

**LEADERSHIP AND QUALITY CULTURE IN PRIVATE UNIVERSITIES IN
KENYA: A CASE OF MARIST INTERNATIONAL UNIVERSITY COLLEGE**

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D53/CTY/PT/21629/2012

**A RESEARCH PROJECT SUBMITTED TO THE SCHOOL OF BUSINESS
IN PARTIAL FULFILLMENT FOR THE AWARD OF DEGREE OF MASTER
OF BUSINESS ADMINISTRATION (STRATEGIC MANAGEMENT) OF
KENYATTA UNIVERSITY**

APRIL 2017

DECLARATION

This project is my original work and has not been presented for a degree in any other University for any other award.

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DEDICATION

This work is dedicated to my late parents, Ms. Levina Eghwa and Mr. Philip Mwakio.

ACKNOWLEDGEMENT

I wish to extend my sincere gratitude to God for enabling me reach this far. I take this opportunity to thank my supervisor, Mr. Chrispen Maende who has guided me through this work. His patience, scholarly comments, insights and guidance were of great value in leading this research to the right course. My special appreciation to Dr. David Kiiru for his invaluable scholarly support.

I am also grateful to my entire family for their patience, prayers and support during this entire period of study. I would like to thank them formally and appreciate their invaluable support. My sincere gratitude to my uncles, my aunts, my sisters, my brothers and my cousins who kept the candle of my dream burning. Special thanks to the Late Mr. Samson Mbaya.

I wish to thank all my friends who I cannot be able to mention all of them for their support. My special thanks to my great friend Mr. Elliab Wanyangu whose comments, questions and support came a long way in making this entire study a success. My sincere appreciation to my immediate colleagues and friends; Br. Francis Veye, Sr. Jacklyne Okello and Ms. Michelle Songa for both their scholarly and moral support.

Finally I am grateful to Marist International University College administration and community for their support when I needed to be off-duty to attend to this research and for providing me with the information which I needed. In a special way I would like to extend my sincere gratitude to all my colleagues who were very instrumental in providing data for my study.

DEFINITION OF OPERATIONAL OF TERMS

Challenge	:	A test of ability or hurdles experienced in the course of doing something
Employee Engagement	:	Align effort and strategy, empower, encourage team work and collaboration, train and provide support and recognition
Heroes	:	People who are admired or idealized for outstanding achievements or performance
Leadership	:	A process by which activities of many are organized to move in a specific direction by one
Massification	:	Increase in enrollment and number of higher education institutions
Organizational Culture	:	This refers to company's beliefs, traditions, operating style and internal work environment.
Private University	:	University which is not funded by the state government
Private University	:	A University funded by state government
Quality	:	Fitness of purpose.
Quality Culture	:	A system of shared values, beliefs and norms that focuses on delighting customers and continuously improving the quality of products and services
Quality Management	:	Coordinated activities to direct and control an organization with regard to quality
Strategy	:	Analysis, decision and actions that enables a firm to succeed.
Total Quality Management:	:	The system of activities directed at achieving delighted customers, empowered employees, higher revenues, and lower costs

ABBREVIATIONS AND ACRONYMS

CHE	Commission for Higher Education
CQ	Cultural Intelligence
CUE	Commission for University Education
CUEA	Catholic University of Eastern Africa
EUA	European University Association
ISO	International Standard Office
KPMG	Klynveld Peat Main Goerdeler
KM	Knowledge Management
MIUC	Marist International University College
MoEST	Ministry of Education Science & Technology
QM	Quality Management
SPSS	Statistical Package for Social Sciences
TQM	Total Quality Management

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ABSTRACT

Quality has become one of the major concerns in the business world. There is a lot technological invention and innovation across the globe and the world has become a global village. The consumers are informed and stakeholders are demanding accountability. This has raised a lot of pressure on how organizations should produce and deliver their products and service. Culture has also become a membrane which has to be penetrated for successful implementation of quality management. This entails enabling everyone in the organization to have the right attitudes and act towards delivering quality products and services. The purpose of this paper was to investigate Leadership and Quality Culture in Private Universities in Kenya guided by five research objectives; to determine how role modelling affect creation of quality culture in private universities in Kenya, to establish how leadership commitment affect creation of quality culture in private universities in Kenya, to determine how stakeholders involvement affect creation of quality culture in private universities in Kenya, to establish how communication affect creation of quality culture in private universities in Kenya and determine challenges that impedes creation of quality culture in private universities in Kenya. This research aims at making contribution on quality management of universities in Kenya and aid stakeholders in making policies and taking up their roles towards quality education The objectives guided the review of both theoretical and empirical literature on leadership, quality management and quality culture from which the conceptual framework was developed highlighting facets of leadership as factors of quality culture which are leadership commitment, role modeling, employee engagement, communication, continuous improvement and management of stakeholders. The research used case study design and both primary and secondary data was used in coming up with the findings. Questionnaires were the main research instrument that was used to collect data from the respondents although the researcher also used observation to conclude other areas of the research. Data was analyzed by use of a computer software (SPSS), descriptive statistics and percentages and presented in graphs and tables for easy interpretation. The findings revealed that leadership commitment, role modelling, stakeholders' involvement, communication are key aspects of creating quality culture although private universities in reference to MIUC have not be paying adequate attention to employees who are key actors of culture. This study recommends that for private universities in reference to MIUC, to improve the quality of education, they should allocate more resources in ensuring constant and visible improvement actions in people (who are the actors of quality), processes (which provide the means how quality is achieved) and customer responsiveness (which measure quality), and make sure that everyone in the organization comprehend and make quality a way of doing things.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

In today's highly competitive and rapidly changing world, providing quality products and services that delight customers is crucial for ensuring long term organizational success. Research has proved that most Total Quality Management (TQM) initiatives fail because of lack of integration of TQM into culture (Cameron, 1997; Cameron & Quinn 2006). TQM can only be organization wide initiative if it is rooted into the culture of the organization and quality is required in all operations of the organization not excluding recruitment, training, job design et cetera (Ogbari & Borishade, 2015).

The business environments have become so turbulent and as Cameron & Quinn (2006) puts it "unremitting, unpredictable, and sometimes alarming change makes it difficult for any organization or manager to stay current, to accurately predict the future, and to maintain constancy of direction". They further postulates that stability is no longer perceived as steadiness rather as stagnation. Colleges and universities face the reality of responding to fierce competition, changing learning environments, societal goals, economic development and unprecedented levels of assessment and accountability (Higdon & Scott, 2003). Institutions of higher learning must understand the current prevailing conditions and adopt for them to be relevant, as governing bodies and granting agencies are demanding more accountability as prerequisite requirement for these grants (Tippets, 2011). According to Ministry of Education, Science and Technology (MoEST) 2008-2012 Strategic Plan, one of strategic objective that were laid down was to ensure quality management capacities amongst education managers and other personnel in education at all levels by 2015 in Kenya (MoEST, 2014). Therefore universities administrators, academic leaders and change agents need to know the values of their workforce and identify work habits that can enhance organizational effectiveness and efficiency which can be made possible by effective leadership (Nordin, 2013).

Creating quality culture in private universities in Kenya is crucial if these institutions will have to survive the stiff competition by the heightened growth of private universities and

privatization of public universities in most developed and recently developing countries (Mwebi & Simatwa, 2013). According to Gryna (2001) quality culture can be defined as a pattern of habits, beliefs and behaviours concerning quality. A culture of quality has been created when needs of all its stakeholders are met and there are clear, effective mechanisms to support the entire employees in endeavouring to achieve the organization's objectives (Yorke, 2000). Multiple internal and external stakeholders should be involved while acknowledging the fact that a quality culture cannot be implemented from above, although strong leadership may be necessary for starting and promoting the process in the first place (EUA, 2007).

According to EUA (2007) most universities strive to develop strategies of improving teaching and learning which are often similar, hence the challenge lies in creating conducive environment for strengthening quality culture in universities. When creating quality culture, there is already an existent culture, what is required is transformational leadership that will drive that change towards desired culture. Leaders not only transform behaviours and attitudes but should also transform the physical environment which always plays a role in creating quality culture. The role of this leadership is to create a vision, sets high standards and purposes for followers by engaging them through inspiration, exemplary practice, collaboration, and trust (Basham, 2012). According to Forbes (2014) many Organizations state quality goals but true effectiveness requires an accompanying commitment to various cultural elements such as leadership, a compelling vision, and companywide shared values, pervasive behaviours, and complementary performance metrics and incentives. It is only when an organization exhibits these and related components that it can be said to exhibit a true culture of quality.

Leadership commitment plays a very significant role without which organizational goals become unattainable. In organization where TQM has been successfully implemented, there are examples of company executives who have initiated the cultural change and carried their organizations through the quality journey (Sirvanci, 2004). According to Schien (2004) cultures spring from the beliefs, values, and assumptions of founders of organizations, the learning experiences of group members as their organization evolves and new beliefs, values, and assumptions brought in by new members and

leaders. Apart from the resources that facilitate total quality management and the support they give to the organizations, leaders must be involved because they are the ones that create the environment that employees will adapt (Tang, Ahmed, Aoieong & Pooh, 2005). Further Tang et al (2005) posits that successful implementation of quality management require creation of total culture which entails leaders focusing on customer, communication, continuous improvement, structures and empowerment of employees.

1.1.1 Shift from Regulation of Quality to Cultural Perspective of Quality

For a long time quality development has been describing organizational processes and quality assuring them and strategy and structure has been used as a basis of organizational change and innovation but recently organizational culture has become significant in organizational effectiveness (Cameron & Quinn, 2006; Elhers, 2009; Cameron & Freeman, 1991). Educational quality can be easily construed in terms of available infrastructures that are in the institutions but its perception is moving towards holistic approach. It is not just enough to have improved infrastructure, institutions' leaders must ensure that people's attitudes and behaviours are also changed and directed towards quality (Forbes, 2014; Kurey, 2014).

Quality has always been of great significance to academic institutions (especially with regard to their self-image). What has changed is the way in which it is perceived and handled (EUA, 2007). Recently quality is focusing on change more than on control, development rather than assurance, and innovation more than compliance (Ehlers 2009). According Global Human Capital Trends 2015 report, 50% business leaders who participated in the study rated culture, engagement and employee retention as the most urgent challenges that needs to be addressed (Retief, 2015).). In cultural perspective, quality is not only beheld as a process that can be operated through evaluation and measurement procedures but also as values and practices, that are shared by the institutional community and that have to be nurtured at all levels (Katiliute & Neverauskas, 2009).

1.1.2 Private Universities in Kenya

According to reports done on emergence of universities in Kenya (Chacha, 2004; Abangi, Nzomo & Otieno, 2005), the history of universities in Kenya can be traced back to 1922 when the then Makerere College in Uganda was established as a small technical college which was then expanded to meet the needs of the three East African countries, that is Kenya, Uganda and Tanganyika and Zanzibar, as well as Zambia and Malawi and provided university education in these countries up to 1940s and early 1950s. The first Kenyan higher educational institution was the Royal Technical College of East Africa in Nairobi, established in 1956 which became a full-fledged university in 1985. The government has since then established 21 other public universities and ten public universities constituent colleges making them a total of 33 public universities (CUE, 2015).

The emergence of private University can be traced back from 1969 with the establishment of a campus of United States International University (USIU) followed by Daystar University in 1974 and University of East Africa at Baraton in 1978. However the pace heightened due to policy shifts in 1980s and 1990s. They argued that this was brought about by the liberalization that affected virtually all sectors of the economy. In order to provide legal and institutional framework the government enacted the Commission for Higher Education (CHE) Act in 1995. Two other notable legal instruments guiding the establishment and operations of private universities in Kenya are the Universities Act, Chapter 210B (Republic of Kenya, 1985) and Legal Notice No. 56 (Republic of Kenya, 1989). In enforcing its functions, CHE which is currently known as the Commission for University Education (CUE) has so far chartered seventeen (17) private universities, five (5) private universities constituent colleges and given a Letter of Interim Authority to fifteen (15) universities (CUE, 2015).

According to the study by Oketch (2003) demand, global trends, successful participation in secondary schools, diminishing confidence in public universities due to deteriorating physical facilities, has led to emergence of private universities. Kenya is experiencing an increased competition for students among private and public universities, increased demand for university education and students' mobility across borders which have led to

rapid expansion of universities (Gudo, Olel & Oanda, 2011). The increased demand has led to deterioration and strain of university facilities in terms of lecture halls and physical facilities which is a challenge towards attaining quality education and this has led to students' riots and lecturers' disillusionment and activism (Mutula, 2002; Gudo et al, 2011). Another comprehensive collection of studies done in African countries suggested that in Kenya, political decisions push university managers to admit more students than individual capacity of these universities in spite of decreased university funding (Kamaara et al, 2011).

Private universities have emerged as a viable option of acquiring higher education in Kenya. These universities provide a more conducive learning environment and modern infrastructure than their state counterparts (Mutula, 2002; Munene, 2015). This is also attributed to close policing by the Commission for Higher Education (now Commission for University Education) (Kilonzo, 2011). Wealthy parents prefer to educate their children in private institutions where the numbers are small and students receive personalized attention (Kilonzo, 2011; Munene, 2015).

Private universities also strive to offer quality education to commensurate high school fees paid by the students (Mutula, 2002; Abangi et al, 2005). However, it is still a challenge to point out which private universities are doing well and which ones are not (Oketch, 2003). A research done showed that despite the effort by public and private universities to introduce new courses and diversify their academic programmes, the increasing demand of university education continue to outstrip the provision that these universities can offer (Abangi et al, 2005). It has also been argued that the government does not participate in admission of students in private universities and it's wholly the responsibility of individual universities. This prerogative by individual universities may be abused thereby compromising quality of higher education in Kenya (Gudo et al, 2011). Gudo et al (2011) further argued there are no effective teams in private universities as compared to public ones in Kenya which negatively impact on quality of education offered in these institutions. Another research demonstrated that technology, administrative services and qualification of staff are perceived to be low in private universities (Mwebi & Simwatwa, 2013).

Most private universities in Kenya are religion affiliated and this form basis of recruitment of staff as opposed to professional competence. This has contributed to low or non-existence research output of these universities (Ngome, 2000; Abangi et al, 2005). Moreover, according to the study done by Mwiria et al (2007) private universities apart from CUEA did not really allocate adequate funds for research and heavy workload on lecturers prevent them from conducting researches . Although the situations are changing, private universities do not have adequate lecturers of their own and this put pressure on lecturers from public universities which have to part-time and sometimes this excessive work load has a negative impact on the quality of education in these universities (Odhiambo, 2011).

1.1.4 Marist International University College

According to the Strategic Development Plan (2012-2017) Handbook, Marist International University College (MIUC) was established in 1986 as Marist International Centre, and then affiliated to the Pontifical Urban University (PUU) Rome, offering ecclesiastical degree, Bachelor of Religious Studies with Education. In 2002 MIUC, then called Marist International College, was officially recognized as a Constituent College of the Catholic University of Eastern Africa (CUEA). CUEA is one of the major private universities in Kenya chartered in 1992. In September 2011, Marist International College was officially and gazette by the Kenya Government as Marist International University College. Although MIUC is a Constituent College of CUEA, it is administratively autonomous and owned by the Conference of Major Superiors of the Marist Brothers in Africa and Madagascar.

MIUC like many private universities in Kenya is a church based institution (Catholic Church) which prides itself in operating under Christian principles (Abangi et al, 2005) as evidenced by its mission; “To provide holistic education which will equip its students with Christian values, knowledge and skills for the work of Christian education and development of society” and vision; “to be a leading international educational institution that forms graduate who are agents of liberation, transformation and development of humanity”. The motto of the institution is “You are the Light of the world” and members of staff are guided by ten core values; Love for God and Neighbour, Respect for human

life, lawful authorities and colleagues, concern for the poor, integrity, generosity, leadership, patriotism, love for work, sensitivity and self-discipline. MIUC like most private university, although does not discriminate people from other religion, prefer staff from Catholic background. MoEST (2014) stated eight national goals of education. One of them is to promote moral and religious values and another one is quality and in response to that MIUC strives to offer quality and holistic education.

