IMPELLERS OF KNOWLEDGE MANAGEMENT IMPERATIVES ON SERVICE DELIVERY IN CHARTERED PRIVATE UNIVERSITIES IN KENYA

[1] Moseti Zacharia Nyang'au, [2] Dr Masaya Hillary Chakava

[1]Masters Student, Jomo Kenyatta University of Agriculture and Technology
[2]Lecturer, Jomo Kenyatta University of Agriculture and Technology

ABSTRACT

Knowledge sharing is argued as a key activity of any effective knowledge management in an organization. Private universities in Kenya are beleaguered with the growing customer knowledge needs, dynamism in technology, growth in student population while knowledge resources and financial resources to handle such pressure is minimal. Therefore, these institutions need to have effective knowledge sharing practices to improve service delivery. The main focus of this study is to establish the influence of knowledge sharing imperatives on service delivery in chartered private universities in Kenya. Specifically, the study sought to assess the effect of mentorship practice on service delivery in chartered private universities in Kenya and to investigate the influence of knowledge sharing technology tools on service delivery in chartered private universities in Kenya. This study used descriptive research design to collect both qualitative and quantitative data. This study adopted constructive epistemology and specifically post positivism approach. The unit of observation was 204 respondents comprising of 17 Vice Chancellors, 17 Deputy Vice Chancellors, 51 Registrars and 119 Heads of departments. This study adopted Yamane (1967) simplified formula to calculate the sample size. The study employed stratified random sampling technique to obtain a sample size of 135 respondents from the target population. A semi- structured questionnaire was used to collect primary data. Quantitative and qualitative data was generated from the closed-ended and open-ended questions, respectively. Qualitative data was analyzed on thematic basis and the findings provided in a narrative form. Descriptive statistics such as frequency distribution, mean (measure of dispersion), standard deviation, and percentages were used. Inferential data analysis was conducted by use of univariate regression analysis, Pearson correlation coefficient, and multiple regression analysis. The study results were presented through use of tables and figures. The study concludes that mentorship practice has a significant effect on service delivery in chartered private universities in Kenya. The study also concludes that knowledge sharing technology tools have a significant effect on service delivery in chartered private universities in Kenya. From the results, this study recommends that the management of chartered private universities in Kenya should formulate and implement effective mentorship programs.

Key Words: Impellers of Knowledge Management Imperatives, Mentorship Practice, Knowledge Sharing Technology Tools

Background of the Study

In the growing global economy, managing knowledge effectively has become a source of competitive advantage (Audretsch *et al*., 2018). Organizations are adopting integrated approaches to identify, manage, share and capitalize on the know-how, experience and intellectual capital of employees. Knowledge sharing can never be ignored as frontiers in ensuring that organizations optimize and realize their mandate efficiently and effectively (Tidd & Bessant, 2018). Many organizations around the world are capitalizing in knowledge sharing both internally and across the working stations to ensure competitive advantage.

Knowledge sharing is the process of transferring knowledge to other members of the organization in a suitable format (Hsiao, 2018). Knowledge sharing benefits an organization by turning individual knowledge into corporate knowledge (Wang & Wang, 2017). The approach of knowledge management use has been in different industries like technology, education, business and social (Hussin & Mokhtar, 2018). In the knowledge economy, the current knowledge points out the significance of understanding the strategies for knowledge transfer that impact on firms (Lombardi, 2019).

There is little understanding of knowledge management at the policymaking level of government, knowledge sharing is often equated simply with computerization and hence there is a misapprehension that by adopting an ICT policy, knowledge sharing is automatically covered, limited emphasis is on research and development in the public and private sector, research and development is not linked to development work, knowledge sharing circles are 'islands', i.e., limited to academic or think tanks.

A lack of a coherent and coordinated approach to knowledge sharing has meant that private institutions often duplicate efforts; initiatives become expensive and unsustainable and are mostly donor driven. It was this frustration that led to the creation of the Public Service Knowledge Management Secretariat in Tanzania. According to Kenya's Vision 2030, Kenya aims to become a knowledge-led economy in which the creation, adaptation and use of knowledge will be among the most important factor for rapid economic growth (GoK, 2017).

In Kenya, many organizations have initiated fully fledged knowledge management departments, a fact which demonstrates their commitment to foster knowledge sharing activities. This study will investigate the knowledge sharing imperatives and service delivery in chartered private universities in Kenya.

