine the effect of infrastructure development on quality service delivery in Uganda Management Institute; to explore the effect of the organization structures on quality service delivery in Uganda Management Institute and to assess the effect of the reward management, compensation systems on quality service delivery in Uganda Management Institute. This chapter presents a summary of the findings, discussions, conclusions and recommendations.

5.1 Summary of the Study Findings

The summary of the findings was based on the research objectives.

5.1.1 Resource Mobilization and Quality Service Delivery

According to the descriptive findings of the study showed that Uganda Management Institute has made efforts to embrace better resource mobilization strategies using the available resources to enhance and sustain its competitiveness in the education sector of higher learning. This has been done through community participation, funding and making use of the available resources to optimize efficiency in terms of prioritizing key service areas like classrooms, furniture, utilities that tackle the needs of the students. In addition the regression results revealed that there is statistically significant relationship between resource mobilization and service delivery at Uganda Management Institute ($\beta=0.745$; $p=0.000$). On the other hand, qualitative findings showed that use of better resource mobilization strategies of funding,

community participation and putting the available resources to their efficient utilization has enhanced an improvement in the provision of better service quality.

5.1.2 Infrastructure Development and Quality Service Delivery

Basing on the descriptive findings of the study showed that Uganda Management Institute has made tremendous efforts to put in place infrastructure that is relevant and facilitates learning to take place. This is in form of classrooms, laboratories and computer rooms all of which increase the quality of service delivery at the institute in terms of its reliability, tangibility and assurance. In addition the regression results revealed that there is statistically significant relationship between infrastructure development and service quality at Uganda Institute Management ($\beta=0.375$; $p=0.012$). Besides, qualitative findings showed that allocation of resources to infrastructure development through construction of classrooms, laboratories, and computer rooms has been instrumental in enhancing service quality in terms of its reliability, tangibility and responsiveness.

5.1.3 Organization Structures and Quality Service Delivery

A critical analysis of the descriptive findings of the study showed that Uganda Management Institute has put in place established structures that govern the institute and make the day to day operational and managerial decisions aimed at enhancing service quality. These include the governing council, top management organ and the human resource that have put policies, procedures and processes in place to ensure efficient service quality in terms of its tangibility and reliability at Uganda Management Institute. In addition the regression results revealed that there is statistically significant relationship between organizational functional structures and service quality at Uganda Management Institute ($\beta=0.741$; $p=0.013$). On the other hand, qualitative findings showed that having established functional structures like governing council, management and human resource has played a critical role in enhancing quality terms of its assurance, tangibility, reliability and responsiveness.

5.1.4 Reward Management, Compensation Systems and quality Service delivery

Relating to the descriptive findings of the study showed that Uganda Management Institute has made efforts to adopt reward management and compensation systems like making target payments, fringe benefits and reward & bonuses as a strategy to increase the level of service quality in terms of tangibility, reliability and responsiveness where employees and other support staff at the institute meet service needs of the students and other stakeholders. In addition, the regression results revealed that there is statistically significant relationship between reward management compensation systems and service quality at Uganda Management Institute ($\beta=1.108$; $p=0.000$). On the other hand, qualitative findings showed that adoption of reward management and compensation systems in terms of target payments, fringe benefits and rewards & bonuses has played a crucial role in enhancing service quality in terms of tangibility, reliability, empathy and responsiveness.

5.2 Conclusion

5.2.1 Resource Mobilization and Quality Service Delivery

The first objective sought to examine the effects of resource mobilization on quality service delivery in Uganda Management Institute. Basing on the study findings there is a statistically significant relationship between resource mobilization and quality services at Uganda management institute. This shows that proper resource mobilization strategies like funding, utilization of resources, community participation leads to an increase in service quality.

Therefore it's logical to conclude that resource mobilization through governance, management and human resource has played a critical role in increasing service quality in terms of tangibility, reliability and responsiveness.

Proper resource mobilization strategies employed by the top management organ enhance service quality since it allocates resource to sectors that aimed at improving the quality of

services. The resources gathered by top management are used efficiently to meet service needs of the students. With proper funding and utilization of resources, the institution enhances its competitiveness and attracts big student enrollment, since they are willing to pay for better quality education.