1.2 Statement of Research Problem

Quality as a foundation of competitive advantage is gaining currency in the business world heightened by competition and consumer awareness and private universities are not exempted from this move. There is growing popularity and increasing number of institutions seeking quality “badges” like ISO among other quality standard certifications (Okibo & Kimani, 2008). However, scholars, practitioners and stakeholders caution that the attainment of these quality certifications does not necessarily mean that the quality culture is established. According to the findings of the study done by Ehlers (2009) quality in education has been majorly limited to bureaucratic documentation but there is need to promote quality culture which will enable individual actors to continuously improve educational practice. A global survey of 2,291 executives and managers was conducted in April 2014 on quality culture and found that many organisations do massive clean-up when there is an expected audit and interested in the optics of quality as opposed to the substance (Forbes, 2014). Furthermore, many organizations seem to be compliant on quality procedures in documents but not in practice (Barata & Cunha, 2015).

A number of researches reviewed on quality of education in Kenya have addressed the effect of massification of students in universities without commensurate increase in facilities (Mutula, 2002; Odhiambo, 2011; Gudo & Olel, 2011; Misaro, Kariuki & Jonyo, 2013). There are also other issues like globalization and technology which require standardization of teaching and learning environment and change in the management of institutions of higher learning. A review of research findings in this area demonstrates that so far, there is no adequate research which been done to provide evidence of the role

played in creating a quality culture in private university in Kenya. This research investigated leadership and quality culture in private universities in Kenya.

1.3 Research Objectives

1.3.1 General Objective

The general objective of the study was to investigate leadership and creation of quality culture in private universities in Kenya.

1.3.2 Specific Objectives

The specific objectives were:

- i. To establish how leadership commitment affect creation of quality culture in private universities in Kenya.
- ii. To determine how role modelling affect creation of quality culture in private universities in Kenya.
- iii. To determine how stakeholders involvement affect creation of quality culture in private universities in Kenya.
- iv. To establish how communication affect creation of quality culture in private universities in Kenya.
- v. To determine challenges that impedes creation of quality culture in private universities in Kenya.

1.4 The Research Questions

The following were the guiding research questions:

- i. How does leadership commitment affect creation of quality culture in private universities in Kenya?
- ii. How does role modelling affect creation of quality culture in private universities in Kenya?

- iii. What is the effect of stakeholders' involvement in creation of quality culture in private universities in Kenya?
- iv. How does communication affect creation of quality culture in private universities in Kenya?
- v. What challenges impedes creation of quality culture private universities in Kenya?

1.5 The Significance of the Study

This study intends to make contribution on quality management of universities in Kenya especially in the private institutions and recommend possible ways leaders can be use in developing quality culture through alignment of TQM principles to organizational culture and formulation of policies aligned to quality management and support such practices. This study will also benefit employees of the institutions of higher learning in understanding their role in putting quality culture into practice. In addition, this study is intended to benefit stakeholders in understanding key indicators of quality management in education sector and ensuring accountability and the same time profitability in these institutions. This study will also be of aid to government through regulatory bodies in designing and formulating policies in educational sector that promotes quality education in institutions of higher learning. The research findings of the study will be a welcome addition to the existing body of knowledge relating to quality culture in private universities. Furthermore the research is intended to give further suggestions for research in its recommendations and stimulate scholarly discourse in the subject area of enhancing quality culture in institutions of higher learning through leadership.

1.6 Scope of the Study

The study was conducted at Marist International University College in Karen, Nairobi. The current population of number of staff in in MIUC is sixty (60) but out of these only members of management, teaching staff and administrative staff were used to conduct the study which included seven members of Management Board, sixteen administration staff and fifteen teaching staff.

1.7 Limitations of the Study

This study was conducted only at MIUC and other private universities were not included in the study and therefore the generalizations drawn from the findings may not apply to other universities although they could give a framework on leadership practices and their effect on quality culture in private universities in Kenya.

1.8 Organization of the Study

The research project is organized in five chapters; chapter one provides the research background, statement of the problem, research objectives, significance of the study, scope, and the limitations encountered in the course of the study. Chapter two presents literature review leadership and Quality Culture in Private Universities in Kenya: A Case Study of Marist International University College and a conceptual framework. Chapter three explains the methodology used in the study; the study findings and their interpretation are presented in chapter four; while chapter five presents summary, conclusions and recommendations of the study.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter will cover theoretical literature review, empirical literature review and conceptual framework.

2.1 Theoretical Literature Review

2.1.1 Transformational Leadership Theory

According to Givens (2008) transformational leadership was introduced by a leadership expert James McGregor Burns in 1978 in his book, "Leadership." This model was further developed by Bernard M. Bass in 1985 in his book, "Leadership and Performance Beyond Expectations." According to Burns (1978) transformational leadership is a process where leaders and their followers raise one another to higher levels of morality and motivation. He demonstrated that there are two dimensions of leadership; transactional and transformational. Transactional leadership is generally sufficient to maintain the status quo, but transformational leadership stimulates change and innovation.

According to Bass (1990) transformational leader is a model of integrity and fairness, sets clear goals, has high expectations, encourages others, provides support and recognition, stirs the emotions of people, and gets people to look beyond their self-interest and inspires people to reach for the improbable. He further demonstrated that a transformational leader must have idealize influence where it is believed that a leader can influence followers more if he practices what he preaches and act a role model. A leader should also exhibit inspirational motivation by setting goals and communicating them to enforce a shared vision and help others to attach meaning to these goals. He further postulated that there should be an aspect of intellectual stimulation where the leader encourage creative problem solving and innovation. Finally there is individual consideration where the leader takes into account contributions by different people and gives them feedback.

2.1.2 Edgar Schein's Theory of Culture

Schein is one of the most prominent theorists of culture who defined it as a pattern of shared basic assumptions that the group learned as it solved its problems of external adaptation and internal integration that has worked well enough to be considered valid (Schein, 1992; Ehlers, 2009).

According to Schein (1992) the cultural elements are values, artefacts and assumptions. He further postulated that culture has three levels. The first level is the Artefacts which are the observable characteristics in an organization like dress code, general tidiness of the place; what you see, feel and hear. One will notice that different organizations do things differently and when one goes to an organization there is difference in observation and emotional reaction to the decor, the climate, how people behave towards you and towards each other. According to Schein this level is difficult to interpret as it's superficial and reflects corporate culture. Different artefacts may also mean different things in different organizations even if they seem similar.

The second level is Espoused values. This is what those artefacts are based on and what an organization believes in. One will need an informant or documents to explain those values, principles, ethics and visions to be able to understand them like team work, customer orientation, integrity, quality and so on. The third level is Shared Tacit Assumptions and this involves going deeper these values to understand the founders, origin and history of the organizations. Organizations are normally formed by individuals who impose their beliefs, values and assumptions on the people they hire. These values should fit in the environment for it to survive. If these values continue to create products and services that are market focused, they are gradually learned, shared and taken for granted. If the organization continues to be successful, they become the tacit assumption and the "right" way to do things.

2.1.3 Deming's 14 Point for Quality Management Model

According to Neave (1987) Deming has highlighted 14 points of quality management that can be used to enhance quality and productivity. The first one is to create a constant purpose toward improvement by planning for long term quality solutions and

caution that short-term solutions should be avoided. He further adds that the organizations should not just do things better but should find better things to do and prepare for future challenges. The second point is to adopt new philosophy by embracing quality throughout the organization, putting customers first and creating quality vision. Thirdly, leaders should stop depending on inspection by building quality into the processes and make it a way of life within the organization. The fourth point is to use one supplier as quality is established through consistency and partnering with suppliers. The fifth point is seeking to improve always. Sixthly is on job training, allow employees to have a wider perspective of their work and learn from each other (teams).

The seventh step is to institute leadership and here he emphasizes on coaching and transformational leadership. The eighth point is eliminating fear by allowing employees to perform their duties with autonomy, value them and by communicating effectively. The ninth point is to break barriers between departments by encouraging teams, building internal customer concept and shared vision. The tenth point is get rid of unclear slogans by clearly articulating your visions and goals. The next point is to eliminate management by objectives by providing support and resources and by measuring processes rather than the people behind the process. The twelfth step is to remove barrier to pride of workmanship by allowing every employee to take pride on what they do and avoid unnecessary competition. The next step is to implement education and self-improvement by allowing employees to acquire more skills. Finally make transformation everyone's job by allowing every member of the organization to take steps towards quality and use of change management.

Kotter's 8-Step Change Model

This model was first published in a 1995 article in the Harvard Business Review. The following year, it was published with greater detail in classic the book titled Leading Change (Applebaum et al., 2012). This 8-step model has three stages; creating climate for change, engaging and enabling the organization and implementing and sustaining for change.

Fig. 2.1 Three stages of Kotter's 8-Step Change Model



Source: danspira.com (2011)

According to (Kotter, 1995; Smith, 2005) the first step is to establish a sense of urgency about the need to achieve change. People will not change if they cannot see the need to do so. This begins by evaluating the organization's current situation by looking at its competitive situation, market position, technological trends and financial position. The second step is to create a guiding coalition. In this stage, one should assemble a group with power, energy and influence in the organization to lead the change and encourage them to work as a team. The next step is to develop a vision and strategy why the change is needed and how it will be achieved. The fourth stage is to Communicate the change vision; tell people, in every possible way and at every opportunity, about the why, what and how of the changes and teach new behaviours. The fifth step is to empower broad-based action – involve people in the change effort, get people to think about how they are going to support rather than oppose change initiatives. This will also mean removing obstacles of change through restructuring and encourage risk taking. The sixth step is to generate short-term wins. This involves planning for visible performance improvements, creating those improvements and rewarding employees who have achieved them. The seventh step is to consolidate gains and produce more change this should be done by creating momentum by changing systems and policies that do not fit to change and reinvigorate the process by developing employees, creating new projects, themes and change agents. Finally on the eight step Anchor new approaches in the corporate culture

which is very critical to long-term success and institutionalizing the changes. Failure to do so may mean that changes achieved through hard work and effort slip away with people's tendency to revert to the old and comfortable ways of doing things.

2.2 Empirical Literature Review

2.2.1 Organizational Culture

A number of scholars have defined culture as “the way we do things around here” (Deal & Kennedy, 1988; Lundy & Cowling, 1996; Martin, 2006). As mentioned earlier Culture is a pattern of shared tacit assumptions that was learned by a group as it solved its problems of external adaptations and internal integration that has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way to perceive, think, and feel in relations to those problems (Schein, 2009). Managing organizational culture is one of the key roles of strategic leadership (Dess, Lumpkin, Eisner, MacNamara & Kim, 2012). Organizational Culture is basically a set of shared values and beliefs which interact with an organization's people, structure and systems to produce behavioral norms (Malhi, 2013). The concept of organizational culture with regard to total quality management has gained interest due to the realization by both scholars and practitioners, that change and implementation of new strategies require that they are integrated into the culture (Cameron & Quinn, 2006).

A new concept called Cultural Intelligence (CQ) has emerged from early part of 2000. CQ has been defined as the person's ability to function effectively in a cross cultural diversity (Van Dayne et al., 2007). They have demonstrated that highly cultural intelligent people are able to interact with people from different cultural background. Quality management aims at standardizing organizations across regions so that the products and services they offer can be acceptable worldwide. Different market positioning requires or fosters different cultures. Aligning strategic positioning and organizational culture is a critical feature of successful organizations (Johnson et al. 2008). Organizational culture is a “social glue; values and beliefs that creates norms or expected behaviours in an organization (Malhi, 2013). Kenya, like other African countries, experience tension between need to promote basis as the sole merit of

university access and the need to ensure all groups, whether defined by ethnicity, gender or class, have equal chances of access of academic programmes (Munene, 2015).

2.2.2 Concept of Quality

Quality is defined as exceptional, perfection, fitness of purpose, value for money and transformative (Garvin et al., 1993; Defoe & Juran, 2010). Quality should be associated with achieving or exceeding expectations, meeting requirements that the customer had not actually stipulated, but once offered become the expectation of everyone. As cited in various literatures among them, Dahlgard, Khanji, & Kristensen (2007) the historical evolution of quality management has taken place in four stages. The first stage is Quality Inspection. This was introduced by Ford Motors in 1910 where it introduced team of inspectors to compare or test the products against project's standards which was applied at all stages from production process to delivery stages. This is where poor quality products were separated from the acceptable quality products then they would be scrapped, reworked or sold as lower quality. Quality Control is the second stage where quality was controlled through supervision written specification, measurement and standardization. Quality control tools were developed to aid in the process like control charts. The third stage is Quality Assurance which contained all previous stages but other activities like comprehensive quality manuals, use of cost of quality, development of process control and auditing of quality systems. At this stage there was change from detection to prevention of bad quality. The fourth stage is Total Quality Management (TQM) which involved understanding and implementation of quality management principles and concepts in every aspect of business activities.

According to Nikolić & Nastasić (2010) TQM is a business approach to organizations based on management of quality which relies on the system and situation (maturity and their relations with the environment) approach. They argue that in general, TQM puts emphasis on customers' satisfaction, the process of continuous improvement, with the active involvement of all employees. According to Sallis (2002) the concept of quality has two dimensions. The first concept is measuring and ensuring conformity to the set standards which is an audit and accountability approach. The other dimension which is transformational quality focuses more on softer and intangible issues; it has got less to do

with systems and procedures and more on improvement and transformation of the organization. According to Sallis (2002) further the two concepts differ in the sense that the former is about proving and the latter is about improving. The core concept of TQM is the leadership, customer focus, linked with a continuous improvement plan that is supported by innovation that can build a strong culture, which can positively improve an organization's competitiveness and performance (Sallis, 2002; Langrosen, 2003; Irani et al., 2004). The world has also become a global village and it has become almost inevitable to adopt global standards therefore effective use of TQM improvement techniques is a valuable competitive asset (Thompson & Strickland, 1999).

2.2.2.1 Total Quality Management Principles

According to ISO 9000 there are eight principles of total quality management which can be used by senior managers as a framework to guide an organization towards improved performance (Sallis, 2002). The eight quality management principles are defined in ISO 9000:2005, Quality management systems – Fundamentals and vocabulary, and in ISO 9004:2009, managing for the sustained success of an organization – A quality management approach. According to (Paker 1995; Sallis 2002; ISO, 2009) the eight principles can be explained as follows:

The first principle Customer Focus – Organizations depend on customers for survival therefore they should strive to meet and exceed customers' expectations. Second is Leadership Principle where leaders should provide direction and ensure employee involvement in the organization. Manager should work as team leaders and ensure that they have a working knowledge of their peers' responsibilities. The third is Involvement of the people which should ensure employees' abilities are identified and their abilities are optimized. This gives them a sense of belonging and pride. The fourth principle is Process Approach. This means there is efficiency and effectiveness in organization's key activities. Key activities should be identified and clear roles and responsibilities should be established. The fifth principle is System Approach to Management. This involves identifying, understanding and managing interrelated functions as a system. The sixth principle is Continuous Improvement. Continuous improvement is the objective of all quality systems. It is about ensuring that people have the training and skills required to

make improvements and ensures that there is an organization-wide approach to the improvement of performance. The seventh principle is Factual Approach to Decision Making. This means decisions should be based on analysis of data and information which is accurate and reliable. The eighth principle is mutually beneficial supplier relationships. Mutually beneficial relationship allows them to create value. This enables reduction of costs and optimization of resources.

