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

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ABSTRACT

There has been inadequate service provision by the teaching staff at public universities in Nairobi City County, Kenya. Statistics reflect disparities in service delivery across different universities, with some institutions facing more significant challenges than others. There is a considerable percentage of students express dissatisfaction with the quality of instruction. Therefore, this study's main focus was to examine how delivery of service by teaching staff of selected public universities in Nairobi City County, Kenya is affected by practices of strategic change management. This research endeavored to improve service delivery in selected public universities, contributing to informed policymaking and benchmarking practices across the sector. This study was anchored on the SERVQUAL model, dynamic capabilities theory, network governance theory, stakeholder theory and contingency theory. This study was conducted using descriptive research design, which involves gathering information through questionnaires from a selected group of individuals. The target population was five (5) public universities which are UoN, Kenyatta University, TUK, CUK and Multi Media University. The total number of teaching staff across these universities was estimated at 4,676, forming the sampling frame for the study, with approximately 354 respondents selected through stratified simple random sampling. A semi-structured questionnaire was employed to collect primary data. The analysis of data was done using descriptive statistics such as percentages, mean and standard deviation and inferential statistics. The study revealed that strategy leadership, strategic alliance, stakeholder involvement and organizational structure had significantly influenced service delivery. The study concluded that through strategic leadership, a culture of collaboration is cultivated among faculty members, administrative staff, and students. The strategic partnerships facilitate resource sharing among institutions, which can include access to funding, research facilities, and educational materials. The study recommended that professional development programs should be implemented to equip academic staff with essential leadership skills. The Universities should implement collaborative projects to enhance engagement and academic staff should seek partnerships with local organizations and businesses to develop programs that address community challenges. The University should implement a comprehensive professional development programs to equip staff with the necessary skills and knowledge to improve service delivery.

Key word: Strategic leadership, Strategic alliance, Stakeholder involvement, Service delivery, Strategic change management process

INTRODUCTION

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

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

Strategic change management is especially vital in public universities globally due to the rapidly changing landscape of higher education (Scott &Asavisanu, 2021). In Malaysian public universities, for example, strategic change management has been implemented to enhance service delivery by improving the quality and efficiency of services provided to stakeholders (Ghavifekr et al., 2019). Similarly, Zimbabwean public universities face challenges like limited resources, and strategic change management helps align their goals with stakeholder needs (Tshuma & Ndebele, 2020).

Public universities in Kenya are a vital part in higher education, engaging various activities that address educational, research, and community development needs (Bichanga & Kimani, 2018). Despite the increasing demand for higher education, these institutions face challenges such as funding constraints, inadequate infrastructure, and governance issues. Previous studies indicate that the strategic integration of service delivery can significantly enhance educational outcomes (Mugambi & Mugo, 2020). However, a more comprehensive exploration into how service delivery is affected by strategic change management practices is necessitated.

Service Delivery

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

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

Strategic Change Management Practices

Practices of Strategic change management are crucial for addressing service delivery challenges. Engaging stakeholders, such as teachers and students, fosters ownership and enhances the effectiveness of transformations (Kuva & Pollanen, 2018). Strategic initiatives like leadership development and technology integration can significantly impact service delivery outcomes.

Effective leadership provides direction and resources necessary for successful service delivery (Gaitho & Awino, 2018). Strategic alliances within organizations facilitate collaboration and resource sharing, enabling institutions to adapt to changing environments (Chen &Graddy, 2022). Involving stakeholders in decision-making enhances trust and ensures services meet community needs (Zwane & Matsiliza, 2022). Additionally, the organizational structure influences how tasks are coordinated and controlled, directly affecting service delivery quality (Seip, 2021).

Research from universities in Sri Lanka and Nigeria shows that strategic change management practices have led to improved service delivery through technology adoption and effective stakeholder engagement (Herath et al., 2021; Ekechi& Umar, 2020). In Kenyan public universities, strategic change management practices are imperative for navigating the evolving educational landscape (Nyangosi & Kamau, 2018).