5.2.2 Infrastructure Development and Quality Service Delivery

According to the study findings, there is statistically significant relationship between infrastructure development and quality service delivery at Uganda Management Institute. This indicates that an increase in the allocation of resources to infrastructure development leads to an increase in quality services. Therefore, it is logical to conclude that infrastructure development through allocation of resources to construct classrooms, laboratories and investing resources in computer rooms has played a major role in increasing quality service in terms of reliability, tangibility and responsiveness. By allocating resources to infrastructure development through construction of classrooms, laboratories, computer rooms, the institution eliminates complaints that would arise from clients because students will have a conducive learning environment.

This directly reduces on collusion of learning programs associated with limited space to accommodate the effective operation of institutional programs and activities. Institutions with sufficient academic equipment, laboratories, computer laboratories, well-spaced and equipped class rooms provide easy access to information sources thereby improving on quality service.

5.2.3 Organization Structures and Quality Service Delivery

The third objective sought to explore the effect of the organization structures on quality service delivery in Uganda Management Institute. According to the study findings, there is statistically significant relationship between organization structures and quality service at Uganda Management Institute. This indicates that an institution with organizational functional structures leads to an increase in service quality. This is because these organization functional

structures direct resources to sectors aimed at boosting service quality. By having functional organization structures there is clear coordination and planning of activities and programs through decision making aimed at boosting service quality.

Organizational structures help in promotion of new core values, virtues aimed at fostering the competitive advantage through provision of quality services. These structures develop a culture that motivates, encourages all institutional staff to direct their energies to improving quality services and hence a students' service oriented culture and satisfaction. Such structures establish a culture that accommodates more ideas from the different forms within the institution aimed at boosting service quality. Institutional staff in return feels valued and carry out their duties with a heart of satisfying the students' needs.

5.2.4 Reward Management, Compensation Systems and Quality Service Delivery

The fourth objective sought to assess the effect of the reward management, compensation systems on quality service delivery in Uganda Management Institute. The study findings indicated that there is a statistically significant relationship between reward management and service quality at Uganda Management Institute. This indicates that an increase in reward management strategies and systems by management leads to an increase in service quality. Therefore, it is prudent to conclude that reward management through target payments, fringe benefits, rewards & bonuses has played an important role in enhancing service quality in terms of reliability, tangibility and responsiveness.

Reward management systems help in achieving satisfaction of employees. Institutions that reward employees with bonuses and fringe benefits enable employees to feel obliged to help students in need of services because staff feels motivated to deliver services to students. Intrinsic and extrinsic rewards lead to employee commitment that is essential to quality service provision at Uganda Management Institute. Therefore, it is logical to conclude that reward

management through fringe benefits, bonuses help employees exhibit organizational citizenship behavior, timely and prompt provision of services hence leading to service quality.

5.3 Recommendations

5.3.1 Resource Mobilization and Quality Service Delivery

Basing on the study findings, there is a statistically significant relationship between resource mobilization and quality of service delivery at Uganda Management Institute. Therefore, it is recommendable for the institute to establish effective resource mobilization strategies through funding, proper utilization of resources and community participation so as to increase service quality in terms of tangibility, empathy and assurance.

5.3.2 Infrastructure Development and quality Service Delivery

According to the study findings, there is a statistically significant relationship between infrastructure development and quality of service delivery at Uganda Management Institute. Therefore, it is recommendable for the top management organ and governing council to allocate resources meant for the construction of classrooms, laboratories and computer rooms aimed at providing a conducive learning environment hence enhancing service quality in terms of responsiveness, reliability and empathy.

5.3.3 Organization Structures and Quality Service Delivery

Basing on the study findings, there is a statistically significant relationship between organization structures and service quality at Uganda Management Institute. Therefore, it is recommendable for the institute to have organizational functional structures through governance, management and human resource so as too direct the planning, controlling and implementation of activities aimed at providing quality services.

5.3.4 Reward Management, compensation and quality Service Delivery

Premising on the study findings, there is a statistically significant relationship between reward management and quality service at Uganda Management Institute. Therefore it is

commendable for human resource department to establish reward management strategies through target payments, fringe benefits, rewards and bonuses so as to motivate staff to commit their energies to providing quality services hence enhancing service quality.