2.2.2.2 Quality in Education

Forums in educational quality or rather quality in higher has come a long way that it's difficult to mark its beginning and its debate is still inconclusive (Selesho, 2014). Quality in universities has different dimensions; the qualification of lecturers, library and other physical facilities, relevance of programmes and curriculum in the job market, accessibility and efficiency of administrative services, technological and electronic services, location among others (Amin, Abdul, Ayman, Ahmed & Ayman, 2015). Total quality education is an educational culture characterized by increased customer satisfaction through continuous improvement and by involvement of students and employees (Dahlgard et al., 1995). Coates (2005) suggested that universities should ensure quality in pedagogy and in turn teachers ensure quality in learning which will consequently lead to educational quality

A review of literatures by various researchers has pointed out a number of imperatives of total quality management in educational institutions (Sallis, 2002; Higdon & Scott, 2003; Sahney, Banwet & Karunes, 2004; Pratasavitskaya & Stensaker, 2010). The first one Moral Imperative where beneficiary of education deserves the best possible quality of education therefore educational professionals and administrators should have an overriding concern to provide best possible educational. Another one is Professional Imperative. This means that the institutions have a professional duty to employ the best pedagogic practices and improve the quality of education hence classroom practice and the management of the institution should operate to the highest possible standards. Another one is Competitive Imperative which means that educationalists can meet the challenge of competition by working to improve the quality of their service and of their curriculum delivery mechanisms. Quality may sometimes be the only differentiating

factor for an institution. Focusing on the needs of the customer, which is at the heart of quality, is one of the most effective means of facing the competition and surviving. Finally is Accountability Imperative -School and colleges are part of the community and they should ensure that they meet public demand and provide quality education. They are held responsible in terms of performance of students and the products they offer to the labour market.

Offering education is more of a service than a product and service quality characteristics are more difficult to define than those for physical products and are usually directly attributable to an organization's behaviours or attitudes (Sallis, 2002). Quality in education should be characterized by international dimensions taking into consideration the exchange of knowledge, interactive networking, mobility of teachers and students, and international research projects, while taking into account the national culture values and circumstance (Zhang & An, 2010). The quality assurance in higher education in Kenya is linked to then need to maintain quality in university education (Odhiambo, 2011). Universities in Kenya are also striving to be recognized as quality services providers and going as far as getting International Standard Office (ISO) certification. There are seventeen (17) universities and university colleges which are ISO certified and two out of the seventeen are private universities (KEBBS, 2014).

2.2.3 Quality Culture

Culture is a diverse phenomenon and organizations display several cultures and amongst them is quality culture (Elhers, 2009). This culture is a result of quality constructed as the fabric of the organization (Crosby, 1990). In order for any organization to be successful the basic principles of quality management must permeate the entire organization (Laszlo, 1999). Managers should establish whether they are providing quality and take a new order of changing things. A study done by Langrosen (2003) demonstrated that successful implementation of TQM requires that values of the organizations are changed so as to harmonize with the values of quality management. According to Katiliute & Neverauskas (2009) quality culture can be defined as one having clear values and beliefs that foster total quality behaviour. They further argued that quality culture is an aspect related to organizational learning which should first be fostered through empowering

people to have quality goals and measures and secondly creating a sense of trust in them to support quality initiatives.

The concept of quality culture should not be used to solve challenges but rather to identify potential challenges and should be analyzed by establishing how an organization is responding to quality challenges and fulfilling its quality purpose (Harvey & Stensaker, 2007; Elhers, 2009). Culture of quality is one in which everybody in the organization, not just the quality controllers, is responsible for quality (EUA, 2012). Successful and enduring organizations have a culture that creates and sustains a work environment to long lasting quality improvement (Malhi, 2013). Organizations should create a culture that is flexible to embrace change and allow improvement both in the people and processes. For quality practices to be successful there should be a culture of quality to support it (Zhang & Schroeder, 2010). In this regard, creating and sustaining quality culture is a pre-requisite for ensuring a continuous flow of quality products and services (Malhi, 2013).

Developing quality culture requires that higher education staff strive continually to improve the quality of provision with a desire for excellence being routine and commonplace (Lomas, 2004). A number of studies in this area have demonstrated that for quality culture to be created, change should be through adoption of TQM principles, which form values and beliefs of an organization with a quality culture (Kehoe, 1998; Mahmood & Mohamed, 2008; Malhi, 2013).

2.2.3.1 Process of Creating Quality Culture

According to Malhi (2013) creation of quality culture involves change and should follow eight steps. The first step is recognizing the need to change which can be brought about by financial crisis, competition or change of customers' expectation. The second step is diagnosing the existent culture by looking at how quality is viewed the determining which beliefs, values and norms need to be done with and which ones can be retained. When an organization wants to develop or create a culture of quality it must first diagnose the existent culture and find out how it is going to transition to quality culture by first, employing quality tools that are compatible to the extant culture then develop

and ongoing process that support the desired culture (Thornbury, 2003;Cameron & Quinn, 2006). Thirdly, determined the desired culture and how it can be achieved, by deciding norms which needs to be upheld and aligning the culture to the organizational vision and strategy. The fourth step is to communicate the desired culture by defining clearly how the members of the organization should conduct themselves. Fifthly, the leaders should model the way by practicing what they preach. The sixth step is conduct training to enable organizational commitment, reduce resistance and enable employees handle new tasks. The next step is to reinforce the desired behaviours by appropriate rewards and recognition and finally leaders must continuously monitor the cultural change efforts and if the desired behaviours were attained. If not then corrective action should be taken.

2.2.4 Leadership & Quality Culture

Various studies have identified leadership as not only the centre of change and cultural transformation but also as the force behind TQM implementation (Osseo-Asare et al., 2005; Schein, 2009; Saiti, 2012; Malhi, 2013; Ntim, 2014). Leadership can be defined as the process of transforming organizations from what they are to what the leader would have them become (Dess et al., 2012). According to Fullan (2004) for leadership to be effective in leading a culture of change it has to have a sense of purpose, mobilize people to tackle through problems, be held accountable for measure and debatable success indicators and awaken employees' intrinsic commitment to the organization. While the words 'leader' and 'leadership' have always been confused, the study by Boateng (2004) through review of literature has drawn distinction by demonstrating that when one looks at the leader there is an exemption of the follower and the situation whereas leadership takes the two into consideration.

TQM leadership is distributive leadership, and should be shared throughout all levels of an educational institution, that is from the top to the base of the organizational hierarchy. Universities leaders are realizing that participatory leadership is more effective than dictatorial leadership (Michael, 2004). Good leadership instils quality in terms of the policy they formulate, culture they create, hiring and motivating employees among others (Saiti, 2012). There should be leader-staff relationship which focuses on leadership

effectiveness through guidance to do the right things and management efficiency through doing things right (Osseo-Asare et al., 2005). Further to that, there should be a holistic understanding of environment and its trends and knowledge of stakeholders which should be integrated into the vision and mission of the organization (Dess et al., 2012).

For quality to be imbedded leaders needs to determine the right strategies, put in place the right structures and develop a conducive and supportive organizational culture (Katiliute & Neverauskas, 2009). Quality policies must be set at strategic levels and senior managers must guide and motivate staff and be a leading example through having high level of seriousness about quality performance and involving themselves in quality initiatives (Kruger & Ramdass, 2011). Leadership enjoy power and influence and so they are the once to drive and motivate quality initiatives. Leaders are the ones responsible for setting the direction, communicating and inspiring the vision, designing the organization and nurturing a culture that is dedicated to excellence (Dess et al, 2012). A number of studies have demonstrated that strong leadership is essential in developing and sustaining culture of quality (Sirvanci, 2004; Malhi, 2013; Forbes Insights, 2014). The changing context in education demands that university moves away from the traditional way of management to leadership that can respond to global challenges (Black, 2015). Consequently, successful creation of quality culture will commence with having leaders with the right attitudes towards quality (Ogbari & Borishade, 2015).

2.2.4.1 Effects of Leadership Commitment on Quality Culture

A number of studies have found leadership commitment to quality improvements, devotion of time and resources as not only the key to all TQM implementation in universities but also a source of motivation to the rest of the organization (Kanji and Tambi, 2002; Osseo-Asare, Longbottom & Murphy, 2005; Zhang & Schroeder, 2010). Leaders show commitment by first creating a vision and mission and making commitment through alignment of strategies, allocation of resources, designing the organization and making persistent and consistent improvement actions towards their goals (Ehlers, 2009). A clear vision has many benefits among them, a clear future

direction, a framework of organization's mission and goals enhance employee communication, participation and commitment (Dess et al, 2012).

Having set a clear vision leadership should show their commitment through organizing which entails mechanisms employed to gain operational efficiency and effectiveness where key activities are identified and clear roles and responsibilities are established (Sallis, 2002). Quality culture has two opposing factors or rather elements, one is cultural/psychological element of shared values, beliefs, expectations and commitment towards quality the other is structural/managerial element with defined processes that enhance quality and aim at coordinating individual efforts (EUA, 2006; Ehlers, 2009). TQM is perceived through eight dimensions; performance, features, reliability, conformance, durability, serviceability, aesthetics and perceived quality are whose attainment is dependent of structures of an entity (Johnston, 1995).

According to KPMG (2012) for an organization to improve performance they should develop systematic structures with efficient and effective processes which are achieved through technological infrastructure. Administrative structures should have less tiers and hierarchy to allow faster accessibility of the services and timely feedback. Further, according to KPMG (2012) optimized structure should be characterized by role clarification, role duplication and goal cascading. Role clarification entails identifying the roles, skills, relationships and expectations while role duplication is about decentralization of functions to department or regions. Goal cascading entails defining goals in levels from overall company goals to functions, operational to individual. Employees are responsible for 15% of errors while 85% are due to illogical work processes (Deming, 2002).

Allocation of resources to quality initiatives is paramount to implementation of quality management and creation of quality culture. Infrastructure is also important in creating quality culture by ensuring physical environment give a sense of quality to both internal and external stakeholders. Leadership creates the environment for cultural change by first realizing the need to change then committing to make change by creating an enabling environment then allowing participation and support of others to realize that change. When people come to an organization they first notice physical organization and this

should be able to communicate quality. According to Schein (2009) artefacts is the first level of culture that people observe how things are done before they seek to understand deeper, how they are done the way they are done. Customers should be able to see and feel quality around them. Leaders should also ensure the employees are comfortable and take pride in the work environment for them to be able to give maximum output and consistency in ensuring this, should be observed.

Any effort made on quality improvement should not be an end to itself and so leaders should show their commitment by being consistent in making regular improvement to fit their quality goals and gain strategic competencies. Continuous improvement means assessing the needs and re-evaluating the effectiveness of the programmes and quality initiatives (Temponi, 2005). Continuous improvement initiatives normally follow Deming Plan-Do-Check -Act (PDC A) cycle. In this case the university should start by Plan stage where it gathers data and identifies areas that need to be improved and how to improve them then Do or implement the plan, Check if desired outcomes have been acquired then Act accordingly and the cycle continues (Sharabi, 2013). Universities leaders need to commit to continuously improving quality of their programs, teaching facilities and the skills of both teaching and non-teaching staff. For it to be part of the quality culture continuous improvement should itself be a continuous practice. Continuous improvement is imperative for consistency, fit in internal and external environment and in creating new opportunities (ISO, 2015).

Organizational learning is one of the ways of ensuring continuous improvement. According to Probst & Büchel (1997) organizational learning is the process by which the organization's knowledge and value base changes, leading to improved problem-solving ability and capacity for action. Continuous improvement in any organization is enabled by organizational learning. Organizational learning happens both internally and externally (Dess et al., 2012) and for learning to feed into quality culture it must be integrated into improvement agenda (Gillies, 2015).

2.2.4.2 Effects of Role Modelling on Creation of Quality Culture

According to Bass (1995) one of the characteristics of a transformational leader is idealized influence which is being able to act as a role model by the attributes which make followers have trust in them and the actions they take towards achieving the goals. The study of Jung (1986) demonstrated that one of the most accepted social influences is role modeling. Leaders need to have beliefs they stand for and have guiding principles for these beliefs (Jung, 1986). According to Tummala and Tang (1994) leaders should be role models in the creation of strategies, systems, and methods for achieving excellence in quality by communicating quality goals and objectives, educating employees about making quality first priority, and spreading the concept of continuous improvement. Success of change is normally associated with change agents who are ready to reconfigure the organization through clarity of specifying goals, team building activities, communication skills, and negotiation skills and influencing skills to gain commitment to goals (Saka, 2003).

Modeling the Way begins with the clarification of personal values and involves building and affirming shared values that all can embrace (Kouzes & Posner, 2003). Further the study of Kouzes & Posner (2003) demonstrated that exemplary leadership is commitment through simple acts like spending time and closely working with colleagues, telling stories that made values come alive, being visible during times of uncertainty and asking questions to get people to focus on values and priorities. Leaders must 'walk the talk' and must be consistent in their words and deeds for them to be able to inspire and be effective role models (Dess et al., 2012). The leader creates the vision, decides how the organization will operate and basically tries to get people to support that end. The new behaviours and attitudes might be so different that people may need to see them in others with whom they can identify with (Schein, 2009).

According to social theory individuals observe behaviours, which is retained through motivation then finally individual produces the learned behaviours (Warhurst, 2011). Social Theory postulates that observation is a powerful means of transmitting behaviours (Kenny et al, 2003, as cited by Warhurst, 2011). Role modelling can be used hand in

hand with mentoring which according Warhurst (2011) is a bit different from role modelling in the sense that in mentoring there is explicit guidance and support using clear learning techniques such as questioning and the provision of advice. Mentoring will therefore entail developing guided attitudes and behaviours towards quality. Effective mentoring should be structured, geared towards a specific task and occurs both direction where the mentee is given knowledge and insight of tackling a task and the mentor gain practical knowledge of the challenges of the task (Gillies, 2015).

2.2.4.3 Effects of Involvement of Stakeholders on Creation of Quality Culture

It is not easy to establish mutually beneficial relationship between an organization and its stakeholders but quality is found when their needs are not compromised (Susnienė & Vanagas, 2005). Quality culture in higher education is aimed at creating conviction and engagement with the stakeholders to meet and improve learning objectives (Selesho, 2014). University stakeholders include students, parents, employees; regulatory bodies like CUE and government just to mention a few who should all be integrated in education system (Sallis, 2002). However, students are the output that are used to measure quality of education and to improve quality, universities should consider students as consumers and apply students' feedback (Sahney, Banwet & Karunes, 2004; Shams & Yarmohammadian, Abbarik, 2012). According to Academic Impressions (2014). Improving customer service is critical step of ensuring momentum and persistence among students. There has been some arguments that a student as a customer may not sometimes understand their needs and giving students what they want may not necessary mean educational quality is enhanced, as most of the time they are concerned about getting higher grades other than learning (Sahney et al., 2004). However, although universities are not legally bound to ensure students participation, the extent to which student get involved in educational activities will lead to high quality teaching and learning (Coates, 2005). Coates further argues that that students should also possess a "quality effect" as they can be surrounded by impressive resources but fail to attend class or engage in authentic learning. Quality is basically measured by customer satisfaction. To satisfy to customers, an organization needs to identify their needs, design products and services that

meet the customers' expectation then measure results as a basis of improvement (Zhang & Schroeder, 2010).

Universities should establish a customer relationship management (CRM) as an ongoing interaction to be able to establish how to meet customers' needs and whether they are delivering as per the customer's expectations. According to Hoots (2005) CRM is an outside-in relationship where first the organizations understand customers' needs the move inwards to satisfy them. Corresponding to understanding the needs, customers focus also entails enlightening customers on how to use products and services, which consequently earn customers' loyalty and retention (Lovell, Patterson & Wirtz, 2015). There is always a divide between perception of customers' needs and what they really expect brought about by lack of information of customer's expectation, inadequate quality service standards, inconsistencies in service delivery and ignoring level of tolerance (Yeo, 2008). Customer satisfaction is therefore attained when that gap is sealed through understanding customer expectation through information and communication between the customers and the organization. Most universities do not really have a CRM department operational but as they adopt e-learning and e-business it's going to be a competitive advantage in the near future.

