

**TOTAL QUALITY MANAGEMENT PRACTICES ON PERFORMANCE OF  
SELECTED PRIVATE UNIVERSITIES IN NAIROBI CITY COUNTY,  
KENYA**

**BY  
EVERLYNE SHARON MIGIDE  
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**JUNE, 2018**

**DECLARATION**

This research project is my original work and to the best of my knowledge has not been presented for examination in any other institution. No part of this project should be reproduced without authority of the author and/or Kenyatta University.

**Signed:** .....

**Date:** .....

**Everlyne Sharon Migide**

**REG. NO: D53/OL/CTY/26252/2015**

I confirm that this research project was carried out by the candidate under my guidance as the appointed University Supervisor.

**Signed:** .....

**Date:** .....

**Shadrack Bett**

**Lecturer**

**Department of Business Administration**

**School of Business**

**Kenyatta University**

## **DEDICATION**

I dedicate this research project to Leonard my husband, and my children Tracy and Cyprian who are always a reason for me to further my studies by striving for excellence and achieving best results and more important for their moral support.

## **ACKNOWLEDGEMENT**

I thank the Almighty God for His continued blessings and love. I would also like to thank all my family and friends who have been the source of my inspiration. I also wish to extend my gratitude to my Supervisor, Mr. Shadrack Bett for his professional guidance, valuable comments, suggestions and advice in writing this project. Special thanks go to Kenyatta University for providing a conducive environment suitable for academic excellence.

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## **ABBREVIATIONS AND ACRONYMS**

<b>CUE:</b>	Commission for University Education
<b>CUEA:</b>	Catholic University of Eastern Africa
<b>TQM:</b>	Total Quality Management
<b>ISO:</b>	International Organization for Standardization
<b>PDCA:</b>	Plan, Do, Check and Act
<b>RBV:</b>	Resource Based View
<b>VRIN:</b>	Valuable, Rare, Inimitable and Non-substitutable
<b>HCT:</b>	Human Capital Theory
<b>MBNQA:</b>	Malcolm Baldrige National Quality Award
<b>SPSS:</b>	Statistical Package for Social Science

## **OPERATIONAL DEFINITION OF TERMS**

<b>Total Quality Management</b>	This is a management approach of an organization, centered on quality, based on the participation of all its members and aiming at long run success through customer satisfaction and benefits to all members of the organization and to society.
<b>TQM Practices</b>	These are the different approaches followed to ensure the highest level of customer satisfaction in a product or service.
<b>Performance</b>	It is the measurable results that activities, processes, products, services, systems and organizations are able to achieve.
<b>Private Universities</b>	These are non-Government owned institutions where academic degrees in various academic disciplines are granted.
<b>Top Management</b>	These are people at the top of an organization who provide resources and delegate authority as well as coordinate, direct and control organizations.
<b>Employee Empowerment</b>	This is the process of enabling or authorizing an individual to think, behave, take action, and control work and decision making in autonomous ways.
<b>Customer focus</b>	It involves determining customer requirements and meeting the them so as to achieve customer satisfaction.
<b>Continuous improvement</b>	Involves continuous training of employees and ensuring the presence of systems and process improvement, continuous quality audits and benchmarking.