5.4 Areas for Further Study

To crown it all, the study to a larger extent met and achieved the set objectives as indicated in the final research project. But in the process, the researcher has noted certain areas that require further research. These include:

The study was limited to resource mobilization, organization structures, reward management and infrastructural development. There is a need for study on the other factors affecting quality service delivery in educational learning centers. The study was carried out at Uganda Management Institute. Therefore, the findings are limited to Uganda Management Institute and not in other learning centers in Uganda. Hence, there is need for further study to be adopted in other educational learning centers and institutions of higher learning to establish the similarity and differences in the findings of the study.

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APPENDICES

Appendix 1: Statements capturing research objectives

Statements tapping the research objective for UMI concerning causes of poor delivery of services in Institutions, taking UMI as the institution under study.

Hello Interviewee,

I am PhionahKintu, belonging to Mount Kenya University (MKU), taking a Masters Degree in Business Administration (majoring in Strategic Management).

This questionnaire intends to examine factors affecting provision of quality services in Institutions, taking UMI as the institution under study.

I am humbly appealing for your response concerning the statements listed below and kindly answer to the best of your ability and truthfully following the guidelines provided in each question. The information obtained will serve the above purpose and anonymity will be maintained.

I appreciate your time and effort.

Factors affecting service quality in Educational learning centres, picking UMI as the institution under study.

Section A: Biography of the interviewee

No.						
1.	Age of interviewees	(20-30)	(31-40)	(41-50)	(51-60)	(61&Above)
2.	Sex	Female	Male			
3.	Academic status	Post Graduate	Degree	Diploma	Secondary	Primary
4.	Marital status	Married	Single	Divorced	Widow	Others
5.	Key players	UMI Staff	UMI Student guild	Political Leader	Civil Servant	Funder

Section B: organizational structure

Key: Average (1), Fair (2), Good (3), Very Good (4), Excellent (5)

Please use a tick (√) in answering the following questions according to the scale indicated below.

No	Statements	1	2	3	4	5
6	Organizational structures are well designed in UMI to support Service quality					
7	UMI council is committed to improving service quality					

8	The organizational structure of UMI details what each staff is meant to do to improve services.					
9	The UMI top management prioritizes resources in areas with direct impact on service quality.					
10	The administrative top organization of UMI seeks partnerships and grants to improve service quality.					
11	All UMI staff are trained and coached to provide best quality services to students					

SECTION C: Reward Management and service quality

Key: Average (1), Fair (2), Good (3), Very Good (4), Excellent (5)

Please use a tick (√) in answering the following questions according to the scale indicated above.

Reward Management and service quality	1	2	3	4	5
Leadership at the institution has ability to provide best quality service to students					
Best leadership styles have led to prioritization of resources for better service quality.					
Proper reward systems have led staff to participate actively in provision of quality services.					

Clear reward systems have led staff to engage in OCB in their line of duty for better service quality.					
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SECTION D:

Resource mobilization and service delivery

Key: Average (1), Fair (2), Good (3), Very Good (4), Excellent (5)

Please use a tick (✓) in answering the following questions according to the scale indicated above.

	Statements	1	2	3	4	5
18	Resources have been utilized promptly to provide quality service.					
19	Grants of fered to UMI are used to improve service quality provision.					

20	All departments use resources provided within their budgets to improve service delivery/quality.					
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SECTION E: Average (1), Fair (2), Good (3), Very Good (4), Excellent (5)

Infrastructure development and Service delivery

Key: Please use a tick (✓) in answering the following questions according to the scale indicated below.

	Statements	1	2	3	4	5
21	UMI council has put in place amenities to provide service quality					
22	UMI administration renovates the existing facilities aimed at improving the quality of service provided to students.					
23	UMI administration appraises service providers and contractors of different projects to ensure their consistency in provision of service quality.					
24	UMI administration prioritizes resources in facilities that have a direct impact on service quality.					

SECTION F: Service delivery

Key: Average (1), Fair (2), Good (3), Very Good (4), Excellent (5)

Please use a tick (✓) in answering the following questions according to the scale indicated below.

	Statements	1	2	3	4	5
21	Good leadership styles play a big role in provision of quality service at UMI					
22	There is transparency in the utilization of resources aimed at providing quality service.					
23	Top leadership priorities construction of facilities operational costs to improve service quality then pay salaries or than any other cost.					