From a global perspective, knowledge sharing is seen to play an important role in the higher education institutions (HEIs) success, especially by effectively planning, and coordinating the knowledge sharing assets related to intellectual capital. It has been proposed that knowledge sharing can enrich knowledge sharing and overall performance (Hashim, Osman & Alhabshi, 2015). Universities are considered to be knowledge-intensive organizations, (Howell and Annansingh, 2016; Ramachandran & Yasin, 2017) and knowledge creating institutions, and they are also considered to be in the knowledge business. They create new knowledge through research, disseminate knowledge through teaching and learning, research and development, communication, dissemination of science, and create jobs in return (Fullwood & Rowley, 2017).

From the African countries perspective, according to (Suknunan & Maharaj, 2019), the role of knowledge sharing as a strategic intervention in higher education in developing economies has not been studied extensively. The study revealed that a survey across 20 leading African universities showed that knowledge sharing does have the potential to positively influence institutional performance, but there was lack of sophisticated and powerful knowledge sharing infrastructure systems in most Africa's leading institutions and more knowledge sharing practices are needed in areas of academic teaching, learning and research. Dei & Van de Walt (2020) study found that despite the high level of awareness of knowledge management practices in Ghanaian universities, the impact of communities of practice was insignificant due

to the low level of understanding of the concept, nonbelonging to one and lack of tools and systems to support communities of practice at the universities.

In the Kenyan context, studies by (Gichuhi, et al., 2017; Ogola, 2012; Kimile & Kemoni 2015) show that the knowledge sharing function in Kenyan universities mainly focuses on the activities of library department viewed as the main repository center for knowledge. They note that role of KM in other functional areas in the institutions is still in its initial stages and therefore not fully embedded in their processes. Noor & Salim (2018) stated that majority of public universities in Kenya have not been able to establish a network to enable them share knowledge among themselves, a position shared by Mugalavai & Muleke (2016) who indicated that public universities have concentrated on knowledge sharing systems, innovations and technological applications with minimal knowledge of the existing tacit and explicit knowledge within their staff.

In Kenya, universities are created under the Universities Act (SASRA, 2023). This act provides for the establishment, accreditation, development of university education plus the governance of these institutions. The rapid growth of university education in the country was as a result of the number of graduates from high schools increasing at unprecedented rates. The growth of private universities in Kenya can be attributed to an increase in qualified secondary school leavers triggered by massive expansion of primary education, (Onsongo 2017).

Statement of the Problem

University education plays a crucial role in the socio-economic development of Kenya by equipping individuals with the knowledge, skills, and competencies required to drive innovation, economic growth, and social progress (Omondi, 2021). As centers of learning, research, and knowledge dissemination, universities contribute significantly to the development of human capital, which is essential for addressing the challenges facing the country. Chartered private universities in Kenya, in particular, have been instrumental in expanding access to higher education, providing diverse academic programs, and fostering a culture of academic excellence (Mwangi, & Waithaka, 2018). These institutions not only supplement the capacity of public universities but also cater to the growing demand for specialized and high-quality education, thereby supporting the nation's goals of achieving a knowledge-based economy (Phale et al., 2021).

Despite the vital role that chartered private universities play, there has been a growing concern regarding the declining quality of service delivery within these institutions. Service delivery, which encompasses the efficiency, effectiveness, and overall quality of education and related services provided to students and stakeholders, is critical for maintaining the credibility and competitiveness of these universities (Mwangi, & Waithaka, 2018). Recent statistics indicate a worrying trend in student satisfaction levels, with reports showing a decline in areas such as academic support, administrative services, and infrastructure development. According to the Commission for University Education (CUE), there has been a noticeable drop in the performance of chartered private universities in key service delivery metrics over the past five years, with student satisfaction ratings falling from 75% in 2018 to 60% in 2023. This decline raises concerns about the ability of these institutions to sustain high standards of education and meet the expectations of students, parents, and employers (CUE, 2023).

Knowledge sharing imperatives, which involve the processes and practices that facilitate the exchange of knowledge, expertise, and information within an organization, have been identified as critical factors influencing service delivery in educational institutions (Phale et al., 2021). In the context of chartered private universities in Kenya, knowledge sharing imperatives can significantly impact the effectiveness of teaching, research, and administrative functions (Mwangi, & Waithaka, 2018). Effective knowledge sharing leads to improved collaboration among faculty, better decision-making processes, and enhanced innovation, all of which are essential for delivering high-quality services to students. However, the extent to which knowledge sharing is practiced and its direct influence on service delivery in these universities remains underexplored (Koigi, *et al*, 2018). This study seeks to address this gap by

examining the role of knowledge sharing imperatives in shaping the quality-of-service delivery in chartered private universities in Kenya.

Objectives of the Study

The main focus of this study was to establish the influence of knowledge sharing imperatives on service delivery in chartered private universities in Kenya. The study was guided by the following specific objectives;

  i.   To assess the effect of mentorship practice on service delivery in chartered private universities in Kenya.
  ii. To investigate the influence of knowledge sharing technology tools on service delivery in chartered private universities in Kenya.