## ABSTRACT

Organizational performance has been the concern of both academicians and practitioners during the last many decades as the ultimate outcome of utilization of tangible and intangible resources. In addition the performance of an organization largely depends on its ability to effectively and efficiently produce cost effective products/services of high quality guaranteeing a competitive advantage. For universities to remain successful and relevant, they are implementing Total Quality Management practices which are a common factor that shapes their strategies in an attempt to satisfy various stakeholders and improve performance. This study investigated TQM practices on performance of selected Private Universities in Nairobi City County, Kenya. The study was guided by four specific objectives: to establish the relationship between top management commitment and performance of Private universities, to find out how customer focus affects performance of Private universities; to determine the extent to which employee empowerment affects performance of Private universities; and to establish the role of continuous improvement on performance of Private universities. The study adopted the Resource-Based View, Human Capital, Stakeholders' and Deming Quality Improvement theories. The study used a descriptive study design and targeted 679 respondents (university management, heads of departments, academic and administrative staff) of two private universities. Simple random sampling technique was used to select the 20% sample from both academic and administrative staff. A five point likert scale questionnaire was used to collect data for the study. The data was analyzed with the help of SPSS and was presented into frequency distributions, charts, tables, means and percentages. Further, inferential analysis such as Chi-square test and Cross tabulation were performed to establish relationships among study variables. Results from the study revealed that there were no significance differences between total quality management practices in the two universities. The study also established that quality goals and policies have been clearly formulated and documented. It also revealed that the objectives of the university are linked to customer needs and expectations. The study recommends that the top management should allow employees at all levels in the university to fully participate in decision making especially on quality issues. It also recommends that all departmental heads should be encouraged to ensure that there is continual improvement of quality management processes as per the quality management policy.

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background to the Study

Organizational performance is the organization's ability to fulfil its goal(s) through sound management, strong governance and a persistent rededication to achieving results (Sakka, 2013). Improving the performance of higher education institutions is a global concern in all countries in the world. Organizational performance has been the concern of both academicians and practitioners during the last many decades as the ultimate outcome of utilization of tangible and intangible resources. Intangible resources are considered more important than tangible resources for the effectiveness and the success of organizations (Al-Swidi & Mahmood, 2011). (Machuki and Aosa, 2011), posit that organizational performance refers to achievements of an enterprise with respect to some criterion. They observed that, organizational performance gives indication of the effectiveness of an organization. Various indicators such as effectiveness, efficiency, financial viability and relevance to stakeholders can be used to measure organizational performance.

According to Riemann & Hertz (2004), to create a competitive advantage, this is the degree to which an organization outperforms its competitors, performance measures, should be chosen for benchmarking. It is important to note those firm-specific resources that are valuable, rare, imperfectly imitable and not substitutable (Barney, 2007). This is to say that performance is built on the resources that add value to the organization and that are not homogeneously distributed across competing firms. In order to create a sustained competitive advantage, an organization must also possess imperfectly mobile resources which add to its performance (Brown et al., 2004). In

the management literature, organizational performance construct has been extensively investigated. The great attention given to the organizational performance construct is driven by the desire to identify the determinants of high organizational performance.

Many strategies have been confirmed to have a significant effect on the overall organizational performance which has become more crucial for the survival of organizations in today's globalization market. Thus the development of the performance measurement system that satisfies the organization's business requirement is necessary to enable the organization to achieve its desired business performance. Performance measurement allows organizations to pay more attention to the area they are lacking and ensure it is continually improved (Skrinjar, 2008). Organizational performance has been calibrated with financial measures, operational measures, service performance and customer satisfaction measures by including multiple aspects of performance. Several authors have proposed different quality measures that affect business performance. More specifically, some innovative practices and strategies such as TQM practices have been reported to influence significantly organizational performance. It is noted that performance of organizations is represented by various dimensions such as reputation, research results and social responsibility (Chen, Wang, & Yang, 2009).

Management experts continue to build on one another's work in order to formulate more sophisticated ideas about organizational performance (Kirby, 2005). Profits, growth, balance scorecards, economic value added, activity based analysis and customer satisfaction are some of the frameworks that several scholars have proposed as effective in undertaking firm performance (Kemoli, 2012). Tsiotso and

Vlachopoulou (2011) point out service productivity as a measure of performance. Ramayah, Samat, and Lo (2011) mention customer-satisfaction and finally Zhou, Brown and Dev (2009) point out market share as measures of performance. Delaney et al, (2006) asserted that organization performance can be evaluated by quality service and products, satisfying customers, market performance, service innovations, and that organization performance can be appraised by the following “dimensions of performance: return on investment, margin on sales, capacity utilization, customer satisfaction and product quality”. In the same way, Green et al, (2007) identified that return on investment, sales and market growth, customer satisfaction and profit are important factors that can be used to measure organization performance. There are a number of indicators by which organizational performance may be judged; the balanced scorecard offers both qualitative and quantitative measures that acknowledge the expectations of different stakeholders and related assessment of performance in choice of strategy. In this way, performance is linked both to short term outputs and process management (Johnson et al., 2006).

