



Effects of Resource Mobilization on Quality Service Delivery in Uganda Management Institute

¹ Kintu Phionah Nabulya & ² Dr Robert Obuba

¹Master Student in Business Administration, Mount Kenya University

²Lecturer, School Business and Economics, Mount Kenya University

*Email: benbuff78@gmail.com

ABSTRACT

The study aimed to examine the influence of resource mobilization on quality service delivery in educational learning centers in Uganda, focusing on the 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 ($\beta=0.745$; $p=0.000$). Qualitative findings revealed that resource mobilization is 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.

Key words: *Resource Mobilization, Quality Service, Zeithrmal Service Theory*

INTRODUCTION

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 need 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.

Statement of the problem

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.

Objective of the study

The study sought to establish the effect of resource mobilization on quality service delivery in Uganda Management Institute.

Research question

This study was based on the question; to examine the effects of resource mobilization on quality service delivery in Uganda Management Institute?

LITERATURE REVIEW

Empirical literature

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 entire 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 correctional 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, these conclusions of this study are still questionable since the study relied solely one existing literature (Sheikh, 2017).

Theoretical framework

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 Zeithrmal 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.

RESEARCH METHODOLOGY

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.

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)

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 is 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.

FINDINGS AND DISCUSSION

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 2: Returned Rate of Data Collection Tools

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

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 presented with statements concerning resource mobilization and service delivery and their responses were as indicated in Table 3.

Table 3: Descriptive Statistics on Resource mobilization

	Average	Fair	Good	Very Good	Excellent	Total	Mean	SD
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

The study findings from table 3 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 II114 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 within 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 II115 noted that;

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

Inferential Analysis**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 4: correlations

		Resource mobilization	Service delivery
Resource mobilization	Pearson Correlation	1	
	Sig. (2-tailed)		
	N	65	
Service delivery	Pearson Correlation	0.606**	1
	Sig. (2-tailed)	0.008	
	N	65	65

The findings of correlation in Table 4 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.

Multiple Regression

Table 5: Model Summary

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

a. Predictors: (Constant), Resource mobilization,

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 variable (Resource mobilization) 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 6: 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

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 6 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 7: 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

a. Dependent Variable: Quality Service Delivery

$$Y = 0.589 + 0.745X_1 + \varepsilon$$

This equation indicates that for every unit increase in the independent variable of resource mobilization, service delivery improves by 74.5% ($\beta = 0.745$).

Summary of the Study Findings

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.

Conclusion

The study aimed to assess the impact of resource mobilization on quality service delivery at Uganda Management Institute. Findings reveal a statistically significant relationship, indicating that effective resource mobilization strategies such as funding, resource utilization, and community involvement positively influence service quality, particularly in tangibility, reliability, and responsiveness. Top management's resource allocation to service-improving sectors enhances quality, meeting student needs efficiently. This, in turn, increases the institution's competitiveness and enrollment, as students are more willing to invest in higher-quality education.

Recommendations

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.

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