Other key stakeholders in higher education are the employees who should also be engaged if quality culture is to be created. According Kahn (1990) employee engagement is connecting organizations' members to their work roles and allow them to express themselves physically, cognitively, and emotionally during role performances." A leader must do five things to engage workforce; align effort and strategy, empower, encourage team work and collaboration, train and provide support and recognition (Markos & Sridevi, 2010). According to the study by Ehlers (2009) quality in higher education is not inherent and there should be a professional effort in ensuring everyone in the organization has quality knowledge which is quality strategies in education, quality experiences which entails the ability to use quality strategies, quality innovation which is the ability to improve and develop the existing strategies and quality analysis which entails the ability to evaluate quality processes and determine their efficiency and effectiveness.

One of the most practical way of engaging employees is through their participation to decision making. According to Iravo & Waititu (2014) employee Participation is generally defined as a process in which influence is shared among individuals who are otherwise hierarchically unequal. They further noted that employees might be having more knowledge of their task than the senior supervisors and employees who participate in decision making are better equipped to implement that decision. Participation can be defined as the totality of forms, that is direct by which individuals and groups secure their interests or contribute to the decision making process (Westhuizen, 2010). This approach was supported by Tchaphet, Iwu & Allen-Ile (2014) who postulated that participation enable both individual and groups to have opportunities to contribute to the success of the organization.

Confidence in participation and quality delivery is attained through giving employees requisite skills about their jobs and quality initiatives (Al-Kassem & Invariant, 2014). Training is an important component of TQM and it is a way of showing their leadership commitment (Kruger & Ramdass, 2011). It begins by conducting needs assessment which is basically conducting current skill level and awareness of TQM principles from the top to the bottom (Paker, 1995). Organization leaders must learn strategic needs and make long term training and plans to meet these needs (Cameron & Quinn, 2006; Sharabi, 2013; Hughes, 2014)). Workers should be trained to inspect the quality of their work, identify problems and suggest solutions (Ozdemir, 2007; Sharabi, 2013). TQM entails leadership being able to encourage teamwork and the same time form teams which are in charge of quality. According to the study by Gillespie & Mann (2004) understanding employees individually is paramount to enabling ‘group fit’ when selecting a team to do a particular project.

Rewards and recognition has been identified as one of the strategy a leader can use in enhancing what they hold important and encouraging desired behaviours and attitudes within employees (Cacioppe, 1999). According to Cacioppe (1999), rewards and recognition enhances employee commitment and loyalty at the same time commensurate with employees’ contributions. In quality culture, rewards and recognition is a very important aspect as it changes and reinforces a culture that focuses on both people and

productivity which are based on quality goals (Seeger, 2005; Malhi, 2013). According to Schein (2009) the reward system should be consistent with the new way of thinking and working in the sense that if you are learning how to be a team player, reward system must be group oriented. Recognizing partners for their quality improvement is one way of enhancing relationship with stakeholders and one way of showing employee and other partners like suppliers that there is worth in what they do and their contributions are appreciated (Gul et al., 2012; ISO, 2015). According to Mayfields & Mayfields (2011) reward is part feedback and should be designed to nurture the full potential of human development. However the study by Viles, Jaca & Tanco (2015) caution that organizations should be careful on how this is conducted and pay attention to various methods of rewards and recognition and target of the reward whether it's a group or an individual.

The universities should also establish a relationship management with other stakeholders by creating a communication channel where they are able to obtain information and feedback from stakeholders especially education regulatory bodies by constantly checking updates and reviews of policies. Anecdotal evidence show that recently some institutions have had to face the consequences of some reviewed admission criteria by Teacher's Service Commission (TSC) on education programme due to lack of platform to obtain such information which affected the students. Therefore, this can be concluded by echoing Gillies (2015) that people are the essence of the organization and it their full involvement is of organizational benefit.

2.2.4.4 Effects of Communication on Quality Culture

According to Covey (1991) leaders need to have communication skills that will enable to articulate their vision with precision and power in a compelling and persuasive way. Effective communication is necessary for all phases of change as it clarifies future state in terms that are relevant and concrete and effective quality system requires a culture of mutual trust and open communication (Özdemir, 2007). Communication is always a means to achieve almost all business strategies but effective communication is itself a strategy. It is a means through which participation of employees is enabled and leaders are able to express strategies, goal and expectation from the employees. Without clear

communication energy can be misdirected and wasted because institutions normally concentrate on doing things right rather than doing the right thing (Sallis, 2002). Communication is a means of engaging employees and greater part of the value of businesses is created in communication by means of images, conceptions, stories and experiences (Nando, 2007). Communication helps members develop a collective view of reality.

There is normally formal and informal communication and managers should ensure they limit informal communication as much as possible and make it systematic when it is needed (Vuuren & Elving, 2008). According to Johanson & Hiede (2008) communication as a tool of change allows for comprehension of vision and need for change, trust and a sense of belonging among employees. Organization normally collect a lot of information for the purpose of management by facts and continuous improvement initiatives and unless is shared it does not serve its purpose. Supervisors are normally source of information during change and they ensure information flows from top management to the lowest person and they also form feedback loops by ensuring employees' views reach the top (Vuuren & Elving, 2008). According to Mayfields & Mayfields (2011) for behavioral changes to improve organizational outcomes feedback should be tied to workers' performance goals, should be timely and non-personal.

Communication can also be internal and external but internal information is more important because it enables the employees have a good understanding of the business and become good ambassadors in the external environment (Mazzei, 2014). Internal communication enhance the understanding of corporate strategy, mission and values, strengthening corporate culture and enabling change while upward and downward is important as it enables employees to commit to the change and make it happen (Djordjevic & Cotton, 2011). Effective communication is necessary for all phases of change as it clarifies future state in terms that are relevant and concrete and effective quality system requires a culture of mutual trust and open communication (Özdemir, 2007). Özdemir further argues that a culture of quality requires that communication is seen as more than a technique but part of the values and way of working. According to Johnson et al (2008) communication is likely to change the strategy, and shaping

communication strategy requires that one there is focus where there is information given is very precise, two is it should be impactful with meaningful words and visions, three, appropriate media should be used so that as many people as possible are reached and that it reaches everyone at the same time to avoid rumours. Four, it should be participative in that everyone is involved and there are forums where they can be engaged.

If the management wants to establish an innovative culture according to their business philosophy, they must listen to employees and trace each step from philosophy to action (Linke & Zerfass, 2011). Leaders should also use every tool within their powers (posters, conferences, in-house magazines among others) to communicate organizational direction, key values and quality achievements by employees (Malhi, 2013). Strategic communication actions involve open communication and developing leadership action which ultimately leads to diversity of ideas and good relationships (Mazzei, 2014).

2.2.5 Challenges of Quality Culture

According to Abangi et al (2005) private universities in Kenya have many challenges among them finances, economic hardship of potential students, accreditation process, and acquisition of qualified staff among others. This was echoed by Misaro et al. (2013) who demonstrating that universities in Kenya like in many African countries continue to experience quality challenges ranging from inadequate qualified staff, strained physical resources, funding, among others. Creating quality culture in universities is challenged by various issues among them those discussed below:

2.2.5.1 Lack of Resources

Unstable political and economic factors in Kenya have made it very difficult for the government to fund public universities and donor communities has made it clear that universities must seek alternative sources of funding (Mutula, 2002). The budgetary allocation for quality initiatives in universities is normally very inadequate. Some students in private universities come from poor back grounds which lead to accrued fees hence financial incapability of these institutions (Fourie & Alt, 2000). Although most private universities posted surplus on their financial statement in 1999/2000 academic

year, qualitative research indicated financial constrains among these institutions (Mwiria et al, 2007).

Private universities in Kenya did not receive any government support until 2000/2001 academic year where students received government support through Higher Education Loans Board (HELB) (Odhiambo, 2011). Funding is not only a problem in technological advancement, but also in research which is not adequately considered especially in private sector and in private universities. Kinyanjui (2007) postulated that private universities should also compete for research funds and staff development as public universities because they are also contributing in Kenya's economic development. Anecdotal evidence has shown some private universities being closed down, part-time lectures being paid late, engagement of underqualified lectures among other issues brought about by financial constrains in these universities. These institutions rely heavily on school fees paid by the students and they strive to offer quality in return. This can be arguably be said that quality in private universities in Kenya is transactional not transformational.

TQM benefits can only be sustained by companies that are financially stable (Mosadeghrad, 2014). TQM initiatives are expensive to run because they require a lot of investments on both material and human resources. Mosadeghrad (2014) further adds that quality culture also includes having effective management information systems which standardizes how information is acquired, processed and shared in the organization. Popovich (2003) postulates that there is a challenge of maintaining enrollment records of students in higher education with the proliferation of student in these institutions hence they must design a way of counteracting this challenge by obtaining effective management information systems. Ogbari & Borishade (2015) pointed out that the significant obstacles to TQM is inadequate resources and the most common is lack of management commitment to allocate the resourced to quality. They further add that organizations implement TQM half-heartedly and are not able to go through total cultural transformation.

2.2.5.2 Cultural Barrier

Higher institutions have been for a long time been deep-rooted in traditions like organizing departments according to disciplines which ultimately results to decision being made from departmental level and interdepartmental competition for available resources (Sirvanci, 2004). According Sirvanci (2004) in adopting quality culture, these institutions needs to move from product focus to market focus. Flexible structures, inter-job relations and communication channels are necessary for TQM implementation (Mosadeghrad, 2014).

The standardization of university education across the globe has led to mobility of students to study in different parts of the world and this consequently poses a cultural challenge in these universities which have to operate in multi-cultural environment, dealing with not only diversity in national culture but also ethnic and religious cultures (Gudo & Olel, 2011). The challenge comes in aligning different cultures to individual and collective quality goals (Fourie&Alt, 2000; Gordon, 2002). Furthermore universities are faced by the challenge of cultural preservations and extensions hence they have to create their own culture while appreciating cultural diversity among students and staff (Neuberger, 2010).

The management culture in Kenyan universities is characterized by tribalism and nepotism which potentially deny these institutions competent personnel for quality management (Gudo et al, 2011). According to Fourie & Alt (2000) students enrolled into universities come from different or rather deprived socio-economic background which makes it difficult to cope with university life and this therefore means university staff has added workload of student support and counselling. This does not only lead to inadequate time for research and consequently poor service delivery, it also makes it uneasy to integrate all those culture into one, quality culture. Old paradigms have to be dealt away with and a culture of quality developed.

2.2.5.3 University Leadership

University leadership can be a barrier in two perspective, one its composition and two, its commitment towards quality initiatives. Universities are moving from being stable

environments where management is sufficient to be efficient, to dynamic 'businesses' where leadership will be needed to survive (Davis, Hides & Casey, 2001). For so many years until President Kabaki's regime, the president in Kenya was the chancellor of the universities and the management of these institutions was characterized by political influence rather than university acts and statutes and vice chancellors and council members were hired based on loyalty rather than administrative and academic strength (Sifuna, 1998). Today, university leadership in most universities is characterized by educationist of different disciplines who have gained competencies majorly on their interest of their study and those who have been appointed to management responsibility mainly on the basis of "first among equals" have rarely been trained (Davis et al, 2001; Meyer et al, 2011; Black, 2015). This poses a management challenge in these institutions. In developing the right attitudes among staff, university leaders at all levels need requisite leadership skills and should behave in business-like manner by being able to negotiate, decide, integrate, coordinate and allocate scarce resources as well as manage crises (Mayer et al, 2011).

Universities are no longer just repositories, disseminators and creators of knowledge but they are commercial institutions that transact knowledge as a commodity (Kamaara, 2011). Leaders or managers are the ones that determine organization's commitment to employee empowerment, teams' coordination, continuous improvement and communication which are pertinent to creating quality culture. Lack of management commitment may be due to lack of experience and training, resistance to change and hesitation in initiating quality initiatives (Talib, Rahman & Queresh (2011).

2.2.5.4 Competition

Competition has always been the rationale for quality of education and specifically in private universities in the past but recent development may see it comprise the same quality. This is because of emergent of many private universities whose autonomy in some operations may to some extent lead to its dilution (Oketch, 2003). The competition in private universities is not among these institutions and privatization of public universities which are growing in number but also from commercial colleges which are mushrooming each day to compete for the same students. Anecdotal evidence show that

some universities are developing strategies that will enable them survive as opposed to offering quality education as evidenced by some institutions going as far as lowering entry grades to maximize profits. Public universities aim and maximizing surplus income while private universities aim at maximizing profits hence private universities admit low ability students and use quality and admission requirement to compete for students (Romero & Rey, 2004).

Universities in Kenya seek to attract and more students and set up satellite campuses without commensurate hiring of Academic staff which in turn lowers the quality of education (Kamaara, 2011). Stiff competition has also led to universities developing programmes to as low as bridging programmes which were previously never offered in these institutions. This programmes are internally approved by the senate hence the human and material capacity to offer these programmes by these institutions is not rigorously evaluated. This external force create unstable environment for developing quality culture. Competition has led to consumers being deceived in so many ways among them being illusion advertisements and high priced goods and services which do not necessarily commensurate the perceived quality (Stucke, 2013). This has led to communication gap which is the difference between the promises made to customers and what is actually delivered (Sharabi, 2013).

2.2.5.5 Lack of Communication

According to Kotter (2006) communication comes in two forms words and deeds, and nothing undermines change more than individuals who are inconsistent with their words. Kotter further argues that successful business has leaders that 'Walk the Talk' and are the living symbols of the culture they want to create. Talib, Rahman & Queresh (2011) argued that lack of communication across the organization always lead to unsatisfied customers, unfulfilled customers' requirement and environmental distrust. Communication is a major TQM enabler (Talib et al, 2011).

According to Chaudhary & Rathore (2013) communication is the exchange of information and understanding between two persons or groups which should not be downwards but rather up & down to enable employees set their goals. Information of

quality is normally received by different attitudes by different people, some see it as a burden which is going to bring extra task, other see it a wave which will pass hence they respond by keeping their heads down while others may not care though these people are expected to pass this quality to the customers and take it as their responsibility (Chaudhary & Rathore, 2013). Communication is central to any activity geared towards quality improvement be it in creating relationships, continuous improvement, empowerment or teamwork. Lack of communication also results in poor coordination between the departments hence impediment to total quality management (Talib & Rahman, 2015).