Theoretical Literature Review

Human Capital Theory

The human capital theory was developed by Schutz (1961) and extended by Becker (1964). The theory holds that the knowledge and skills possessed by the employees can be improved through training and education. In addition, the theory argues that organization employees are not an expense to the organization but are assets having the capability of adding value to the organization and also giving essential contribution to the organization hence ensuring its survival in a very competitive environment (Hitka et al., 2019).

The components of human capital entails the intellectual capacity (entails the unique knowledge as well as skills possessed by the employees), the social capital (which comprises of the flexible networks in the employees which allows the company to link with others hence facilitating diverse knowledge), the organizational capital (which comprises of the knowledge which the company owns and has stored in its manuals and database). Hogarh (2017) holds that emotional capital is concerned with the ability to change the potential in the intellectual capital into the real action.

In Sutherland, Wachira, Gakure and Orwa (2016) indicates that organization employees possess a significant organizational value however, when the employees leave the organization, they take with them the organizational value they possess. Therefore, organizational value is created by the knowledge, the skills as well as the individual abilities to create value. As a result, organizations should focus on how to attract, retain, develop and maintain human capital (Ngeli & Wamwayi, 2024). Human Capital theory was used in this study to assess the effect of mentorship practice on service delivery in chartered private universities in Kenya.

Unified Theory of Acceptance and Use of Technology

Venkatesh, *et al* (2003), developed the Unified Theory of Acceptance and Use of Technology (UTAUT) Theory by putting together technology acceptance models which include Theory of Planned Behavior, Socio-Cognitive Theory, Diffusion of Innovations, Theory of Reasoned Action, Motivation Model, Technology Acceptance Model (TAM), and Model of Personal Computer (PC). This theory tries to explain user objectives in terms of technology and their behavior. Two key concepts central to TAM, which are also relevant in UTAUT, are perceived usefulness as the belief that using a particular technology will enhance job performance and perceived ease of use which is the belief that using the technology will be free of effort. Baihaqi (2016) adopted this theory in a research he carried out on adoption of information and communication technology (ICT) in supply chain firms in Kenya. Chen *et al.* (2016) also adopted this theory in a study on Influence of information sharing system on employee retention in multinational corporations in Nairobi County.

UTAUT identifies four key constructs which include expected effort, facilitating conditions, social influence and expected performance that are key factor of technology acceptance and

use behavior. Gender, age, experience, and voluntariness constructs are postulated to enhance the relationship between use and user acceptance (Otieno & Mose, 2024). Study by Marikyan and Papagiannidis (2021) show UTAUT as a useful instrument in elucidation of use and innovations acceptance among various cultures, programing it as a strong theory in comparison to other technology acceptance theories. According to Ingavo and Moronge (2019) the theory provides managers with a framework to measure the likelihoods of success as a result use of technology and to understand drivers of approval of technology thus design mediations against possible resistance.

Unified theory of acceptance and use of technology will be used in this study to assess the influence of knowledge sharing technology tools on service delivery in chartered private universities in Kenya.

Conceptual framework

In this study, the independent variables include; mentorship practice and knowledge sharing technology tools.
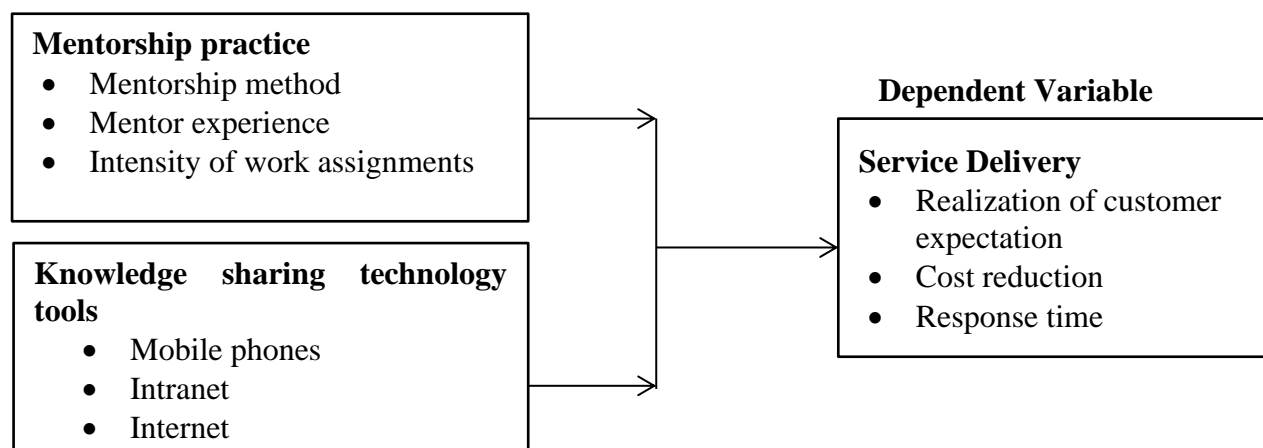
Independent Variables