Appendix II: Interview guide for Top organ staff

Statements capturing objectives for (Council staff) at UMI on the factors affecting service quality in educational learning centres, taking UMI as the institution under study.

Dear respondent, I am conducting an interview concerning factors affecting service quality in educational learning centres, taking UMI as the institution under study. As part of the academic process, I request for your participation in this research. I am kindly requesting you to give us some time and attempt a few questions and answers obtained will help in the research. I appreciate your cooperation **Section A:**

1. Do you know the UMI service quality?

i) Yes ii) No

2. If yes, have you been involved in the provision of service quality?

i) Yes ii) No

3. Are you involved in the service quality provision?

i) Yes ii) No

4. What do you think could be the factors affecting service quality?

.....
.....
.....

Appendix III- Funders

Statements capturing objectives for council staff on the factors affecting service quality in educational learning centres, taking UMI as the institution under study.

Dear respondent, I am conducting an interview on the factors affecting service quality in educational learning centres, taking UMI as the institution under study. As one of the interviewees in this study, kindly participate in this research by attempting a few statements capturing the objective under study with accuracy, attention and feedback given is purely purposed for research.

I appreciate your cooperation

Funders of UMI

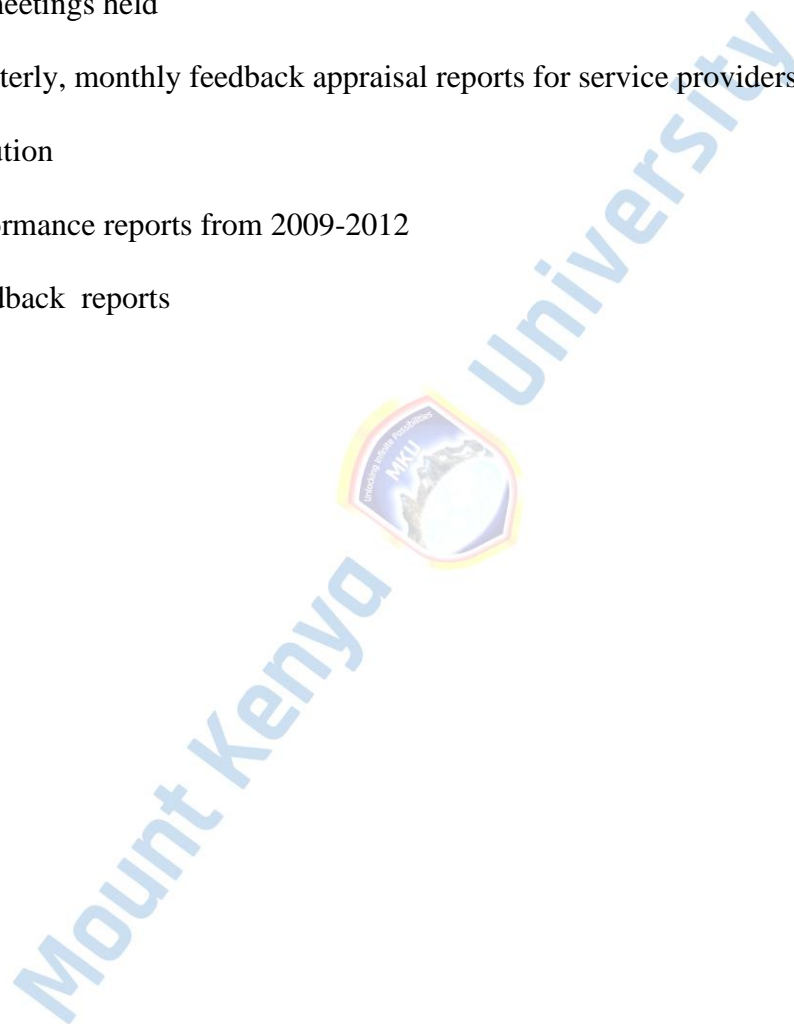
1. Where do you base yourself while funding UMI?

2. Are the funders interested in funding service related projects?
3. Is the top organ structure supportive of the funders' area of interest in regard to service quality?
4. What prompts funders to prioritize service related projects?