2.2.5.6 Resistance to Change

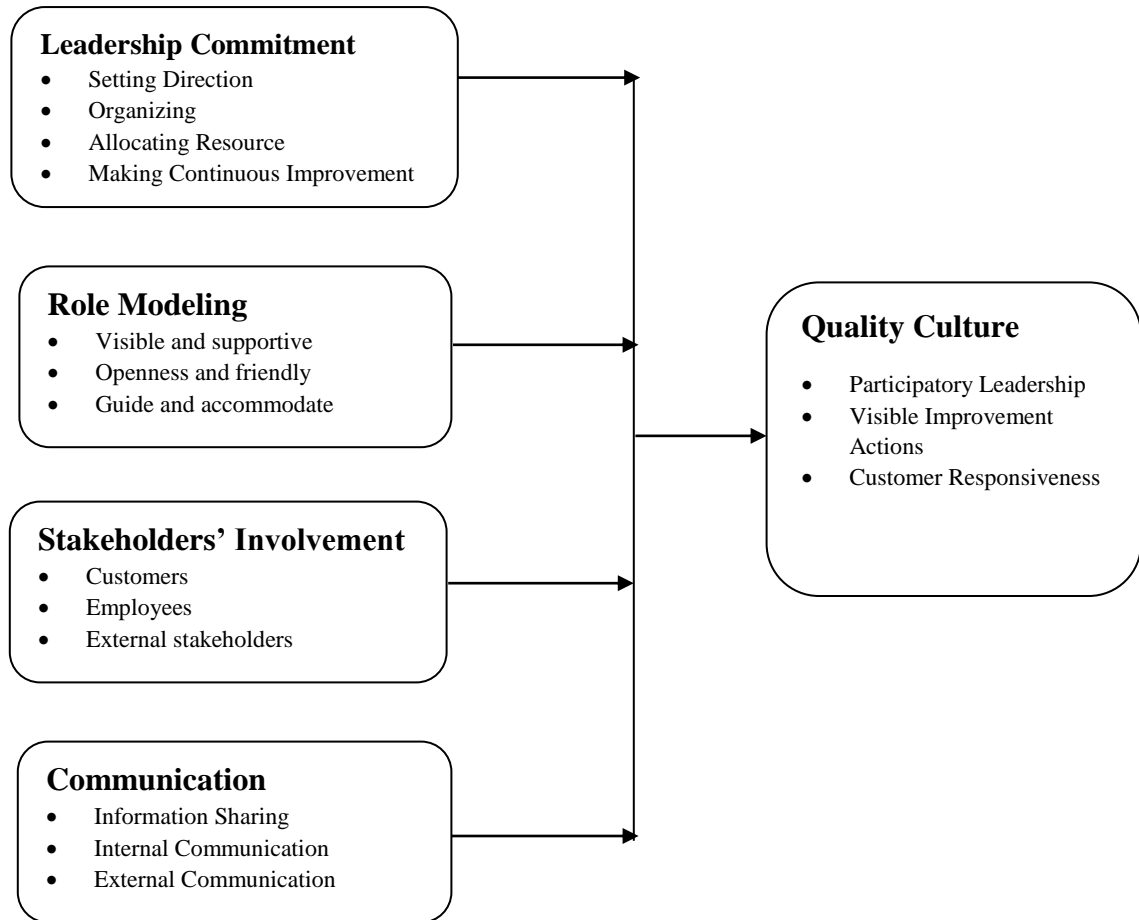
When the word resistance is mentioned it is normally attributed to opposition but Kegan and Lahey (2001) argued that although people might be having a sincere commitment to change they might unwittingly producing a competing energy. A good example of such energy is fear which is not really an opposition but lack of confidence towards changes which impacts negatively on the quality projects. Fapohunda (2012) postulates that it is the duty of the leader to analyze these forces and establish which ones to enhance and which ones to restrain. Employees' inability to change their mindset in regards to quality and creating urgency towards the same obstructs quality initiatives (Talib et al, 2011). Employees can perceive TQM as controlling rather than empowering and resistance is likely to come from the aged and those with language barriers (Talib et al, 2011). Leaders have a role in creating the right attitudes among employees and articulating the benefit of adopting quality culture in the organization.

Change come with fear of unknown in terms of power structures, relationships, lack of trust in management and learning new skills (Fapohunda, 2012). Today, markets are very dynamic and it is almost impossible to predict the implication of any organizational change because change comes with opportunities and challenges and people are scared of the challenges (Freddy & Mbohwa, 2013). Further, employees resist change because they feel that they are not involved during the early stage, but during implementation stage where they are on the firing line (Freddy & Mbohwa, 2013). According to a study done by Pourrajab, Basri, Daud & Asimiran (2015) confidence in the status quo was rated

highest as the reason for resistance to change followed by lack of communication and lack of commitment among other reasons.

2. 3 Conceptual Framework

Fig. 2.1 Conceptual Framework



Independent Variables

Dependent Variable

Source: The Researcher (2016)

2. 4 Research Gap

A survey of selected literature indicates quality culture has also gained a lot of researchers' interest especially in higher education context in the last one decade. However, based on the reviewed literature it has not been adequately documented in the Kenyan private university context. This research seeks to fill the gap and investigate leadership and quality culture in private universities in Kenya .

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This part will describe the process the researcher used to collect and analyze data. This section will cover the following major areas: research design, target population, sample and sampling procedure, research/data collection instruments, validity and reliability of instruments, data collection procedures, data analysis and presentation procedures and research ethics.

3.1 Research Design

A research design is logical and systematic plan prepared for direction a research study which specifies the objectives of the study and the methodology to be used in achieving the objectives of the study (Krishnaswami & Satyaprasad, 2010). The study will use case study design so that it can discuss the problem in depth and intensively. According to Yin (1994) a case study is an empirical inquiry that investigates a contemporary phenomenon within its real-life context especially when the boundaries between the phenomenon and the context are not clearly evident.

This design is appropriate because it will enable both qualitative and quantitative analysis of data. This design is also appropriate because quality management practices are universal and like many private universities MIUC is a church based institutions and management of such institutions have some similarity although the findings will not be entirely generalized. This design is also flexible in term of data collection and data analysis and it's the most appropriate within the time limit of the study. In addition to that culture is very diverse phenomenon and different universities exhibit different culture and therefore this study will be specific and present issues concerning the status of quality culture at MIUC and issues that need to be addressed.

3.2 Target Population

A population can be defined as all people or items with the characteristics that one wishes to study (Bhattacharjee, 2012). According to Kombo & Tromp (2006) population refers to the entire group of persons that have one thing in common from which the sample is taken. In this study, the target population was the top management, teaching and administrative staff totaling up to 38 participants. However this did not include other subsidiaries working under MIUC.

3.3 The Sampling Design

Questionnaires were distributed to all the thirty eight members as argued by Henry (1990) that when the population is less than fifty data should be collected from the whole population hence census design was used.

Table 3.1 Sampling Frame

CATEGORY	POPULATION (N=36)	SAMPLE
Management Board	7	7
Teaching Staff	15	15
Administrative Staff	16	16
Total	38	38

Source: Researcher (2016)

3.4 Data Collection Procedures

The study used questionnaires as a way of collecting data. These instruments were administered by the researcher and no research assistant was used. The questionnaires were distributed to the respondents and collected after they had filled. Sources of data was primary data obtain from aforementioned techniques and secondary data from files,

pamphlets, office manuals and circulars and policy documents. The researcher also used observation in determining facilities available at MIUC.

3.5 Research Instruments

The main instrument for data collection was questionnaires (See Appendix B). The questionnaire was designed to follow mixed method approach. According to Creswell (2003) mixed method approach entails the use of both open-ended questions (qualitative) and numerical questions (Quantitative) in a single study. Mixed method approach came as a development from triangulation which involved use of more than one method (for example interview and observation) in collecting data so that the weakness of one method can be complemented by strength of the other method (Creswell, 2003). This enabled the respondents to add any other information which may not have been covered in the questionnaire. The questionnaire was divided into three sections. The first section covered demographic data; the second section was to determine how leadership commitment, role modelling, stakeholders' involvement and communication affected creation of quality culture in private universities in Kenya. Section three attempted to determine challenges that private universities face in creating of quality culture.

3.5.1 Validity of the Instrument

Validity is the extent to which an instrument measures what it is supposed to measure or how factual the research results are (Golafshani, 2003; Kothari, 2004). Expert opinion and piloting were used to determine content validity (whether the test items represent the content that the test is designed to measure) and construct validity (whether the items measure theoretical concepts) and to ensure that each variable is represented in the questionnaire. The pilot study was done with three (3) members of MIUC who were not used for the main study. This enabled the researcher identify flaws and weaknesses on the questionnaire. The results from pilot study were discussed with the respondents and adjustments made accordingly. The test items in the questionnaire were also guided by the objectives of the study.

3.5.2 Reliability of the Instruments

Reliability is the extent to which results of a study are consistent over time and there is an accurate representation of the total population under study (Golafshani, 2003). Reliability analysis aims at finding out the extent to which a measurement procedure will produce the same result if the process is repeated over and over again under the same conditions. According to Kothari (2004) there are two aspects of reliability; stability aspect which is concerned with securing consistent results with repeated measurements of the same person and with the same instrument and equivalence aspect considers how much error may get introduced by different investigators or different samples of the items being studied. There are various ways of testing reliability but in this research Cronbach alpha coefficient was computed using SPSS to test reliability of the instrument and it was found to be 0.888 hence the instrument was considered reliable.

3.6 Data Analysis and Presentation

The techniques were used in data analysis were both qualitative and quantitative. Frequency tables, percentages and means were used to analyse the data. Responses in the questionnaires were tabulated, coded and processed by use of a computer. Once the data was collected, the questionnaires were edited for completeness and consistency before processing. Data was then coded to facilitate categorization and tallied to determine frequency. Data was also classified according to level as in Table. 3.1 to determine different viewpoints in relation to the research questions. Descriptive statistics were used especially the mode to determine the most frequent response on the factor under study. The mean was used to determine the average response of the relationships between the variables under study. Tables and graphs were used to present the findings because they are concise, easy to understand and interpret.

3.7 Ethical Expectations of the Study

A number of Ethical considerations were observed during the study. The researcher takes full responsibility of the study. The research is intended to benefit to the institution under study, MIUC. Written permission was obtained from the relevant authority to conduct the study at MIUC and appended on the research document. The target population was

requested to fill the questionnaire willingly and were briefed on the purpose of the research with a cover letter. The respondents were not subjected to any physical or mental injury during the study. Confidentiality of the respondents was ensured by asking them to fill the questionnaire anonymously.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION & PRESENTATION

4.0 Introduction

This chapter will cover data analysis and findings of the research in line with the research objectives. which were to establish how leadership commitment affect creation of quality culture in private universities in Kenya, to determine how role modelling affect creation of quality culture in private universities in Kenya, to determine how stakeholders involvement affect creation of quality culture in private universities in Kenya, to establish how communication affect creation of quality culture in private universities in Kenya and to determine challenges that impedes creation of quality culture in private universities in Kenya.

Data presented in this chapter was based on semi-structured questionnaire and the respondents were the members of management board, the teaching staff and non-teaching staff in the administration which totalled up to 38 and 36 questionnaires were returned (95% response). After collection, data was edited for errors and coded. A special code 36 was created for missing data. Data was then categorized for analysis and tables and percentages were used to present the data whereas descriptive statistics were used to analysis the data.

The responses were in 5 point Likert Scale (1 = Strongly Disagree 2 = disagree 3 = Uncertain 4 = Agree 5 = Strongly Agree). A minimum aggregate mean score of ≥ 3.5 was set as the least favourable response and ≥ 4.0 favourable responses to determine the MIUC leaders score for each variable in regards to quality culture. According to Kothari (2004) a score above neutral response indicate a favourable response and in this case the number 3 was used to measure uncertain response.

4.1 Demographic Data of the Respondents

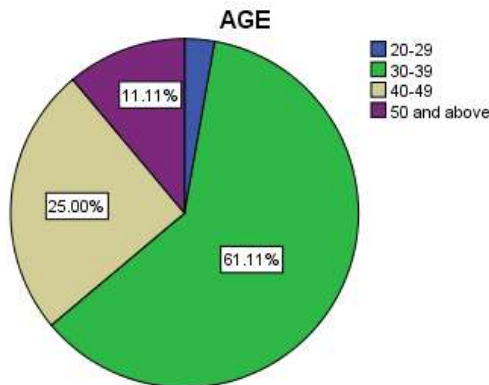
The demographic data was sought to find out the suitability of the respondents in answering questions pertaining to this research. The main characteristics that were

studied were age, gender, qualification and position (Management, teaching & Non-teaching staff) to determine if they affected the view points of the respondents. This also helped the researcher in finding out the distribution of staff in MIUC based on the mentioned characteristics.

4.1.1 Age of Respondents

The respondents were asked to indicate their ages and the results were as shown in the figure below:

Fig. 4.1 Age of the Respondents (N=36)



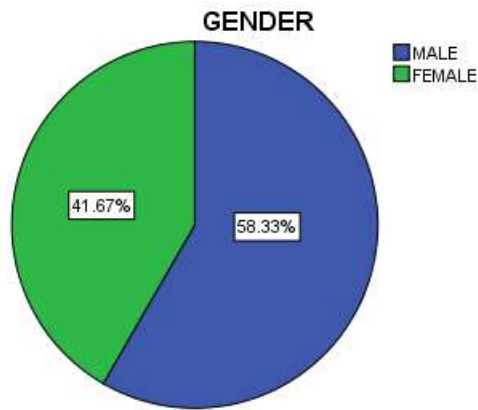
Source: Researcher 2016 (Data)

The results of the data collected show that majority of MIUC staff are at the ages 30-39 (61.1%) followed by 40-49 (25%) then 50-59 (11.1%) and finally 20-29 (2.8%). This can be concluded that majority of MIUC staff are at young age and in the era where they understand the importance of quality management and they can be actively involved in improving the quality of services in the university.

4.1.2 Gender of the Respondents

The responded were asked to indicate their gender and the results were distributed as below

Fig 4.2 Gender of the Respondents (N=36)



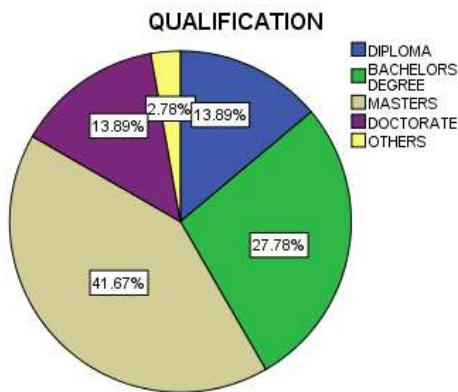
Source: Researcher (2016)

The results show that there is a slight difference between male and female. The higher percentage of male (58.3%) followed by female (41.7%) in the University can be attributed to the fact that the institution is owned by the Marist Brothers who play a big role in Administration and teaching at MIUC. This shows that the views given by the respondents are conclusive in terms of gender and MIUC has observed gender rule in its recruitment. This also shows that equal distribution of questionnaire had been achieved.

4.1.3 Highest Academic Qualification

The respondents were asked to state their highest academic qualification and the results were as shown fig. 4.3 below. This section was based on academic qualification (Diploma, Bachelors, Masters and Doctorate degree) and professional qualifications were not considered although there was a section of “others” for those who did not fall in the mentioned categories.

Fig. 4.3 Highest Academic Qualification (N=36)



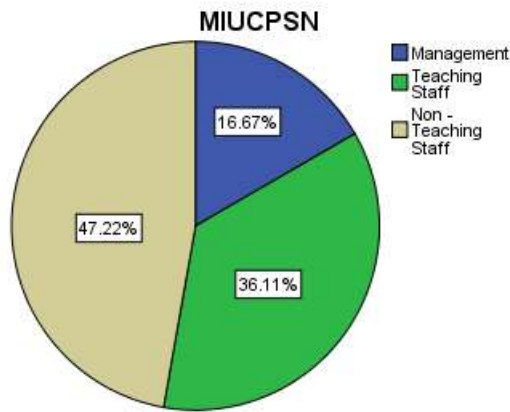
Source: Researcher (2016)

The results indicated that majority of MIUC staff have masters degree (41.7%) followed by bachelors degree (27.8%), then Doctorate & Diploma both at (13.9%) then other qualification at (2.8%). This can be argued that MIUC staff have necessary knowledge on the role of leadership on quality management and can be reliably respond to matters of quality culture. This also shows that they can be actively involved in improving the quality of services.

4.1.4: Position at MIUC

The respondents were asked to state their position at MIUC which were categorized as Management, Teaching and Non-teaching staff and the results are as shown below. MIUC has three departments; Education, Business and Arts and Social Work Departments. These departments are headed by Heads of Department who participated in the study but were categorized under teaching staff when data was analysed.

Fig. 4.4 Position and MIUC N=36



Source: The Researcher (2016)

The results indicated that majority or MIUC staff were non-teaching staff (42.2%) followed by the teaching staff (36.1%) and the members of the management (16.7%). However, it is important to note that the number of teaching staff is higher than the non-teaching staff as all members of the management are actively involved in teaching. The researcher was interested on these levels of staff members because they are the ones that are actively involved in both teaching and administrative services hence they could give reliable data on matters pertaining to quality issues at MIUC.