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┌─────────────────────────────────────┐
│ Mentorship practice                  │
│  • Mentorship method                 │                        ┌──────────────────────────────┐
│  • Mentor experience                 │                        │     Dependent Variable        │
│  • Intensity of work assignments     │──────┐                 │                               │
└─────────────────────────────────────┘      │                 │ Service Delivery              │
                                              ├───────────────> │  • Realization of customer    │
┌─────────────────────────────────────┐      │                 │    expectation                │
│ Knowledge   sharing   technology     │      │                 │  • Cost reduction             │
│ tools                                │      │                 │  • Response time              │
│  • Mobile phones                     │──────┘                 └──────────────────────────────┘
│  • Intranet                          │
│  • Internet                          │
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Figure 2. 1: Conceptual Framework

Mentorship Practice

Mentorship is the influence, guidance, or direction given by a mentor. A mentor is someone who teaches or gives help and advice to a less experienced and often younger person. In an organizational setting, a mentor influences the personal and professional growth of a mentee. Interaction with an expert may also be necessary to gain proficiency with cultural tools. Mentorship experience and relationship structure affect the "amount of psychosocial support, career guidance, role modeling and communication that occurs in the mentoring relationships in which the protégés and mentors engaged. Mentorship practice entails; mentorship method, mentor experience and intensity of work assignments (Ekpoh & Ukot, 2019). Mentors need good listening skills, but this can be easier said than done. The brain capacity to process information is four times the speed we can speak. This means the mind can easily wander off due to this spare brain capacity (Njoku, 2017). Mind maps, can be a useful tool in mentoring relationships. Start by writing and circling the issue or topic that needs exploring in the centre of a page.

Next, draw out the issues associated with the central topic and place them in the map as branches radiating from the central topic. Each of these associated issues can be explored and developed in the same way. The resulting mind map can be used to evaluate which ideas are most important and worth pursuing first and which are less relevant to the situation (Rachelle, 2021).

Knowledge Sharing Technology Tools

Knowledge sharing technology tools are the ICT tools used in an organization to exchange information among people, friends, peers, families, communities (for example, Wikipedia), or within or between organizations. Knowledge sharing bridges the individual and organizational knowledge, improving the absorptive and innovation capacity and thus leading to sustained competitive advantage of companies as well as individuals. Knowledge sharing is part of the Knowledge management process. Knowledge sharing technology tools include; mobile phones, intranet and internet (Babu & Gopalakrishnan, 2008).

An intranet is a computer network for sharing information, easier communication, collaboration tools, operational systems, and other computing services within an organization, usually to the exclusion of access by outsiders. The term is used in contrast to public networks, such as the Internet, but uses most of the same technology based on the Internet protocol suite. A company-wide intranet can constitute an important focal point of internal communication and collaboration, and provide a single starting point to access internal and external resources. In its simplest form, an intranet is established with the technologies for local area networks (LANs) and wide area networks (WANs). Many modern intranets have search engines, user profiles, blogs, mobile apps with notifications, and events planning within their infrastructure (Barua & Zaman, 2019). The Internet is a vast network that connects computers all over the world. Through the Internet, people can share information and communicate from anywhere with an Internet connection (Mphidi & Snyman, 2016).

Empirical Review

Mentorship Practice and Service Delivery

Rachelle (2021) researched on the influence of mentorship on faculty job satisfaction in Higher Education. The data were collected via an online questionnaire and a focus group. There was no statistically significant correlation between mentoring and job satisfaction; however, the outcomes of the descriptive quantitative data, qualitative questions on the questionnaire and focus group strongly suggested an association between mentoring and job satisfaction among higher education faculty. Recommendations for practice include ensuring administrative commitment to creating and sustaining a mentoring culture. The faculty members need support by means of professional development opportunities to enhance emotional and cultural intelligence, understanding the adult learning process, and embracing the mentee-driven style of mentoring relationships

Ekpoh and Ukot (2019) conducted a study on mentoring practices and lecturers' teaching Effectiveness in Universities. Two hundred respondents were drawn from a population 0f 1149 lecturers and used as the study sample. A correlation research design was adopted for the study. Three research hypotheses were raised to guide the study. Two research instruments titled Mentoring Practices Questionnaire (MPQ)" and "Lecturers Teaching Effectiveness Questionnaire (LTEQ)" were developed and validated for data collection. The items in the two instruments were weighted on a 4-point response scale. The reliability of the instruments using Cronbach Alpha method were 0.85 and 0.83 respectively. Data collected were analyzed using Pearson Product Moment Correlation. The hypotheses were tested at 0.05 level of significance. Results of data analysis revealed that research mentoring, administrative mentoring and mentor-mentee relationship were significantly related to lecturers' effectiveness in terms of lesson presentation, teaching method and students' assessment. Recommendations were made, among which was that mentoring for newly appointed lecturers should be encouraged and instituted in universities on formal basis.