Appendix IV – Review of Documents

Documents below are to be reviewed;

1. Minutes of meetings held
2. Annual/ quarterly, monthly feedback appraisal reports for service providers
3. UMI constitution
4. Annual performance reports from 2009-2012
5. Students feedback reports



Appendix V: Questionnaire for UMI students

Dear respondent,

I am conducting research on factors affecting service quality in Educational Learning centres taking Uganda Management Institute as the institution under study. I am humbly appealing for your response on each of the statements below and kindly attempt to the best of your ability and truthfully following the guidelines provided in each question. The information obtained will serve the above purpose and will be treated with anonymity.

I appreciate your time and effort.

Section A: Background information.

B. Interviewees' biography. Kindly tick (✓) a correct option below:

1. Sex

i. Female

ii. Male

2. Please indicate the course you are currently studying at UMI in the box provided

3. Study time at UMI

i. Evening

ii.

Day

iii. Weekend

Key: Average (1), Fair (2), Good (3), Very Good (4), Excellent (5)

Please use a tick (✓) in answering the following questions according to the scale indicated

	Tangibility	1	2	3	4	5
1	Infrastructure is indicative of growth in quality (i.e. building & surroundings)					
2	UMI's library facilities are becoming more modern and adequate					
3	UMI has modern computer labs					
4	There is adequate sitting space in the Library					
5	Classrooms have enough chairs					
6	Toilets at UMI are always clean with toilet paper and water available					
	Reliability					
1	Services are delivered as promised					
2	Service is given promptly and on time					
3	Examination results are always released on time					
4	The teaching materials in class are visually appealing					
5	The teaching standard at UMI is dependable					
	Responsiveness					

1	Non teaching staff are quick at solving my problems					
2	When clarity is requested on a certain issue, staff are able to fulfil or provide it.					
3	UMI staff are always willing to help students					
4	Lecturers at UMI are approachable					
5	It's easy to access all the information I need from UMI website (e.g. exam results, timetables, admissions)					

Appendix VI: Interview guide for UMI staff

Dear respondent, I am carrying out an interview on factors affecting service quality in educational Institutions, taking UMI as the institution under study. As part of the academic process, I am appealing to you to be one of the interviewees. I am kindly requesting you to attempt the following statements capturing the objectives under study with accuracy and attention it deserves. Feedback provided is confidential and is for academic purposes.

I appreciate your cooperation

Section A: Service Quality at UMI

1. How would you describe the quality of structures at UMI (Buildings, library, comouter labs, classroom space, toilets)

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2. What are the explanations for the responses in 1 above?

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3. What is your opinion on reliability of services at UMI (Promptness, examination results, teaching material, teaching).

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4. What are the explanations for the responses in 3 above?

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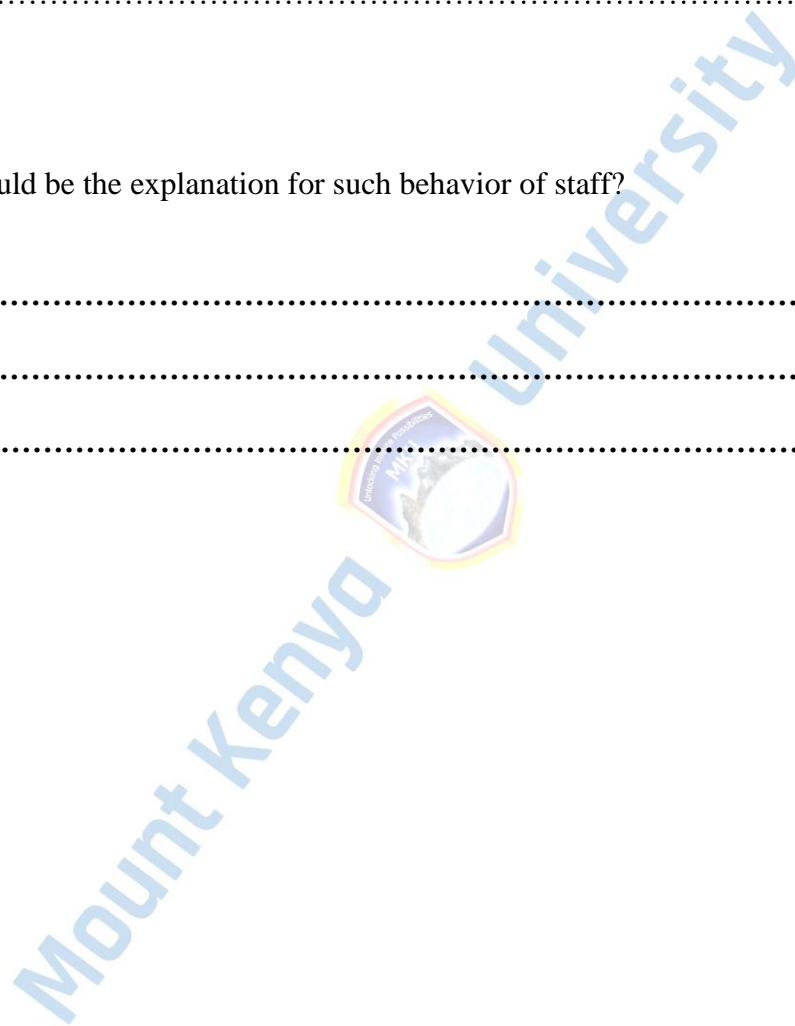
Questions on responsiveness