Kenyan Public Universities

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

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

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

Statement of the Problem

Systemic challenges, including funding constraints, governance issues, and quality assurance concerns are encountered in Kenyan Public Universities. Limited government funding has forced universities to seek alternative revenue sources, impacting their ability to deliver quality services. A recent survey by the National Education Sector Working Group (2021) revealed that 75% of university teaching staff reported obstacles in service delivery due to inadequate funding, lack of resources, and bureaucratic inefficiencies. Specific studies highlight the need for reform in service delivery to meet the educational and socio-economic demands.

Numerous studies that have been related to the impact of strategic management practices on service delivery encompass Gikang'a (2020), who concentrated on the correlation between change management implementation practices and the performance of public universities in Kenya, specifically Kenyatta University. The findings revealed that change management planning, communication, and monitoring exert a significant influence on the performance of public universities. Nonetheless, the research was restricted to a single university, thus highlighting a contextual deficiency. Gathoni and Gachunga (2022) examined the impact of strategic change management on organizational performance in public universities in Kenya, and the findings suggest that while the predictor variables of change planning and visionary leadership were notably associated with organizational performance, the study presents a conceptual void as it focused solely on performance. However, this study sought to investigate the influence of strategic change management practices on service delivery by teaching staff in selected public universities in Nairobi City County, Kenya.

Objectives of the Study

The study was guided by the following specific objectives

- To examine the effect of strategic leadership on the service delivery of teaching staff in selected public universities in Nairobi City County, Kenya.
- To investigate how strategic alliances affect the service delivery provided by teaching staff in chosen public universities located in Nairobi City County, Kenya.
- To evaluate the impact of stakeholder engagement on service provision by teaching staff in chosen public universities located in Nairobi City County, Kenya.
- To determine the impact of organizational structure on service provision by teaching staff in chosen public universities within Nairobi City County, Kenya.

REVIEW OF LITERATURE

Theoretical Review

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

In the context of education, the SERVQUAL model helps identify gaps between students' expectations and actual experiences from the teaching staff services, thereby understanding where improvements are needed. The model offers a structured framework for measuring service quality; through questionnaires or surveys, students can rate their perceptions of teaching staff performance in each dimension. This quantitative data enables universities to gain a comprehensive overview of service quality and make data-driven decisions to prioritize areas for improvement, aligning with broader strategic change management theories that focus on enhancing service delivery.

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

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

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

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

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

Empirical Literature Review

Capacity of leaders to direct and inspire organizations in pursuit of long-term objectives while effectively managing resources and relationships is strategic leadership. According to Hiller and Hambrick (2005), strategic leadership is vital for fostering innovation and adaptability within organizations. Shimengah (2018) investigated how practices of strategic leadership impact delivery of service in Kenyan counties through a review of existing literature. Strategic leadership implementation promotes service provision by selecting qualified officials with necessary leadership qualities, ultimately improving resource management and community engagement. However, a methodological limitation was noted as the research relied on secondary data.

Thiriku and Kegoro (2019) explored how delivery of customer service in Kenya's Ministry of Industry, Investment, and Trade, is affected by strategic leadership utilizing a cross-sectional research methodology involving 557 respondents. Their findings revealed a direct robust connection. Nonetheless, the research's reliance on a cross-sectional design presents methodological limitations.

Strategic alliances involve collaborative arrangements between organizations to leverage complementary strengths for mutual benefit. As noted by Gulati (1998), these partnerships can enhance competitive advantage and service delivery. Kalunda (2023) investigated the influence of strategic partnerships on Kenya's commercial banks delivery of service in using a cross-sectional design that included interviews with strategic managers. The findings revealed that factors like marketing relations significantly influence service quality. However, the study was limited to commercial banks.