Organizations across the globe are increasingly aligning themselves to the ever changing environment in which they operate by adopting strategies that will make them attain a competitive advantage against their competitors. Sigei (2014) believes that the globalization trend is shaping how organizations set plans and operate to achieve their objectives and one way universities are realizing these objectives is by incorporating TQM practices in their processes to continuously improve their overall organizational performance. Quality Management presents a strategic option and an integrated management philosophy for organizations, which allows them to reach

their objectives effectively and efficiently, and to achieve sustainable competitive advantage (Gharakhani, Davood, et al. 2013).

In today's competitive business environment, organizations need to evaluate their internal and external environment for opportunities and challenges in order to sustain their growth and remain competitive. Globally, universities are experiencing increased competition due to changes in their dynamic business environment. In order to meet the challenges they experience in the competitive environment, universities are being driven by competitive forces to examine the quality of their services, redefine their products and measure customer satisfaction alongside improving their competitive position and performance (Ayako & Ayako, 2015). The increasing number of universities and the rapidly rising student population with a steeply rising student academic staff ratio coupled with declining resources have impacted negatively on the university performance (Ongaki & Nyamiobo, 2014). These changes have served to put the issue of Total Quality Management firmly on the agendas of national governments, institutions, academic departments and individual programme of study (Becket & Brookes, 2006). Despite the progress that has been made through research and debate, there is still no universal consensus on how best to manage quality within institutions and improve organizational performance.

### **1.1.1 Total Quality Management Practices**

Total Quality Management is a process of continuously satisfying customer requirements at the lowest possible cost by harnessing the capabilities of everyone (Ramlagan, 2012). Total quality management is considered as a philosophical approach to quality improvement. Mehra and Ranganathan (2008) are of the view that

quality improvement is not only a philosophy but also a way of life, and recommend total quality management as a means of achieving this. Over the years, various TQM models/frameworks have been presented by a number of authors and scholars. For example, Greasley (2006) summarized the models presented by quality gurus like Deming, Juran, and Crosby into three main elements: customer focus, employee involvement, and continuous improvement. In addition to these three elements, Chase, Jacobs, and Aquilano (2007) highlighted an additional element, namely, top leadership. They felt that a strong commitment to quality from top management of the organization was required to achieve outstanding quality. Cai (2009) indicated that customer focus is a fundamental issue in TQM, and can be achieved by offering services that satisfy the needs of customers.

Bhat and Rajeshkar (2009) concur that many organizations are using TQM as an important quality improvement technique to achieve success in their performance. They stated that the use of TQM globally across different industries and sectors had resulted in improvement in product, service and systems quality and enhanced the performance of organizations. According to Sharma and Gadenne (2010), the successful implementation of TQM practices will lead to a number of benefits such as a reduction in costs, increased customer satisfaction, an improvement in product and service quality and improved market share.

In Africa, Munene, (2013) posits that quality management in universities has acquired a sense of urgency owing to the rapid growth of the university sector in the last two decades. He further points out that the rising concerns about the quality of the universities and the graduates have catalyzed national educational authorities and



individual institutions to adopt quality management practices in order to enhance quality education and overall performance of the institutions. The need for quality education that contributes to sustainable economic development is important for economic growth of a country. In universities' quality is a strategy to achieve good results in terms of quality teaching, research output and financial performance. In order to provide quality education, university managements have realized that their long-term survival will depend on provision of good services (Tsinidou, Gerogiannis & Fitsilis, 2010). A university providing quality education gains a competitive advantage in the sector, good reputation, enhanced collaborations, increased enrollments and improved growth.

### **1.1.2 Private Universities**

University education in Kenya began soon after independence. Since then the university system has undergone considerable expansion with establishment of more public, private, university colleges and constituent colleges. Private universities are independent colleges that set their own policies and goals, are not funded by the government but they are self-financing and privately operated. However, in Kenya most of the private universities were started by religious bodies, in actual facts about 90% of them have religious affiliation and operate as non-profit organizations (Vaghees, 2012).