5. How would you describe the responsiveness of staff in servicing clients? (response time of non-teaching staff, clarity of responses, willingness to help, approachability of staff, ease of access to information)

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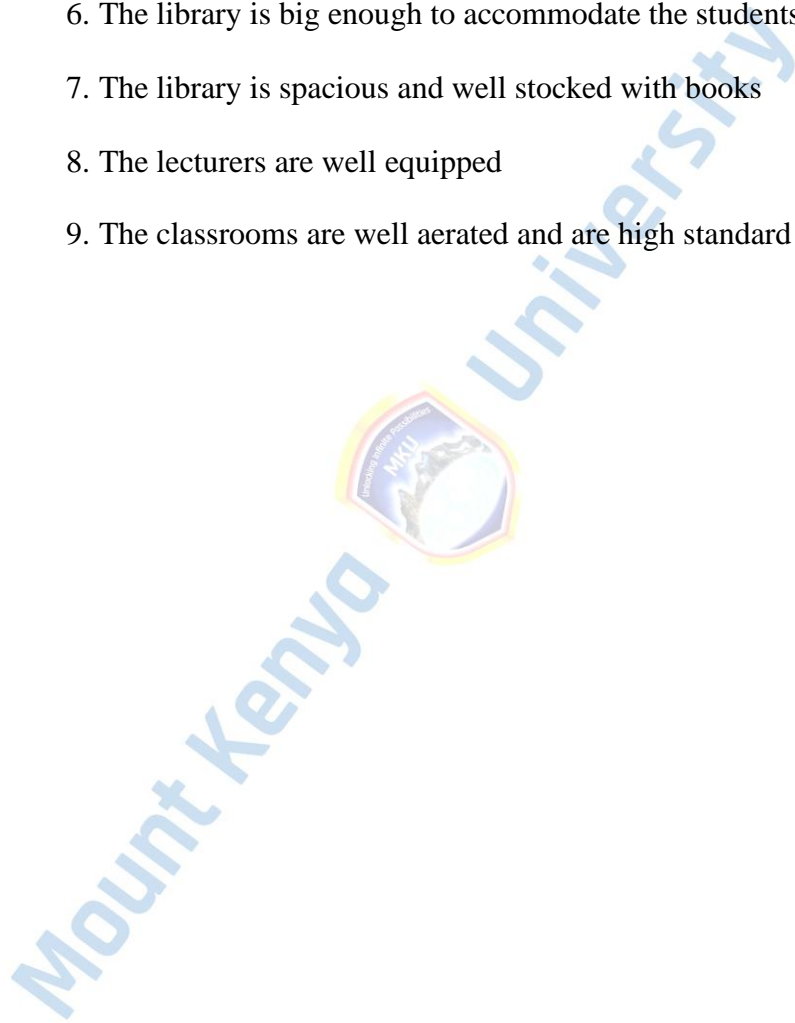
6. What could be the explanation for such behavior of staff?