Ngila (2022) examined how partnerships that are strategic affect delivery of service in humanitarian NGOs in Kenya, achieving a 100% response rate from 17 organizations. The analysis demonstrated that strategic partnerships positively influence service delivery, although the research was narrowly focused on the NGO sector.

Stakeholder involvement refers to the engagement of various parties with a vested interest in an organization's operations, influencing decision-making and service outcomes. According to Freeman (1984), effective stakeholder management is paramount for attaining objectives of the organization. Orina, Moronge, and Guyo (2023) explored stakeholder management strategies in Kenyan county governments, utilizing structured questionnaires to gather data from 219 participants. Their findings showed that stakeholder identification positively influenced the delivery of service, though the focus on county governments may limit generalizability.

Twum-Darko, Ncede, and Tengeh (2023) examined stakeholder engagement in the South African public sector, employing qualitative and quantitative methods. Their research indicated that stakeholder involvement can effectively address service delivery issues during strategy development. However, South Africa as the contextual scope curtails its practicability to other settings.

Mlotshwa (2017) explored organizational structure effects on delivery of service in the Mgungundlovu District Municipality, utilizing document reviews and interviews with staff and management. Findings

indicated that management plays a crucial role in formulating and implementing organizational strategies, yet the study's local focus may limit broader insights.

Nyaberi (2021) examined organizational structure influence on service delivery and strategic leadership of Kenyan counties. Utilizing a cross-sectional design, the research revealed that organizational structure significantly impacts this relationship. However, the reliance on a cross-sectional survey presents methodological limitations.

METHODOLOGY

Descriptive research design was utilized, which involves gathering information through questionnaires from a selected group of individuals and analyzing data based on the participants' viewpoints ((Saunders, Lewis & Thornhill, 2011). Lans and Vander (2022) be aware that a research design specifies how data will be managed and serves as a strategy for tackling the research questions of an investigation. It entails observing individuals in their usual environments through field surveys, without introducing any changes or alterations.

Mugenda & Mugenda (2011), noted that the target population is a number of subjects the researcher aims to examine and draw conclusions from, with the characteristics chosen being contingent on the study's goals. Cooper and Schindler (2003) further describes it as the aggregate objects which a researcher desires to forge generalizations. The target population was five (5) public universities. The sampling frame is 4676 estimated employees' numbers.

For the specific respondents stratified simple random sampling was used, where each university formed a stratum. Fishers' formulae was used to calculate the sample.

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

a semi-structured survey was modified to collect primary data. Surveys, as organized formats presenting a series of inquiries (Einola & amp; Alvesson, 2021

Data collected underwent meticulous coding, entry, and analysis using SPSS version 26, employing both qualitative and quantitative methods. Quantitative data was subjected to both descriptive and inferential analyses, utilizing mean scores and standard deviations for summarization. Pearson's correlation coefficient (r) assessed relationship strength, and determination coefficient R square measured dependent variable explanation by the independent variable. Multiple linear regression was employed.

FINDINGS AND DISCUSSION

Response Rate

The total number of 354 questionnaires given to respondents who were chosen from 5 universities served as the basis for the response rate. The response rate in Table 1 is displayed as follows.

Table 1: Response Rate

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

Source: Research Data (2025)

84.2% of the distributed questionnaires were filled out and returned, according to the statistics in Table 1, whereas 15.8% were not. According to Mugenda& Mugenda (2003), an analysis can be conducted with a response rate of 50% or above. The capacity to generalize the results from the sample measurements is thus supported by the overall response rate of 84.2%.

Descriptive Statistics Results

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

Table 2: Descriptive Statistics

Descriptive Statistics	Mean	Std Dev
Strategic leadership	4.03	1.159
Strategic alliance	4.19	1.057
Stakeholder involvement	**4.21**	**1.019**
Organizational structure	4.32	0.949
Service delivery	2.41	1.295

Source: Research Data (2025)

These findings suggest that the university leadership is not only proactive in its approach but also responsive to the evolving needs of its stakeholders. These results imply that there is a strong recognition of the part strategic leadership plays in increasing efficacy and quality of educational services offered by these institutions. The finding agree with Shimengah (2018) who investigated how practices of strategic leadership impact delivery of service in Kenyan counties through a review of existing literature and found that strategic leadership implementation promotes service provision by selecting qualified officials with necessary leadership qualities, ultimately improving resource management and community engagement.