4.2 Leadership Commitment

The respondents were asked to give their opinions on leadership commitment which is paramount to ensuring the success of any initiative in the organization. This was also important as leaders are the ones that carry the vision of the founder and create culture which they pass on to other members of the organization. The respondents were asked to give their opinions in various questions on leadership commitment in regards to quality culture and the researcher summarized the results as shown on table 4.1 below:

Table 4.1 Leadership Commitment (N=36)

	Statements	Strongly disagree		Disagree		Uncertain		Agree		Strongly agree		Missing	
		F	%	F	%	F	%	F	%	F	%	F	%
	Distribution												
a.	Leadership commitment is important in creating quality culture	2	6	1	3	10	28	23	63	0	0	0	0
b.	The senior executives are the primary force behind quality improvement efforts in the university	1	3	4	11	3	8	15	42	13	36	0	0
c.	The senior executives have a thorough understanding of how to improve the quality of service and products in the university	1	3	6	17	8	22	18	50	2	6	1	3
d.	MIUC employees are aware of their individual and departmental quality goals	2	6	5	14	4	11	19	53	4	11	2	6
e.	There are clear quality policies that guide the university in its daily operations	1	3	6	17	9	25	18	50	2	6	0	0
f.	MIUC policies are consistently adhered to	4	11	9	25	10	28	12	33	1	3	0	0
g.	MIUC has clear processes that guide daily operations	2	6	4	11	4	11	22	61	4	11	0	0
h.	The processes are monitored and continuously improved to give quality services	3	8	12	33	6	17	13	36	2	6	0	0
i.	There are adequate resources allocated to enable quality of services provided at MIUC	4	11	7	19	8	22	14	39	3	8	0	0

j.	The working environment is conducive and employees have supportive equipment to allow them perform their duties	1	3	3	8	5	14	21	58	6	17	0	0
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F=Frequency; % =Percentage response

Source: Researcher (2016)

The respondents were asked if they think leadership commitment is important to quality culture and majority of 63% agreed, followed by 28% who were uncertain, then 6% who strongly disagreed and 3% who disagreed. This was expected because as mentioned earlier leaders are the ones that determine the success of any initiative.

The respondents were asked whether the senior executives are the primary force behind quality improvement efforts in the university and majority of them agreed (42%) followed by 36 % who strongly agreed, 11% disagreed, 8% were uncertain and 3% strongly disagreed. This shows that although the leaders have demonstrated effort to improve quality of services in the institution, there are some employees who think that they need to make more effort.

The respondents were asked whether senior executives have a thorough understanding of how to improve the quality of service and products in the university and a majority of 50% agree followed by 22% who were uncertain and 17% disagreed, 6% strongly agreed, 3% strongly disagreed and 3% were missing. This could depicts that MIUC leadership has relevant knowledge on issues pertaining to attainment of quality of services offered in the institution.

The respondents were asked to give their opinions in regards to their awareness of their departmental and individual quality goals and 53% agreed followed by 14 % who disagreed, 11% strongly agreed, 6 % disagreed and 6% did not respond. This shows that the leaders have made quite an effort in articulating quality goals but the information is not cut across the whole institution.

The respondents were asked whether there are clear quality policies that guide the university in its daily operations and 50% agreed, 25% were uncertain and 17% disagreed. This indicates that there is quite an effort which has been made in providing guidelines that direct operations at MIUC but they knowledge is not cut across the whole institution. Further a majority of MIUC staff (33%) think the policies are adhered to 28% were uncertain, 25% disagreed and 11 % strongly disagreed. This shows that although MIUC has some policies that guide its operations they are to a larger extent not adhered to.

The respondents were asked to give their opinions concerning presence of clear processes that guide smooth operations and 61% agreed, 11% strongly agreed, 11% disagreed, 11% were uncertain and 6% strongly disagreed. Further when asked whether the processes are monitored and continuously improved 36% thought the processed are monitored and improved while 33% disagreed and 17% were uncertain. Those who disagreed were 50% of non-teaching staff who deal with day to day administrative issues. This could be an indication that there is little effort made to monitor and improve processes of operations at MIUC. This also shows that although the highest number (36%) agreed those that disagreed totalled to a larger percentage which could mean very insignificant effort to improve the processes.

The respondent were asked whether there are adequate resources allocated to enable quality of services provided at MIUC and majority 39% agreed, 22% were uncertain, 19% disagreed and 11% strongly disagreed. This shows that resources are not equitably distributed in the institutions. The responses can also be attributed to some MIUC staff not being aware of the quality efforts in the institutions hence not being aware of the efforts to support such initiatives. Further when they were asked whether the working environment is conducive and whether they have supportive equipment to allow them perform their duties, a majority of 58% agreed and 17% strongly agreed while 14% were uncertain. This can be attributed to beautiful and peaceful environment that can be observed at MIUC.

In addition the respondents highlighted the need for the leaders to constantly communicating the vision of the institution improvement of quality improvement measures and resources. Further to the finding, the researcher found out that MIUC has Quality Assurance Office which is mandated to ensure that there is quality especially in teaching and learning through performing course evaluations and programme reviews. This can be viewed as an effort by leadership to ensure quality management. It has also created quality team (Quality Assurance Committee) which work hand in hand with the Quality Assurance Office, and its membership represents all levels, to ensure an organization wide quality. However, it was noted that to a greater extent it has not executed it duties to the later especially in ensuring the quality of administrative services.

The researcher also looked at how leadership scored averagely and the scores were shown on the table below.

Table 4.2 Mean scores -Leadership Commitment (N=36)

		2Ia	2Ib	2Ic	2Id	2Ie	2If	2Ig	2Ih	2Ii	2Ij	Aggr. Mean
N	Valid	36	36	36	36	36	36	36	36	35	36	36
	Missing	0	0	0	0	0	0	0	0	1	0	0.1000
Mean		4.444	3.972	3.417	4.333	3.389	2.917	3.611	2.972	3.143	3.778	3.698
Median		5.000	4.000	4.000	4.000	4.000	3.000	4.000	3.000	3.000	4.000	3.800
Mode		5.000	4.000	4.000	4.000	4.000	4.000	4.000	4.000	4.000	4.000	4.100

Source: The Researcher (2016)

The researcher used minimum mean score of ≥ 3.5 score to determine whether there is leadership commitment at MIUC at the aggregate mean score obtained in this section was 3.698 which showed that leaders have been perceived to have made moderate commitment towards quality. When looking at the mode, majority agreed on questions asked (See table 4.1). However the means score is slightly above the minimum score and this was in agreement with the analysis done above based on table 4.1.that shows the effort is not sufficient.

4.3 Role Modelling

The researcher sought views of respondents on role modelling which is important in creating quality culture, as for leaders to encourage behaviour they must lead by example and exhibit behaviours and attitudes they want to see in their followers.

Table 4.3 Role Modelling (N=36)

	Statements	Strongly disagree		Disagree		Uncertain		Agree		Strongly agree		Missing	
		F	%	F	%	F	%	F	%	F	%	F	%
	Distribution												
a.	I feel that it is important for leaders to be a good example to employees in regards to quality practices	1	3	0	0	0	0	8	22	27	75	0	0
b.	There are section leaders at MIUC that are admired in regards to how they perform their duties	1	3	0	0	3	9	16	44	16	44	0	0
c.	Actions of section leaders rarely motivate other employees in improving how things are done	2	6	6	17	8	22	13	36	6	17	0	0
d.	MIUC leaders provide mentorship & coaching to members of staff depending on their specific needs	9	25	3	8	1	33	11	31	1	3	0	0
e.	MIUC leaders are friendly and approachable	0	0	0	0	6	17	18	50	5	14	0	0
f.	There are stories, symbols and heroes that encourage employees that their efforts will succeed	3	8	3	8	7	19	18	50	5	14	0	0
g.	MIUC leaders ask for feedback on how their actions affect the performance of other employees	9	25	8	22	7	19	12	33	0	0	0	0

F=Frequency; % =Percentage response

Source: The Researcher (2016)

The respondents were asked whether it's important for leaders to be good example to employees and 75% strongly agree followed by 22% who agreed while 3% strongly disagreed. This was expected as leaders are expected to validate their message through their actions.

The respondents were asked whether there are section leaders at MIUC that are admired in regards to how they perform their duties and 44% agreed and 44% strongly agreed followed by 9% who were uncertain and 3% who strongly disagreed. This indicated that there are MIUC leaders who act as role models to employees. Contradictorily, when the respondents were asked in general whether actions of section leaders rarely motivate other employees in improving how things are done, 36% agreed, 22% were uncertain, 17% strongly agreed, 17% disagreed and 6 % strongly disagreed. This indicates that there is no adequate motivation by section leaders to employees.

The respondents were asked to give their views in regards to whether MIUC leaders provide mentorship & coaching to members of staff depending on their specific needs and 33% were uncertain, 31% agreed, 25 %strongly disagreed while 3% strongly agreed. Interesting to note is that 50% of the management did not agree this is being done at MIUC .This shows that there is little effort made in providing mentorship and coaching to employees.

The respondents were asked whether leaders are friendly and approachable and 50% agreed, 17% were uncertain and 14 % strongly agreed. This can be attributed to open door policy that exists at MIUC.

The respondents were asked whether there are stories, symbols and heroes that encourage employees that their efforts will succeed and 50% agreed, 19% were uncertain, 14 % strongly agreed, 8% disagreed while 8% strongly disagreed. This can be attributed to the owners of the institution who keep emphasising the vision of the core founders led by St. Marceline Champagnant.

Finally the respondents were asked whether MIUC leaders ask for feedback on how their actions affect the performance of other employees and 33% agreed, 25% strongly

disagreed, 22% disagreed while 19% were uncertain. This demonstrates that there is little effort by leaders to obtain feedback from employees.

When the respondent were asked if they had any comment there a number of respondents felt leaders need to connect more with the employees, be passionate about quality issues and be in the forefront in implementing the policies at MIUC.

The mean score for role modelling were tabulated and the results were as shown in table 4.4 below:

Table 4.4 Mean score - Role Modelling (N=36)

	2IIa	2IIb	2IIc	2IIId	2IIe	2IIIf	2IIg	Aggr. Mean
N Valid	36	36	36	36	36	36	36	36
Missing	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Mean	4.6667	4.2778	4.3333	2.7778	4.1667	3.5278	2.6111	3.7659
Median	5.0000	4.0000	4.0000	3.0000	4.0000	4.0000	3.0000	3.8571
Mode	5.0000	4.0 ^a	4.0000	3.0000	4.0000	4.0000	4.0000	4.0000

Source: The Researcher (2016)

The aggregate mean score for role modelling was found to be 3.76 which was slightly above the cut points of ≥ 3.5 . This was in line with the interpretation done based on table 4.3 above showing that higher percentage of MIUC staff are perceived to show good example with the lowest mean scored on question 2IIg which had 47% of respondents disagreeing (considering strongly disagree & disagree) and consequently a mean score of 2.611. Coincidentally question 2IIId also scored the lowest mean of 2.77 showing that MIUC leaders to a larger extent have not made adequate effort in mentoring and coaching employees.

4.4 Stakeholders' Involvement

The respondents were asked to give their opinions in regards to Stakeholders' involvement which the researcher restricted to employees, customers and external stakeholders and the responses were summarised as shown in table 4.3 below. This was

important in assessing the effort by leaders to invite contributions of other parties in improving the quality of services at MIUC.

Table 4.5 Stakeholders' Involvement (N=36)

	Statements	Strongly disagree		Disagree		Uncertain		Agree		Strongly agree		Missing	
		F	%	F	%	F	%	F	%	F	%	F	%
a.	Employees at MIUC are given the needed education and training to improve job skills and performance	5	14	1	28	6	17	12	33	3	8	0	0
b.	Employees at MIUC are given education and training on how to identify and act on quality improvement opportunities	7	19	12	33	7	19	9	25	1	3	0	0
c.	Employees at MIUC are given the authority to correct problems in their areas when quality standards are not being met	3	8	6	17	4	11	19	52	3	8	1	3
d.	Employees' opinions are not taken into considerations before any changes are made concerning their work	5	14	9	25	4	11	14	39	3	8	1	3
e.	MIUC rewards and recognizes employees for good performance	12	33	8	22	6	17	6	17	4	11	0	0
f.	Employees at MIUC are supported when they take necessary risks to improve quality	9	25	6	17	8	22	13	36	0	0	0	0
g.	The university leaders assess employee satisfaction with services provided by other employees and departments	5	14	10	28	7	19	12	33	1	3	1	3

h.	The University assesses current students' needs and expectations.	2	6	5	14	6	17	18	50	5	14	0	0
i.	Data on student satisfaction is widely communicated to university staff.	8	22	9	25	5	14	11	31	3	8	0	0
j.	The university uses data on stakeholders' expectations and/or satisfaction when designing new services.	6	17	6	17	7	19	14	39	3	8	0	0
k.	University employees promptly resolve students' complaints.	5	14	0	0	5	14	22	61	4	11	0	0
l.	Suppliers are selected on the basis of quality aspects	8	22	6	17	12	33	8	22	2	6	0	0
m.	The university always seek to comply with regulatory and legislative requirements	1	3	0	0	5	14	14	39	16	44	0	0

F=Frequency; % =Percentage response

Source: The Researcher (2016)

The respondents were asked whether Employees at MIUC are given the needed education and training to improve job skills and performance and 33% agreed, 28% disagreed, 17% were uncertain, followed by 14% who strongly disagreed and 8% strongly agreed. The highest percentage of those who agreed can be attributed to on-job training and orientation done at MIUC although the results shows that a total of those who disagreed were a majority (28% disagreed and 14% disagreed), adding up to 42%. This could indicate that very little effort has been made on staff training and development.

The respondents were asked to give their opinions on whether employees at MIUC are given education and training on how to identify and act on quality improvement opportunities and 33% disagreed, 25% agreed, 19% were uncertain, 19% strongly disagreed and 3% strongly agreed. This could indicate that MIUC to a large extent has not made sufficient efforts to ensure employees have knowledge and skills on how to measure and detect quality problems.

The respondents were asked whether the employees at MIUC are given the authority to correct problems in their areas when quality standards are not being met and according to the results and 52% agreed, 17% disagreed, 11% were uncertain, 8% strongly agreed, 8% strongly disagreed and 3% did not respond. This shows majority of employees at MIUC enjoy autonomy of work but some employees feel they have not been given adequate freedom on matters concerning their jobs.

The respondents were asked to give their opinions in regards to employees' opinions not being taken into considerations before any changes are made concerning their work and 39% agreed, 25% disagreed, 14% strongly disagreed, 8% strongly agreed and 3% did not respond. When the highest percentage is considered in overview, it can be assumed that employees' opinions are not considered. However a deeper analysis show that majority disagree with the mean (average) of responses being 4.0 and this shows that MIUC leaders have made quite an effort to seek employees' views concerning their jobs.

The respondents were asked whether MIUC rewards and recognizes employees for good performance and 33% strongly agreed, 22% disagreed, 17% were uncertain, 17% agreed and 11% strongly agreed. These results show that MIUC leaders have not made adequate effort to create rewards and recognition systems to motivate staff towards performance improvements.

The respondents were asked whether employees at MIUC are supported when they take necessary risks to improve quality and 36% agreed, followed by 25% who strongly disagreed, 22% were uncertain, 17% disagreed. These results could demonstrate that although the highest percentage indicates MIUC leaders support their employees, the support is not cut across the whole institution and it is not felt by all employees.

The respondents were asked whether the university leaders assess employee satisfaction with services provided by other employees and departments and 33% agreed, 28% disagreed, 19% were uncertain, 14% strongly disagreed, 3% strongly agreed and 3% did not respond. This shows that the processes in the institution's sections support each other in executing tasks and MIUC operate as a system. However, considering the total percentage of those who disagreed, the effort is not felt across the organization.

The respondents were asked whether the university assesses current students' needs and expectations and 50% agreed, 17% were uncertain, 14% disagreed, 14% strongly agreed and 6% strongly disagreed. This shows that to a large extent, MIUC has made efforts in assessing students' needs and this can be attributed to the evaluation reports that are conducted by the Quality Assurance office and involvement of students in various committees.