Mundia and Iravo (2016) conducted a study on the role of Mentoring Programs on the Employee Performance in Organisations: A Survey of Public Universities in Nyeri County, Kenya. The research adopted a survey research design where the selected Universities were considered. The target population consisted of top university management, middle management, academic and non-academic staff. Stratified random sampling was used to select

the subjects included in the sample. The data was analyzed qualitatively and quantitatively by use of descriptive and inferential statistics administered to measure the formulated objectives so as to establish the relationship between the independent and dependent variables. The study established that mentorship programs play an important role in employee performance and are enhanced through knowledge transfer, career development guidance and skills enhancement in mentoring.

Knowledge Sharing Technology Tools and Service Delivery

Barua and Zaman (2019) conducted a study on the impact of Implementation of Knowledge Management Tools on Organizational Performance in the Organizations of Bangladesh. A self-administered questionnaire survey among the top and mid-level managers of the organizations was used to collect data. Descriptive statistics along with multiple regression were used to achieve research objectives. It is found from the result that the most common tools used in these organizations are the internet, followed by intranet and training and support (E-learning) while the least implemented tools are groupware, extranet, and knowledge map. Regression analysis result reveals that each of the KM tools knowledge sharing and dissemination, knowledge capture and creation tools, and knowledge acquisition and application tools have a significant positive impact on improving internal business processes related performance. But, these tools have no significant impact on improving customer related performance, related financial performance, and learning and growth related performance

Mphidi and Snyman (2016) conducted a study on the utilisation of an intranet as a knowledge management tool in academic libraries. The advantages of the intranet as a knowledge management tool as well as the content of an intranet are discussed. The opinions about knowledge management and the utilisation of the intranet as a knowledge management tool in the three academic libraries are weighed up against the findings in the literature.

It is clear that a strong awareness exists of the importance of knowledge management and the value of the intranet as a knowledge management tool. However, the potential of the intranet as a knowledge management tool is not utilised fully. Chemion (2017) conducted a study on the application of ICT in service delivery in public universities in Kenya. a case of Kenyatta university, Kenya. Descriptive survey was used for data collection and SPSS analysis programme was used to perform descriptive analysis. Data were presented in descriptive form supported by means, tables, frequency, distributions and percentages. Hence service delivery in the institution still remained to be uncreative due to underutilization of the resources. The institution was not fully equipped with all basic ICT resources necessary for effective service delivery within the institution. It was found that accessibility to egovernance-based services was average. The study concludes that the investment in ICT has a significant positive influence on the service delivery. Unless ICT literacy is improved through in-service training with the institution, the quality of service delivery remains low even if all the ICT facilities are procured by the institutions. Adequacy is not only a contributing factor to implementations, but also skills and knowledge on ICT based on application of new technologies, innovated softwares and applications.

Yator and Shale (2016) conducted a study on the role of ICT tools on service delivery at the ministry of interior and coordination of national government: a case of immigration service. This research study adopted a descriptive approach on the Impact of Information Communication Technology (ICT) on Service delivery in public sector in Kenya; a case of Immigration service. The study revealed that enabling to the staff affect service delivery at immigration services in Kenya to a large extent that Innovativeness affects service delivery to a large extent that Inter-organizational systems availability affects service while Channel relationships to access immigration service affects their efficiency to a large extent. The study concluded that Customer quality, variability in demand, Customer service management, forecast accuracy, Client loyalty in services offered are lacking in the immigration services to a large extent.

Aming'a (2016) conducted a study on the effects of knowledge management practices on organizational performance: A case study of selected campuses of kisii university, Kenya. This was a case study in which data were collected through questionnaires and interviews. The target population was 680 members of staff. The sample size for questionnaire was 250 respondents determined using Yamane's simplified formula for sample size selection. Questionnaire respondents were selected through stratified random sampling while interview. The study established that knowledge management practices have a strong and positive effect on organizational performance. The university encountered challenges in relation to knowledge management practices. The major challenge was hoarding of knowledge by members of staff.

RESEARCH METHODOLOGY

Research Design

This study used descriptive research design to collect both qualitative and quantitative data. Descriptive research design is concerned with systematic collection and analysis of data in order to describe the current state of affairs. It involves measurement, classification, analysis, comparison and interpretation of data (Siedlecki, 2020).