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

This finding suggests that the engagement of stakeholders and the cultivation of strong relationships are critical factors that enhance the effectiveness of service delivery within the university context. The finding concur with Twum-Darko, Ncede, and Tengeh (2023) research who examined stakeholder engagement in the South African public sector, employing qualitative and quantitative methods and indicated that stakeholder involvement can effectively address service delivery issues during strategy development.

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

Inferential Statistics

Multiple Regression Analysis Results

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

Model Summary

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

Table 3: Model Summary

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

Source: Research Data (2025)

The model summary's results show that the corrected R-squared value is 0.795, or 79.5%. An adjusted R-squared value this high indicates that the strategic leadership, strategic alliances, stakeholder engagement, and organizational structure collectively account for a substantial portion of the variability in service delivery outcomes, thereby emphasizing their critical role in enhancing the educational experience in these institutions. This indicates that 20.5% of service delivery was attributed to other strategic management techniques that were not examined in this study. The finding agree with Thiriku and Kegoro (2019) who explored how delivery of customer service in Kenya's Ministry of Industry, Investment, and Trade, is affected by strategic change management and their findings revealed a strong positive correlation.

Analysis of Variance

Table 4: Analysis of Variance

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

Source: Research Data (2025)

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

Regression Coefficients

Table 5: Coefficients

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

Source: Research Data (2025)

Table 5's findings demonstrate that when the independent factors (strategic leadership, strategic alliance, stakeholder involvement and organizational structure) are held constant, the service delivery by teaching staff in public universities would be 0.601. This finding suggests that, when these factors are adequately managed and optimized, there is a measurable enhancement in the quality of services provided by the teaching staff, thereby contributing positively to the overall educational experience for students.

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

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

Where;

Y=   service delivery by teaching staff

$X_1 =$ strategic leadership

$X_2 =$ strategic alliance

$X_3 =$ stakeholder involvement

$X_4 =$ organizational structure

$\varepsilon =$ Error term

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

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

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

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

CONCLUSION AND RECOMMENDATIONS

The study concluded that through strategic leadership, a culture of collaboration is cultivated among faculty members, administrative staff, and students. This collaborative spirit enhances communication and teamwork, leading to more effective service delivery and a more cohesive academic community. Strategic leaders establish clear goals and performance metrics, which promote accountability among academic personnel. This clarity helps ensure that all staff members comprehend their duties and obligations, which will enhance performance and service results. Effective strategic leaders are adept at identifying and utilizing resources efficiently ensuring that the universities operate at their highest potential.

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

The study concluded that stakeholder engagement fosters a collaborative environment where diverse perspectives are considered resulting in the development of programs and services that are more aligned considering the requirements of the labor market and societal needs. Involving stakeholders enhance the quality of education and services provided which ensures that the curriculum remains relevant and that teaching methodologies are effective, ultimately benefiting students' learning outcomes. Moreover, stakeholder engagement can strengthen the university's reputation and credibility leading to increased support for the university, whether through funding, partnerships, or student enrollment.

The study concluded that a well-defined organizational framework facilitates clear communication channels, which are essential for effective collaboration among faculty members, administrative staff, and students. This clarity in communication helps to streamline processes, ensuring that academic personnel can focus on their primary responsibilities of teaching, research, and community engagement. Moreover, a structured organization allows for the delineation of roles and responsibilities, which minimizes confusion and overlaps in duties. This clarity enables academic staff to understand their specific contributions to the university's mission, thereby enhancing accountability and performance.

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

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

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

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

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