The respondents were asked to give their opinions as to whether data on student satisfaction is widely communicated to university staff and 31% agreed, 25% strongly disagreed, 22% strongly disagreed, 11% were uncertain and 8% strongly agreed. Although the highest percentage agreed, a larger percentage disagreed. This is because only the teaching services are evaluated at MIUC and the administrative employees are not able to get feedback on matters concerning the quality of services they give. This indicates that MIUC has not created enough platforms where data concerning the quality of all services is collected across the institution and distributed as feedback for the purpose of quality improvements.

The respondents were asked to give their views in regards to whether University employees promptly resolve students' complaints and 61% agreed, 14% were uncertain, 14% strongly disagreed and 11% strongly agreed. This can be attributed to accessibility of MIUC staff to students and the mentorship programmes that seeks to identify students' personal needs and resolve them.

The respondents were asked to give their views as to whether suppliers are selected based on quality aspects and 33% were uncertain, 22% strongly disagreed, 22% agreed, 17% disagreed and 6% strongly agreed. These results demonstrate that there are no clear guidelines on procurement and relationship with suppliers and hence to a larger extent, MIUC has not able to state quality expectations to the suppliers and appraise them according to how they meet the expectations. Whether this is done, it is not evident to employees and user departments.

Finally the respondents were asked whether the university always seek to comply with regulatory and legislative requirements and 44% strongly agreed, 39% agreed, 14% were

uncertain and 3% strongly disagreed. These results indicate that to a large extent MIUC leaders have made effort to ensure they comply with external regulators and meet their expectations.

A majority of respondents when they were asked to give more comments and they highlighted the need for rewards and recognition which has not been intensively attended to. Further, the respondents suggested that MIUC should perform performance appraisals which should be the basis of rewards, remuneration and merit; this could prevent unhealthy competition among employees. They also highlighted the fact that there is need for leaders to improve the practice of giving employees constant feedback in regards to their performance. Another issue that was brought up was need for leaders at MIUC to create staff development programmes to enable employees deliver quality.

The researcher also did a table to look at the mean score of questions on this section and the results were as on table 4.5 below:

Table 4.6 Stakeholders’ Involvement Mean (N=36)

	2IIIa	2IIIb	2IIIc	2IIId	2IIIe	2IIIf	2IIIg	2IIIh	2IIIi	2IIIj	2IIIk	2IIIl	2IIIm	Aggr. Mean
N Valid	36	36	36	36	36	36	36	36	36	36	36	36	36	36.000
Missing	0	0	0	0	0	0	0	0	0	0	0	0	0	0.000
Mean	2.944	2.583	4.278	3.944	2.500	2.694	3.750	3.528	2.778	3.056	3.556	2.722	4.222	3.274
Median	3.000	2.000	4.000	3.500	2.000	3.000	3.000	4.000	3.000	3.000	4.000	3.000	4.000	3.192
Mode	4.000	2.000	4.000	4.000	1.000	4.000	4.000	4.000	4.000	4.000	4.000	3.000	5.000	3.615

Source: The Researcher (2016)

The results of the table shown above show a mean score of 3.27 against the set minimum aggregate score of ≥ 3.5 , which indicates that the leaders have done very little on stakeholders’ involvement more specifically on employees’ involvement. The results are in agreement with the analysis made based on table 4.5. Question 2IIIb (training) and 2IIIe (rewards and recognition) had the lowest mean indicating very minimal effort made on employees.

4.5 Communication

The respondents were asked to give their views concerning leaders' efforts in ensuring communication, information sharing and feedback top-down, up-down and across the organization. This is important in ensuring quality messages are spread across the institution and appropriate media are utilized in ensuring the same. The results were as shown on table 4.7 below.

Table 4.7 Communication (N=36)

	Statements	Strongly disagree		Disagree		Uncertain		Agree		Strongly agree		Missing	
		F	%	F	%	F	%	F	%	F	%	F	%
	Distribution												
a.	Communication is important in quality management	0	0	0	0	0	0	16	17	30	83	0	0
b.	The university has clear channels for employees to communicate up, down and across the organization	2	6	4	11	6	17	19	53	5	14	0	0
c.	There are visible communication media (e.g. posters, memos, notices) that clearly remind employees of university quality actions and expectations	5	14	7	19	5	14	10	28	9	25	0	0
d.	Information and reports are provided to the right people with the right level of details at the right time	1	3	6	17	9	25	16	44	4	11	0	0
e.	MIUC seeks to give employees prompt feedback concerning their job output	5	13	9	25	8	22	14	39	0	0	0	0
f.	MIUC leadership take timely and appropriate follow-up action on communications received from external parties	4	11	4	11	12	33	10	28	6	17	0	0

F=Frequency; % =Percentage response

Source: The Researcher (2016)

The respondents were asked to give their views on the importance of communication to quality management and 83% strongly agreed while 17% agreed. This is expected as it was mentioned earlier that communication is both a tool a strategy of ensuring the success of any initiative.

The respondents were asked whether MIUC has clear channels for employees to communicate up, down and across the organization and 53% agreed, 17 % were uncertain, 14% agreed, 11% disagreed and 6% strongly disagreed. This shows that MIUC leaders have to a larger extent made efforts to ensure information flow. However, there is still a section of employees who still feel left out.

The respondents were asked whether there are visible communication media (e.g. posters, memos, notices) that clearly remind employees of university quality actions and expectations and 28% agreed, 25% strongly agreed, 19% strongly disagreed, 14% disagreed and 14% were uncertain. These results show that although the biggest number of employees agreed, there is a percentage that cannot be ignored who thinks otherwise and that could mean that the communication given may be general but not specifically geared towards quality initiatives.

The respondents were asked whether information and reports are provided to the right people with the right level of details at the right time and 44% agreed, 25% were uncertain, 17% disagreed, 11% strongly agreed and 3% strongly disagreed. A majority of employees (slightly more than half) agreed to that while some thought otherwise. This indicates that MIUC has not done enough in regards to information sharing, relevant to employees' operation.

The respondents were asked to give their opinions in regards to MIUC efforts to give employees prompt feedback concerning their job output and 39% agreed, 25% disagreed, 22% were uncertain, 13% strongly disagreed. This indicates that MIUC has not made sufficient efforts to ensure employees' feedback.

The respondents were asked whether MIUC leadership take timely and appropriate follow-up action on communications received from external parties and interestingly a majority of 33% were uncertain, 28% agreed, 17% strongly agreed, 11% disagreed and 11% strongly disagreed. This shows that the practice by MIUC to incorporate stakeholders' information into decision making is evident to a majority of employees. This can be attributed to enactment of alumni association established at MIUC, being in constant contact with parents and strategic partnerships with companies that offer MIUC students attachments and teaching practices opportunities. However considering the percentage that is uncertain the effort is not sufficiently evident to all employees.

When asked to give additional comments on communication the key area of concern highlighted by majority of the employees was that MIUC has poor communication and the information on non-academic matters like staff welfare has not be given as much attention as academic matters. The administrative staff also brought out the fact that sometimes they feel left out when information concerning the institution is passed across the academic staff.

The mean scores on communication for different questions were tabulated from the mean obtained in various questions on this section and found to be as per table 4.8 below.

Table 4.8 Communication Mean (N=36)

		2IVa	2IVb	2IVc	2IVd	2IVe	2IVf	
N	Valid	36	36	36	36	36	36	36
	Missing	0	0	0	0	0	0	0.000
Mean		4.8333	3.5833	3.3056	3.4444	2.8611	3.2778	3.643
Median		5.0000	4.0000	4.0000	4.0000	3.0000	3.0000	3.857
Mode		5.00	4.00	4.00	4.00	4.00	3.00	4.143

Source: Researcher (2016)

The mean score for this section was found to be 3.643 against set minimum aggregate set score of ≥ 3.5 . This shows that there is effort done to ensure that communication and information sharing however, the mean score on question 2IVe of 2.861 was in agreement of the results on table 4.7 which show very little effort to give employees feedback. The mean on question 2IVf indicated that there is little made effort to use information from other stakeholders in decision making.

4.6 Challenges of Creating Quality Culture

The researcher sought views from the respondents in regards to challenges of quality culture and the results were analysed as per the table below.

Table 4.9: Challenges of Quality Culture (N=36)

	Statements	Strongly disagree		Disagree		Uncertain		Agree		Strongly agree		Missing	
		F	%	F	%	F	%	F	%	F	%	F	%
a.	To a large extent, financial resources play an important role in preventing the adoption of quality practices	1	3	3	8	1	3	14	39	17	47	0	0
b.	Lack of top management commitment is a challenge to quality culture	1	3	4	11	4	11	12	33	15	42	0	0
c.	Cultural differences among MIUC members challenge the establishment of quality practices	8	22	11	30	4	11	9	25	4	11	0	0

d.	Lack of clear communication hinders having a culture of quality	4	11	0	0	3	8	15	42	12	33	0	0
e.	Resistance to change prevents adoption of quality practices	1	3	3	8	5	14	15	42	12	33	0	0
f.	Competition can make a university compromise its quality standards	6	16	3	8	6	17	8	22	13	36	0	0

F=Frequency; % =Percentage response

Source: The Researcher (2016)

The respondents were asked to give their opinions on whether to a large extent, financial resources play an important role in preventing the adoption of quality practices and 47% strongly agreed, 39% agreed, 8% disagreed, 3% strongly disagreed and 3% were uncertain. This indicates that financial constraints have to a larger extent prevented adoption of some quality practices at MIUC.

The respondents were asked whether lack of top management commitment is a challenge to quality culture and 42% strongly agreed, 33% agreed, 11% disagreed, 11% were uncertain and 3% strongly disagreed. The response was expected as the commitment is key to any organizational success.

The respondents were asked whether cultural differences among MIUC members challenge the establishment of quality practices and 30% disagreed, 25% agreed, 22% strongly disagreed, 11% strongly agreed and 11% were uncertain. These results can be attributed to MIUC being a multi-cultural institution.

The respondents were asked whether lack of clear communication hinders having a culture of quality and 42% agreed, 33% strongly agreed, 11% strongly disagreed and 8% were uncertain. This was expected as quality culture requires employees to be constantly reminded of quality expectation and given feedback.

The respondents were asked if resistance to change prevents adoption of quality practices and 42% agreed, 33% strongly agreed, 14% were uncertain, 8% disagreed and 3% strongly disagreed. This could indicate that inflexibility to change and reluctance in adopting new ways of doing things to a great extent hinders adoption of quality practices.

The respondents were asked whether competition can make a university compromise its quality standards and 36% strongly agreed, 22% agreed, 17% were uncertain, 16% strongly disagreed and 8% agreed. This showed that to some extent, the respondents perceived competition for students could make an institution compromise its quality standards for the sake of having the students enroll in the institution.

When the respondents were asked to explain any other challenges that prevented a culture of quality, some mentioned unhealthy competition among employees which create unfair ground for performance and compromises quality for the sake of self interest.

The mean responses on challenges of quality culture were tabulated and the results were as shown on table 4.10 below:

Table 4.10 Mean score - Challenges of Quality Culture

		3a	3b	3c	3d	3e	3f
N	Valid	36	36	36	36	36	36
	Missing	0	0	0	0	0	0
Mean		4.1944	4.0000	2.7222	4.0833	3.944	3.5278
Median		4.0000	4.0000	2.0000	4.0000	4.000	4.0000
Mode		5.00	5.00	2.00	4.00	4.0	5.00

Source: Researcher (2016)

The mean score of the challenges were evaluated independently and all of them scored above the set minimum mean score (≥ 3.5) except question 3c (cultural differences) this is because MIUC has students and employees from different countries in Africa and Madagascar and the respondents did not perceive it as a challenge to quality practices.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter will present the summary, conclusions and recommendations of the study on Leadership and Quality Culture in Private Universities in Kenya: A Case of Marist International University College.

5.1 Summary

5.1.1 Leadership Commitment

This study established that leadership commitment affected creation of Quality culture with a mean of 3.698. It was found that leadership commitment is important in creating culture with a mean of 4.444 and the senior executives have thorough understanding on how to improve quality and have pioneered quality improvement efforts at MIUC. This is agreement with various studies which found leadership commitment paramount in quality management implementation (Osseo-Asare et al, 2005; Schein, 2009; Saiti, 2012; Malhi, 2013; Ntim, 2014). This study further demonstrated that leadership commitment plays a big role in formulation and implementation quality policies which define the direction of the university contrary to which quality is compromised.

According to this study, leadership commitment makes it possible for operational efficiency by ensuring there are structures and process that enable a university to operate as a system. It was established that the improvement actions in private universities are made possible by leadership commitment and if this is not done quality of services is affected. According to this study, leadership commitment plays a big role in allocating resources and creating supportive environment that will enable employees' effectiveness and efficiency in quality delivery, and take pride in their work. However the study showed feeble effort by MIUC to allocated adequate resources to quality initiatives (mean of 3.143) and visible improvement actions on the processes were insignificantly evident (Mean =2.972). These results were in line with a study by Gudo et al (2011) which found out that inadequate resources de-motivated employee in both public and

private universities in Kenya even though the employees had enough training. This is because they lacked the tools to efficiently perform.

5.1.2 Role Modeling

According to this study role modelling affected the creation of quality culture (mean=3.7659). Further the study revealed that it is important for leaders to lead by example and exhibit behaviours and attitudes they want to see in others (mean=4.2778). This is in tandem with previous studies that have been done on role modelling and transformational leadership which brought out the fact that leaders can only impact behaviours and attitudes on their followers if they walk the talk (Bass, 1995; Kouzes & Posner, 2003; Schien, 2009, Dess et al, 2012) and DuBrin (2016) who postulated that no-coercive tactics are more effective in influencing followers' behaviours and attitudes.

This study established that for leaders to be able to transform an organization they should have good relationship with employees and it was found that MIUC leaders were found significantly friendly and approachable by employees (Mean=4.3333). However, it was noted that there was inadequate effort made by the leaders to mentor and coach employees (Mean =2.778). According to the study it is important for the university to have to create heroes who encourages members of the institution that their effort will succeed. Further, this study brought out the fact that leaders should assess their behaviours and attitudes from employees to ensure that they are setting good example and identifying areas of improvement in service delivery. However MIUC leaders have made very little effort in ensuring that they get feedback concerning their performance and how they affected other members on the institution (Mean=2.611).

5.1.3 Stakeholders' Involvement

The study revealed that stakeholders involvement is very important in creating quality culture and to some extent, the MIUC leaders have gone a long way in ensuring stakeholders' involvement to decision making (Mean=3.274). The study revealed that employees training and development is a pertinent issue in regards to quality culture and implementation of quality management although there is very minimal effort at MIUC to ensure this (mean=2.944). The study echoed other studies that suggested that there is

need for universities in Kenya to devise staff development programmes in order to retain employees and enhance quality of education (Chacha, 2004; Odhiambo, 2011). Performance appraisals were one thing that respondents highlighted that should be used as a basis of merit, rewards and recognition. This was also in line with other studies done before which pointed out that there is need for staff performance appraisal schemes aimed at identifying training needs for staff development and to recognise and reward exemplary performance (Odhiambo, 2011).

The study also established that rewards and recognition are key to motivating behavioural change. Rewards and recognition not only retain employees but also act as a motivation towards goals that leaders want to achieve. Creating quality culture is about changing attitudes and according to Kotter (1995) as a leader seeks to transform behaviour, change should be encouraged through small wins. According to the study MIUC has not made adequate effort in rewarding and recognizing efforts made by employees (Mean=2.5000) and motivating employees to take quality risks (mean =2.694). Rewards and recognition should be embedded into culture with inclination to customer responsiveness as opposed to reinforcing outdated practices (Macaulay & Cook, 2001).

Effective involvement of staff in decision making leads to ownership of the management decisions and creates conducive environment for effective teaching and learning and private universities had performed better than public universities (Gudo et al, 2011). They further noted that contrary to this, negatively impacted on the quality of services offered in universities in Kenya. This study echoed the importance of employee participation into decision making in private universities and revealed that MIUC has to some extent made effort to involve employees' opinions into decision making (mean=3.944) although this was not adequate.