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Appendix VII: Observation check-list

1. The institution has modern and high quality computer labs	Yes	No	Somehow
2. Furniture in the lecture rooms is up-to-date	Yes	No	Somehow
3. Lecture rooms have enough seats for students	Yes	No	Somehow
4. The eating places are organized with good services	Yes	No	Somehow
5. Toilets are in good working condition	Yes	No	Somehow
6. The library is big enough to accommodate the students	Yes	No	Somehow
7. The library is spacious and well stocked with books	Yes	No	Somehow
8. The lecturers are well equipped	Yes	No	Somehow
9. The classrooms are well aerated and are high standard	Yes	No	Somehow



Appendix VII: Observation check-list

No.	Observation check list	Day 1		Day 2		Day 3		Day 4		Day 5	
		Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1	The computer labs have internet										
2	Furniture in the lecture rooms is upto-date										
3	Lecture rooms have enough seats for students										
4	The eating places are organized with good services										
5	Toilets are in good working condition and are clean										
6	The library is big enough to accommodate the students										

7	The library is spacious and well stocked with books										
8	The lecturers are well equipped										
9	The classrooms are well aerated and are high standard										
10	There is lighting in the lecture rooms										



Appendix VIII: Ethical Clearance Certificate

MOUNT KENYA UNIVERSITY

REF: MKU/ISERC/3236 Date: 09 October 2023
TO: KINTU PHIONAH NABULYA

REG: MBA/2018/22382

Dear Sir/Madam,

RE: FACTORS AFFECTING SERVICE QUALITY IN EDUCATIONAL LEARNING CENTRES A STUDY OF UGANDA MANAGEMENT INSTITUTE

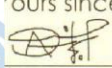
This is to inform you that **Mount Kenya University** has reviewed and approved your above research proposal. Your application approval number is **2280**. The approval period is **09/10/2023 - 08/10/2024**.

This approval is subject to compliance with the following requirements:

- Only approved documents including informed consents, study instruments, MTA will be used
- All changes including amendments, deviations and violations are submitted for review and approval by **Mount Kenya University**
- Death and life threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to **Mount Kenya University** within 72 hours of notification
- Any changes, anticipated or otherwise that may increase the risks or affect the safety or welfare of study participants and others or affect the integrity of the research must be reported to **Mount Kenya University** within 72 hours
- Clearance for export of biological specimens must be obtained from relevant institutions
- Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal
- Submission of an executive summary report within 90 days upon completion of the study to **Mount Kenya University**

Prior to commencing your study, you will be expected to comply with any additional requirements from the relevant authorities in the country where this study will be conducted

Yours sincerely,


The Chairman
Mount Kenya University
Ethics Review Committee
P.O. Box 342 - 0100, Thika

Dr. Alfred Owino, PhD
Chairman, Mount Kenya University ISERC

Main Campus, General Kago Road, P.O. Box 342-01000 Thika.
Cell: +254 709 153 000 / +254 709 153 200
Email: info@mku.ac.ke, Web: www.mku.ac.ke

Appendix IX: Introduction Letter

DIRECTORATE OF GRADUATE STUDIES

MBA/2018/22382

9th October, 2023

TO WHOM IT MAY CONCERN

Dear Sir/Madam,


RE: KINTU PHIONAH NABULYA – REGISTRATION NO. MBA/2018/22382

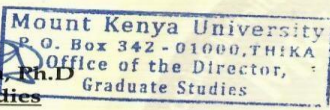
The purpose of this letter is to introduce the above named student who is pursuing **Master of Business Administration** in the department of **Accounting and Finance** in the school of **Business and Economics**

The title of the research is **“Factors Affecting Service Quality in Educational Learning Centres. A Study of Uganda Management Institute.”** It has been cleared by the University’s Ethics Review Committee (Certificate attached) and now has to proceed to the field to collect data between **October, 2023 and December, 2023.**

Any assistance accorded to the student will be highly appreciated.

Thank you.


Dr. Samuel M. Karenga, Ph.D
Director, Graduate Studies


Mount Kenya University
P. O. Box 342 - 01000, THIKA
Office of the Director,
Graduate Studies

Enc.

kintu phionah nabulya

INFLUENCE OF ORGANIZATIONAL SYSTEMS ON QUALITY SERVICE DELIVERY IN EDUCATIONAL LEARNING CENTRES I...

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-  Mount Kenya University

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