Research Philosophy

This study adopted constructive epistemology and specifically post positivism approach. This approach puts emphasis on utilizing both positivist and interpretivist philosophy and views both of them as continuum rather than contradictions.

The positivism approach was appropriate for this study since it reflects the belief that reality is stable that can be observed and described from objective viewpoint without interfering with phenomena.

Target Population

This study considered the Universities that are Private, Chartered and are registered and authorized by the Commission for University Education (CUE) to run education in Kenya.

Top managers included the Vice Chancellors, their deputies, registrars and Heads of departments. The unit of observation was therefore 204 respondents comprising of 17 Vice Chancellors, 17 Deputy Vice Chancellors, 51 Registrars and 119 Heads of departments.

Table 3. 1: Target Population

Category	Target Population
Vice Chancellors	17
Deputy Vice Chancellors	17
Registrars	51
Heads of departments	119
Total	204

Sampling Frame

The sampling frame of the study was 17 Vice Chancellors, 17 Deputy Vice Chancellors, 51 Registrars and 119 Heads of departments making 204 top management employees from 17 private universities in Kenya.

Sample Size

This study adopted Yamane (1967) simplified formula to calculate the sample size which provided the number of responses that should to be obtained using the equation;

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

Where:

n = sample size

N = population size (204)

e = the level of precision (0.05)

n = 204 / [1+ 204(0.05)^2]

= 135.09≈ 135 respondents

n = 135 respondents.

Therefore, the sample size for this study was 135 respondents which represents 66.17% of target population. This sample size is adequate because as explained by Mugenda and Mugenda (2003), a sample size of 30% of target population is appropriate.

Table 3. 2: Sample Size

Category	Target Population	Sample Size
Vice Chancellors	17	11
Deputy Vice Chancellors	17	11
Registrars	51	34
Heads of departments	119	79
Total	204	135

Sampling Technique

This study employed stratified random sampling technique to obtain a sample for the study.

Data Collection Instruments

This study used primary data. A semi- structured questionnaire was used to collect primary data. Questionnaires are suitable when undertaking descriptive studies since they enable the researcher to identify and describe the variability in different phenomena (Saunders, Lewis, Thornhill, & Bristow, 2019). The choice of this method of data collection is based on the fact that questionnaires are low cost even when the population is large; and they are free from the bias of the interviewer. When closed ended questionnaires are used, answers are in respondents' own words; respondents have adequate time to give well thought out answers; and respondents who are not easily approachable can also be reached conveniently (Ranganathan & Caduff, 2023).

Pilot Study

A pilot study, or, pilot test or pre-test is defined as a small-scale preliminary research that is conducted so as to evaluate time, cost and feasibility to improve on the design of a particular study prior to conducting the actual one or full-scale research project (Kultar, 2017). Pre-test is used to determine feasibility of carrying out the actual or large scale study. Pilot test also informed investigator on the weaknesses and strength of the proposed research. Further, pre-testing is used to determine reprocatability of variables, measurement of errors that can occur during the actual study and to improve efficiency of data collection instrument.

The researcher carried out a pilot study to ensure the data collection tool was reliable and valid. The pilot test helped to correct some of the challenges encountered before undertaking the final study. The pretesting sample was made of 14 respondents representing 10% of the sample size.

According to Hertzog (2008), a pilot study sample size should ideally be 10% of the study sample. The respondents used in the pilot test were excluded from the final study.

Data Analysis and Presentation

This study gathered both quantitative data which was coded and analyzed using Statistical Package for Social Sciences (SPSS) computer software version 22. SPSS software was used because of its ability to appropriately create graphical presentations of questions, data for reporting, presentation and publishing. SPSS is able to handle large amount of data and given its wide spectrum of statistical procedures purposefully designed for social sciences, it was also quite efficient (Adesina, 2022). The analyzed data was presented in the form of frequency distribution tables, pie charts and bar graphs where necessary. Descriptive statistics were used to analyze the data in frequency distributions and percentages which were presented in tables and figures. Qualitative data was analyzed thematically by categorizing them along themes which were guided by the research hypotheses to establish links between data and major patterns that emerged from the research.

Discussions and presentations of the analyzed data was done in tables of frequency distribution, percentages, bar graphs and pie-charts. Measures of dispersion were used to provide information about the spread of the scores in the distribution. The study also used Analysis of Variance (ANOVA) to analyze the degree of relationship between the variables in the study. This provided an indication to the strength and direction of association between the variables. Multiple regression analysis was used to test relationships between the variables. A self-weighting estimating equation was developed out of the multiple regression analysis to help predict values for a criterion valuable from the values for several independent variables. This method is known to be reliable when there is need to control confounding variables to better evaluate the contribution of the variables, to test and explain casual theories, and to test hypotheses and to estimate population values (Cooper & Schindler, 2011).