The private university sector has grown tremendously due to increasing population base of learners in the primary and secondary sub-sectors. Most of the private universities mushroomed in the 1990s onwards and currently the fully chartered private universities stand at 18 by end of 2016 (CUE website). Kenya is one of the

leading countries in Africa with well-established private universities. They apply market principle in their operations and management but with an eye on the requirements and control of the government whereby they adhere to the set rules and regulations. The Commission for University Education (CUE) requires that all universities whether public or private must meet its stringiest regulations meant for establishing and running a university in order to maintain quality education in the country. Students from private universities also benefit from various government grants and loans (Kamotho, 2012).

Many private universities in Kenya are going through difficult times financially and economically due to increased competition as a result of proliferation and entry of new players in the education sector. Private universities face numerous challenges including: maintaining a steady supply of students who can afford to pay for private university education, stiff competition from their public universities counterpart who have introduced parallel degree courses for full paying students, aggressive competition from foreign universities who have launched an aggressive campaign for recruiting local students, lacking a research focus comparable to public universities and offering specific and narrow programs (Oketch, 2004). As a result concerns have been raised regarding quality and performance of graduates from the universities (Karuana *et al* 2015).

## **1.2 Statement of the Problem**

TQM practices have been reported to influence significantly organizational performance (Chen, Wang, & Yang, 2009). Growing students' numbers, mass enrolment rates, and different type of program delivery, changing society structures

and job descriptions produce complex question of quality in the institutions of higher education. It is important to find out whether private universities have been experiencing these complexities and probably the institution's overall performance or is it that the TQM practices go to waste and/or do not achieve their intended purpose. This study will provide data that may help the private universities identify flaws in TQM and its execution.

Past studies have mostly concentrated on the impact of TQM practices on performance of profit making organizations but not so much on academic institutions more specifically private universities. The main question, however, is how these TQM practices are expected to enhance organizational performance and create the competitive advantage. Under the given circumstances, there is lack of agreement on the findings and some results are contradictory with performance theories. There are also some gaps in both research and documentation in previous researches about TQM practices on performance of private universities. Therefore, the research aimed at bridging the knowledge gaps identified in the previous studies. The study further sought to establish how total quality management practices enhance performance of selected private universities in Nairobi City County, Kenya.

### **1.3 Objectives of the Study**

#### **1.3.1 General Objective**

The general objective of the study was to examine the influence of Total Quality Management Practices on Performance of selected Private Universities in Nairobi City County, Kenya.

### **1.3.2 Specific Objectives**

The specific objectives of the study were:

- (i) To establish the relationship between top management commitment and performance of Private universities.
- (ii) To find out how customer focus affects performance of Private universities.
- (iii) To determine the extent to which employee empowerment affects performance of Private universities.
- (iv) To establish the role of continuous improvement on performance of Private universities.

### **1.4 Research Questions**

The research questions were:

- (i) What is the relationship between top management commitment and performance of Private universities?
- (ii) How does customer focus affect performance of Private universities?
- (iii) To what extent does employee empowerment affect the performance of Private universities?
- (iv) What is the role of continuous improvement on performance of Private universities?

### **1.5 Significance of the Study**

The study examined Total Quality Management Practices on Performance of selected Private Universities in Nairobi City County, Kenya. The study would be beneficial to the top management of these universities by providing valuable information on how to

further improve the TQM practices already in practice and attain improved performance. It would also assist them in decision making in regards to adaptation of more TQM practices to improve performance in terms of quality teaching, research and community service.

The study would benefit academicians, scholars and other researchers in carrying out other empirical studies on TQM practices on performance of organizations. The study would also build on the existing body of literature and knowledge as it would serve as a scholarly reference material for future studies and further research work.

The education policy makers and the Commission for University Education would benefit in the study by understanding critical areas of concern on provision of quality education and performance of universities in Kenya. This would enlighten them on adoption of TQM practices and implementation issues that may improve the performance of the universities.