It was found out that being customer focused is important in creating quality culture and equally important for universities to assess the needs of the student and incorporate them into decision making. However, it was established that MIUC has been assessing student's data (mean=3.056) although these efforts seem to be lukewarm in nature. It is interesting to note that MIUC has been doing better in resolving students' complaints

(mean =3.556) than assessing their needs. According to the findings, establishment of relationship is important and create a platform for private universities to communicate their quality expectations, reduce cost and appraise them based on quality aspects. Further, it is important to integrate external stakeholders view into decision making and MIUC had put that into practice (mean=4.222).

5.1.4 Communication

According to this study communication was found to be an important factor to quality culture (mean=4.8333). The study also brought out the importance of having clear channels and being consistence in quality message as a way of ensuring quality practices are adhered to. This study revealed the importance of employees being given necessary information required to perform their duties and constant feedback to enable them devise improvement plans concerning their jobs. This is on the same wavelength with other studies which posit that communication as a tool of change allows for comprehension of vision and need for change, trust and a sense of belonging among employees (Özdemir, 2007; Johanson & Hiede, 2008).

According to the study, MIUC has not to a large extent ensured that employees get feedback (mean 2.8611) even though they have to a large extent ensured quality message is passed across the organization by various media like posters, notices among others in the institution (mean 3.444). This was brought out by some respondents who felt that MIUC pay more attention on Academic issues than on the welfare of the employees. The study showed that it is important for the universities to make follow-up actions on information received from the external parties so that programmes designed in the institutions are market driven and students as the products are able to be competitive in the labour markets. A study by Linke & Zerfass (2011) suggested that if the management wants to establish an innovative culture according to their business philosophy, they must listen to stakeholders and trace each step from philosophy to action. According to Kinyanjui (2007) private universities should be supported to improve infrastructure among them communication systems as a pre-condition to expand them and a way of ensuring quality in these institutions.

5.1.5 Challenges of Quality Culture

The study echoes previous studies (Kinyanjui, 2007; Odhiambo, 2011) that financial constraints play a very big role in preventing adoption of quality practices in Kenyan Universities (mean=4.1944). This is because quality implementation is very expensive in terms of putting quality management tools, training and developing employees and adopting technology (Mosadeghrad, 2014). Lack of top management commitment was rated as third (mean=4.0833) as one of the challenges of quality culture because leaders are the ones that set the direction of the organization and create culture that will act as either fertile soil to quality initiatives or impede implementation of quality practices. Lack of commitment could be attributed to being comfortable with the status quo or lack of operating competencies as various studies in this area suggest that university leadership in most universities is characterized by educationist who have been appointed to management responsibility mainly on the basis of “first among equals” have rarely been trained (Davis et al, 2001; Meyer et al, 2011; Black, 2015).

It was also established that to some extent cultural differences can impede quality practices (mean= 2.722) in regards to university trying to strike a balance between what is culturally right or intolerable in a cultural diverse environments, and what quality values to instil in multi-cultural environments that exists in private universities today. However this was rated as the least challenge of quality culture. Lack communication was rated second (mean =4.0833) as one of the challenges in adopting quality practices. This is because communication is a media through which the organization passes quality messages and feedback top-down, down-up and across the organization.

The study also showed that resistance to change is also a challenge (mean=3.944) because sometime people are afraid of the challenges that change might bring hence resisting quality practices. This was in agreement with study done by Fapohunda (2012) which postulated that change come with some forces like fear and suggested that when faced with such situations leaders should be able to establish which forces to enhance and which ones to restrain. The study also revealed that to some extent competition can impede quality practices (mean=3.578) in the sense that sometimes universities

compromise quality practices to get the students enrol into the institution, findings echoed by previous studies (Oketch, 2003; Kamaara, 2011).

Another challenge that was revealed by the study is unhealthy competition among employees that shift the interest of employees from quality delivery to personal interest which demoralizes employees who are performance driven.

5.2 Conclusions

There are various conclusions that were drawn from the study. It was concluded that leadership commitment is important in creating quality culture and it has a great impact. However, MIUC leadership have not made necessary commitment towards achieving culture in terms of adhering to policies they have put in place, allocating resources to quality initiatives and continuously assessing processes and improving them.

This study also concluded that role modelling is an important aspect in creating quality culture with leaders setting the example and persuading other members of the organization to follow suite and by establishing relationship with employees in a way that employees develop trust in them. MIUC leaders acted as role models to the Employees and they are accessible and approachable. However MIUC leaders showed feeble efforts in getting feedback from employees and mentoring and coaching employees. Therefore if role modeling is enhanced change of through adoption of quality practices will be made possible.

Further it was concluded that stakeholder's involvement is very paramount in achieving quality as a practice where everybody will act quality. Therefore private universities in reference to MIUC could enhance its quality culture by enhancing staff training and development programmes, creating reward and recognition systems that motivate staff towards new behaviours and attitudes, assessing and meeting customer needs and creating partnership with external stakeholders like suppliers. If leaders adopted and enhanced stakeholders' involvement as a belief and practice quality culture will be created.

According to this study communication is a very integral factor in quality management and it can be concluded that private universities in reference to MIUC, can create quality culture if effective communication is used as tool to enhance information sharing, obtain and give feedback which is paramount to ensuring factual approach to decision making.

Further, creating quality culture private universities in reference to MIUC are bound to face various challenges when implementing quality management. It was further noted that if they devised ways of overcoming these challenges, by first ensuring they commit to quality attainment, implementation of quality practices will be made easier and a culture of quality will be created.

It can be finally concluded that leadership plays a big role in creating quality culture in private universities and if they made more efforts through committing to quality delivery, engaging stakeholders into decision making, training and developing employees, creating effective communication channels and acting the message they pass across through role modeling, quality culture will be embedded. This study also concluded that private universities with reference to MIUC have always concentrated on academic issues but they need to pay more attention to employees who are the main actors of quality. Therefore there is still more to be done in this institution as the finding show that quality culture is moderately weak.

5.3 Recommendations

The researcher made a number of recommendations based on the findings of the study and reviewed literature on leadership and quality culture in private universities in Kenya and higher education at large in reference to MIUC.

Firstly, it recommended that leaders should be hands on in terms of ensuring they putting in place practical measures and tools that will enable the institution improve quality of services and encourage actions of other members through how they act. They should also endeavor to set aside resources that will ensure that there are constant improvement actions. They should also ensure they have guiding policies which should be adhered to and ensure standards academic and administrative services are not compromised.

Secondly, private universities in reference to MIUC should develop staff training and development programmes that will enable employees improve their competencies on their jobs. These will also enable the universities to assess employees' needs in terms of and roles they are expected to perform and skill they require and make necessary improvement actions. This will enable active participation to decision making and reduce resistance to change as the employees are equipped to face challenges that come with these inevitable changes from both external and internal environments. In addition to this, recruitment and allocation of duties should be based on competencies and expertise to ensure job satisfaction and optimal use of human resources and maximization of output. Merits, rewards and recognition should be based on performance appraisals to discourage unhealthy competition among employees.

Thirdly, these universities should ensure that they create rewards and recognition systems that ensure employees are compensated and adequately appreciated for their efforts in order to maintain them and motivate them towards delivery quality services. These will also enhance job satisfaction and help them concentrate on their work rather than looking for other income generating activities to compensate their economic deficiencies.

Fourthly, this study recommends that private universities in reference to MIUC should enhance communication channels and feedback loops that will ensure that information is shared across the organization and every member of the institution give and receive feedback concerning their performance. These institutions should also adopt technology that will enable faster processes and efficient and effective information processing, sharing, retentions.

Finally, it is also recommended that due to financial constraints that they face, private universities should also compete for government funding as they also contribute to the economic development of this country, Kenya. They should also create other income generating activities so that they are able to finance university activities and be able to allocate adequate resources to ensure quality of teaching and learning and other subsidiary activities in the institutions.

5.4 Areas for Further Research

Since this study explored Leadership and Quality Culture in Private Universities in Kenya: A case Study of Marist International University in Kenya the study recommends that a similar study should be conducted in other private universities in Kenya. This will allow comparison and generalization of findings in regards to leadership and quality culture in private universities in Kenya.

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APPENDICES

APPENDIX A : QUESTIONNAIRE COVER LETTER

DATE: _____

The Respondent,
Marist International University College
Po Box 24450-0502
KAREN.

Dear Respondent,

RE: REQUEST TO FILL IN QUESTIONNAIRE

I am an MBA student at Kenyatta University and am doing a research on “Leadership and Quality Culture in Private Universities in Kenya: A Case of Marist International University College”. A Quality Culture is a system of shared values, beliefs and norms that focuses on delighting customers and continuously improving the quality of products and services. I intend to gain information on how leadership commitment, stakeholders’ involvement, communication and role modeling affect creation of quality culture at the same time seek information on challenges that impedes creation of quality culture.

I will be obliged if you fill the attached questionnaire to enable me complete my research project. Confidentiality will be observed and data collected will be anonymously reported.

Thank you for your time and support.

Yours faithfully,

MWAKALE CATHERINE H. W

+254 721 716121

Email:hallenciaw@yahoo.com

APPENDIX B: QUESTIONNAIRE

Instructions: Read the questions carefully and tick (✓) appropriately.

SECTION 1: DEMOGRAPHIC DATA

1. Age: 20-29 30-39 40-49 50 and above

2. Gender:

Female

Male

3. Highest qualification:

Diploma

Bachelors Degree

Masters Degree

Doctoral Degree

Others (Specify) -----

3. Position at MIUC: Management

HOD

Teaching Staff

Non-Teaching Staff

SECTION 2: LEADERSHIP & QUALITY

This section attempts to determine leadership efforts in regards to creating quality culture at MIUC. Choose your answer and tick (✓). Please use the following scale:

Key

1 = Strongly Disagree 2 = disagree 3 = Uncertain 4 = Agree 5 = Strongly Agree

2(I): Leadership Commitment

This part seeks your views on leadership commitment and quality culture in regards to MIUC.

	Statements	1	2	3	4	5
k.	Leadership commitment is important in creating quality culture					
l.	The senior executives are the primary force behind quality improvement efforts in the university					
m.	The senior executives have a thorough understanding of how to improve the quality of service and products in the university					
n.	MIUC employees are aware of their individual and departmental quality goals					
o.	There are clear quality policies that guide the university in its daily operations					
p.	MIUC policies are consistently adhered to					
q.	MIUC has clear processes that guide daily operations					
r.	The processes are monitored and continuously improved to give quality services					
s.	There are adequate resources allocated to enable quality of services provided at MIUC					
t.	The working environment is conducive and employees have supportive equipment to allow them perform their duties					

Give any other comment in regards to leadership commitment and creation of quality culture:

2(II): Role Modeling

This part attempts to seek your views in regards to MIUC leaders and how they lead by example in attaining quality culture.

Key

1 = Strongly Disagree 2 = disagree 3 = Uncertain 4 = Agree 5 = Strongly Agree

	Statements	1	2	3	4	5
h.	I feel that it is important for leaders to be a good example to employees in regards to quality practices					
i.	There are section leaders at MIUC that are admired in regards to how they perform their duties					
j.	Actions of section leaders rarely motivate other employees in improving how things are done					
k.	MIUC leaders provide mentorship & coaching to members of staff depending on their specific needs					
l.	MIUC leaders are friendly and approachable					
m.	There are stories, symbols and heroes that encourage employees that their efforts will succeed					
n.	MIUC leaders ask for feedback on how their actions affect the performance of other employees					

How else do you think leaders can act as role models in enhancing quality practices at MIUC?

2(III): Stakeholders Involvement

This section seeks your views on customers, employees and external stakeholders' involvement in regards to MIUC quality efforts.

Key

1 = Strongly Disagree 2 = disagree 3 = Uncertain 4 = Agree 5 = Strongly Agree

	Statements	1	2	3	4	5
n.	Employees at MIUC are given the needed education and training to improve job skills and performance					
o.	Employees at MIUC are given education and training on how to identify and act on quality improvement opportunities					
p.	Employees at MIUC are given the authority to correct problems in their areas when quality standards are not being met					
q.	Employees' opinions are not taken into considerations before any changes are made concerning their work					
r.	MIUC rewards and recognizes employees for good performance					
s.	Employees at MIUC are supported when they take necessary risks to improve quality					
t.	The university leaders assess employee satisfaction with services provided by other employees and departments					
u.	The University assesses current students' needs and expectations.					
v.	Data on student satisfaction is widely communicated to university staff.					
w.	The university uses data on stakeholders' expectations and/or satisfaction when designing new services.					
x.	University employees promptly resolve students' complaints.					

y.	Suppliers are selected on the basis of quality aspects					
z.	The university always seek to comply with regulatory and legislative requirements					

Give any other comments concerning stakeholders' involvement at MIUC

2(IV): Communication

This section seeks your views on communication and information sharing in regards to MIUC quality efforts.

Key

1 = Strongly Disagree 2 = disagree 3 = Uncertain 4 = Agree 5 = Strongly Agree

	Statements	1	2	3	4	5
g.	Communication is important in quality management					
h.	The university has clear channels for employees to communicate up, down and across the organization					
i.	There are visible communication media (e.g. posters, memos, notices) that clearly remind employees of university quality actions and expectations					
j.	Information and reports are provided to the right people with the right level of details at the right time					
k.	MIUC seeks to give employees prompt feedback concerning their job output					
l.	MIUC leadership take timely and appropriate follow-up action on communications received from external parties					

Any other comment on Communication:

SECTION 3: CHALLENGES OF CREATING QUALITY CULTURE

This section attempts to determine the challenges that impede the adoption quality practices at MIUC.

Key

1 = Strongly Disagree 2 = disagree 3 = Uncertain 4 = Agree 5 = Strongly Agree

	Statements	1	2	3	4	5
g.	To a large extent, financial resources play an important role in preventing the adoption of quality practices					
h.	Lack of top management commitment is a challenge to quality culture					
i.	Cultural differences among MIUC members challenge the establishment of quality practices					
j.	Lack of clear communication hinders having a culture of quality					
k.	Resistance to change prevents adoption of quality practices					
l.	Competition can make a university compromise its quality standards					

Explain any other challenges that you think prevent the effort to create quality culture

END

Thank you for your cooperation

APPENDIX C: REQUEST TO COLLECT DATA

CATHERINE H.W. MWAKALE
D53/CTY/PT/21629/2012
0721716121/0734716121
hallengiaw@yahoo.com

30th September, 2016

THE DEPUTY PRINCIPAL, ACADEMIC
MARIST INTERNATIONAL UNIVERSITY COLLEGE
PO BOX 24450 – 00100
NAIROBI

Dear Sir,

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH

I am a registered Master's student at Kenyatta University pursuing Masters in Business Administration (Strategic Management). I write to seek permission to collect data in this institution that will aid me in completing my research project. My topic is "Leadership and Quality Culture in Private Universities in Kenya: A Case of Marist International University College".

Upon completion of the study, I undertake to provide you with a bound copy of the project. Should you require any further information, please do not hesitate to contact me.

Your permission to conduct this study will be greatly appreciated.

Yours faithfully,


CATHERINE MWAKALE

APPENDIX D: PERMISSION TO COLLECT DATA



MARIST INTERNATIONAL UNIVERSITY COLLEGE (MIUC)

Constituent College of the Catholic University of Eastern Africa

Langata Road P.O. Box 24450, Karen, 00502 Nairobi

Phone 254-020-2012797/020-2012787; Fax 254-020-2389939

3RD OCTOBER, 2016

CATHERINE H. W. MWAKALE
PO BOX 3083 -00100
NAIROBI

Dear Catherine,

RE: PERMISSION TO COLLECT DATA

You are hereby authorized to collect data at Marist International University College, (MIUC), for your MBA project as requested. Kindly note, among other ethical considerations that you are expected to observe, this data should be handled with the confidentiality that it deserves.

I wish you all the best and please do not hesitate to contact me about any other matter that may require my attention concerning your project.

Yours sincerely,




FRANCIS VERYE fms
DEPUTY PRINCIPAL, ACADEMIC