In this study, the statistical model was developed from the conceptual framework as follows: the dependent variable (DV) which in the present study is service delivery in chartered private universities in Kenya took the variable [Y], and the coefficients of the independent variables (IV) denoted by X_1, X_2 was used to show the relationship of the independent variables and the dependent variable. Statistically, analysis was done using the models:

$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + e$

Where

> Y is the dependent variable (Service delivery in chartered private universities in Kenya)

> X is the set of four independent variables, i.e.

> > X_1– Mentorship Practice

> > X_2– Knowledge Sharing Technology Tools

$\beta_{i\ (i=1,2,)}$ are the parameters associated with the corresponding independent variable that are to be estimated (partial regression coefficients)

β_0 is the intercept

$\mathcal{E}$ is the error variability (error term).

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

Descriptive Statistics Analysis

Mentorship Practice and Service Delivery in Chartered Private Universities

The first specific objective of the study was to establish the effect of mentorship practice on service delivery in chartered private universities in Kenya. The respondents were requested to indicate their level of agreement on various statements relating to mentorship practice and

service delivery in chartered private universities in Kenya. The results were as presented in Table 4.1.

From the results, the respondents agreed that mentorship in their institution is conducted on a regular basis. This is supported by a mean of 3.917 (std. dv = 0.805). In addition, as shown by a mean of 3.701 (std. dv = 0.908), the respondents agreed that their institution ensures junior employees are mentored by senior employees. Further, the respondents agreed that mentor experience influences service delivery. This is shown by a mean of 3.655 (std. dv = 0.981).

The respondents agreed that students also receive mentorship from their lecturers. This is shown by a mean of 3.561 (std. dv = 0.776). The respondents also agreed that their institution has implemented mentorship program. This is supported by a mean of 3.544 (std. dv = 0.989). In addition, as shown by a mean of 3.508 (std. dv = 0.611), the respondents agreed that mentorship practice influences service delivery.

Table 4. 1: Mentorship Practice and Service Delivery in Chartered Private Universities

	Mean	Std. Deviation
Mentorship practice influences service delivery	3.508	0.611
Our institution ensures junior employees are mentored by senior employees	3.701	0.908
Students also receive mentorship from their lecturers	3.561	0.776
Our institution has implemented mentorship program	3.544	0.989
Mentorship in our institution is conducted on a regular basis	3.917	0.805
Mentor experience influences service delivery	3.655	0.981
Aggregate	**3.672**	**0.841**

Knowledge Sharing Technology Tools and Service Delivery

The second specific objective of the study was to establish the effect of knowledge sharing technology tools on service delivery in chartered private universities in Kenya. The respondents were requested to indicate their level of agreement on various statements relating to knowledge sharing technology tools and service delivery in chartered private universities in Kenya. The results were as presented in Table 4.2.

From the results, the respondents agreed that in their organization mobile phones are used as knowledge sharing technology tool. This is supported by a mean of 4.110 (std. dv = 0.618). In addition, as shown by a mean of 4.105 (std. dv = 0.981), the respondents agreed that knowledge sharing technology tools facilitates service delivery. Further, the respondents agreed that in their organization intranet is used as knowledge sharing technology tool. This is shown by a mean of 3.985 (std. dv = 0.751).

The respondents agreed that the internet is an effective tool that facilitates service delivery. This is shown by a mean of 3.876 (std. dv = 0.956). The respondents also agreed that in their organization internet is used as knowledge sharing technology tool. This is supported by a mean of 3.828 (std. dv = 0.627). In addition, as shown by a mean of 3.767 (std. dv = 1.015), the respondents also agreed that they are satisfied with the effectiveness of knowledge sharing technology tools used in our organization.

Table 4. 2: Knowledge Sharing Technology Tools and Service Delivery

	Mean	Std. Deviation
Knowledge sharing technology tools facilitates service delivery	4.105	0.981
In our organization mobile phones are used as knowledge sharing technology tool	4.110	0.618
In our organization intranet is used as knowledge sharing technology tool	3.985	0.751
In our organization internet is used as knowledge sharing technology tool	3.828	0.627
Am satisfied with the effectiveness of knowledge sharing technology tools used in our organization	3.767	1.015
The internet is an effective tool that facilitates service delivery	3.876	0.956
Aggregate	**3.999**	**0.867**

Correlation Analysis

The present study used Pearson correlation analysis to determine the strength of association between independent variables (mentorship practice and knowledge sharing technology tools) and the dependent variable (service delivery in chartered private universities in Kenya) dependent variable. Pearson correlation coefficient range between zero and one, where by the strength of association increase with increase in the value of the correlation coefficients.

Table 4. 3: Correlation Coefficients

		Service Delivery	Mentorship Practice	Knowledge Sharing Technology Tools
Service Delivery	Pearson Correlation	1		
	Sig. (2-tailed)			
	N	130		
Mentorship Practice	Pearson Correlation	.844**	1	
	Sig. (2-tailed)	.001		
	N	130	130	
Knowledge Sharing Technology Tools	Pearson Correlation	.921**	.189	1
	Sig. (2-tailed)	.002	.082	
	N	130	130	130

Moreover, the results revealed that there is a very strong relationship between mentorship practice and service delivery in chartered private universities in Kenya (r = 0.844, p value =0.001). The relationship was significant since the p value 0.001 was less than 0.05 (significant level). The findings conform to the findings of Rachelle (2021) that there is a very strong relationship between mentorship practice and organizational performance.

The results also revealed that there was a very strong relationship between knowledge sharing technology tools and service delivery in chartered private universities in Kenya (r = 0.921, p value =0.002). The relationship was significant since the p value 0.002 was less than 0.05 (significant level). The findings are in line with the results of Barua and Zaman (2019) who revealed that there is a very strong relationship between knowledge sharing technology tools and organizational performance.

Regression Analysis

Multivariate regression analysis was used to assess the relationship between independent variables (mentorship practice and knowledge sharing technology tools) and the dependent variable (service delivery in chartered private universities in Kenya)

Table 4. 4: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.928	.861	.862	.10582

a. Predictors: (Constant), mentorship practice and knowledge sharing technology tools

The model summary was used to explain the variation in the dependent variable that could be explained by the independent variables. The r-squared for the relationship between the independent variables and the dependent variable was 0.861. This implied that 86.1% of the variation in the dependent variable (service delivery in chartered private universities in Kenya) could be explained by independent variables (mentorship practice and knowledge sharing technology tools).

Table 4. 5: Analysis of Variance

Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	172.027	2	86.014	262.24	.002[b]
1	Residual	20.568	127	.162		
	Total	198.595	129			

a. Dependent Variable: Service Delivery

b. Predictors: (Constant), mentorship practice and knowledge sharing technology tools

The ANOVA was used to determine whether the model was a good fit for the data. F calculated was 262.24 while the F critical was 2.444. The p value was 0.002. Since the F-calculated was greater than the F-critical and the p value 0.002 was less than 0.05, the model was considered as a good fit for the data. Therefore, the model can be used to predict the influence of mentorship practice and knowledge sharing technology tools on service delivery in chartered private universities in Kenya.

Table 4. 6: Regression Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	0.134	0.039		0.872	0.001
	mentorship practice	0.486	0.107	0.482	4.121	0.001
	knowledge sharing technology tools	0.454	0.088	0.452	5.057	0.002

a Dependent Variable: Service Delivery

The regression model was as follows:

$$Y = 0.134 + 0.486X_1 + 0.454X_2 + \varepsilon$$

The results also revealed that mentorship practice has significant effect on service delivery in chartered private universities in Kenya, $\beta 1=0.486$, p value= 0.001). The relationship was considered significant since the p value 0.001 was less than the significant level of 0.05. The findings conform to the findings of Rachelle (2021) that there is a very strong relationship between mentorship practice and organizational performance

In addition, the results revealed that knowledge sharing technology tools has significant effect on service delivery in chartered private universities in Kenya $\beta 1=0.454$, p value= 0.002). The relationship was considered significant since the p value 0.002 was less than the significant level of 0.05. The findings are in line with the results of Barua and Zaman (2019) who revealed

that there is a very strong relationship between knowledge sharing technology tools and organizational performance

Conclusions

The study concludes that mentorship practice has a significant effect on service delivery in chartered private universities in Kenya. Findings revealed that mentorship method, mentor experience and intensity of work assignments influence service delivery in chartered private universities in Kenya.

The study also concludes that knowledge sharing technology tools have a significant effect on service delivery in chartered private universities in Kenya. Findings revealed that mobile phones, intranet and internet influence service delivery in chartered private universities in Kenya.

Recommendations

In addition, the study found that mentorship practice has a significant effect on service delivery in chartered private universities in Kenya. This study therefore recommends that the management of chartered private universities in Kenya should formulate and implement effective mentorship programs.

The study found that knowledge sharing technology tools have a significant effect on service delivery in chartered private universities in Kenya. This study therefore recommends that the management of chartered private universities in Kenya should ensure effective and regular use of mobile phones, intranet and internet to enhance service delivery

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