## **1.6 Scope of the Study**

The research study focused on TQM practices on Performance of Private Universities in Nairobi City County, Kenya. Specifically, the study focused to establish the relationship between top management commitment and performance of Private universities, to find out how customer focus affects performance of Private universities, to determine the extent to which employee empowerment affects performance of Private universities and to establish the role of continuous improvement on performance of Private universities. The study was carried out using questionnaires. The research study was confined in Nairobi City County, where a

target of 679 respondents comprising University management, Heads of Departments, Academic staff and Administrative staff were sampled from the selected two private universities namely; Catholic University of Eastern Africa (CUEA) and KCA University. This was because time did not allow for the study to be carried out on all the private universities in the whole county. The study used descriptive survey research design through stratified random sampling. The study was carried out within a short period of time (May 2017 – April 2018), meaning more detailed studies need to be carried out with different objectives to come up with new findings.

### **1.7 Limitations of the Study**

The study focused on selected private universities namely: CUEA and KCA universities in Nairobi City County in Kenya. In carrying out this study, the researcher had difficulty accessing the target population, particularly due to the nature of the information that was being sourced. This limitation was dealt with by using the research permit from the National Commission for Science, Technology and Innovation (NACOSTI) as well as seeking permission from the relevant authority of the two private universities. The study based on the education sector and precisely higher education in Private Universities limits the generalizability of the results across the sector. Within the context of the Total Quality Management, the study specifically focused on four core practices of TQM namely top management commitment, customer focus, employee empowerment and continuous improvement. These were not exhaustive enough and could not provide more insight on TQM practices and performance of organizations necessitating for further research to be done before general conclusions can be drawn.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter presents relevant literature that gives an insight into the problem under investigation by revisiting previous researches by different authors. This chapter has sub-sections on introduction, theoretical literature review, empirical literature review and the conceptual framework.

#### **2.1 Theoretical Review**

##### **2.1.1 Resource-Based View Theory**

The premises of Resource-Based View (RBV) are based on the argument that the organizational performance is determined by the key resources it possesses. The RBV theory of the firm envisions the organization as a collection of resources that the organization can use to gain competitive advantage edge in the market (Hinterhuber, (2013). These resources are categorized as: physical capital, human capital and organizational capital. The resources can further be viewed as tangible resources, knowledge resources, system and procedural resources; cultural values and resources, network resources and resources that may have dynamic capability features and finally intangible resources (Mills *et al.*, 2003). The organization is expected to combine its set of resources in a manner that generates synergy and yields competitive edge for it (Dess & McNamara, 2012). The ability of the organization to exploit its resources better than competitors is what makes it more competitive than others. In applying this theoretical perspective, the organization should be able to ensure that the exploitation of their resources is optimized.

In reference to human resources, the aim of the organization should be to ensure that the level of motivation, performance and productivity are very high (Kalsbeek, 2013). They should be able to ensure that they can attract and retain a unique pool for employees whose individual and collective contribution uniquely enhances the vision and mission of the organization. The concept of competitive advantage in the Resource-based view of the firm is further explained using the VRIN framework for competitive advantage (Kalsbeek, 2013). In this framework, a resource or capability yields a competitive advantage for the firm, it must be valuable, rare, inimitable and non-substitutable. Only the firm that is capable to exploit the valuable, rare and inimitable resources can achieve sustained competitive advantage. According to the theory, a firm's internal capabilities determine the strategic choice it makes in competing in its external environment. The theory states that in order for strategic planning, strategic competitive and control practices to be attained there is need for adequate distribution of resources that will enhance implementation of strategy. In the context of higher education institutions, Mather and Seifert (2014) describe the University Charter as one of the non-physical resources that they can use to create unique curriculums whose product is recognizable in the market.

Therefore, organizations should establish the link between external environment and internal capabilities to accomplish the required competitive strategic situation. The theory has received a considerable attention as the major theory in the strategic management area (Almarri and Gardiner, 2014). However, this theory fails to explain the nature of resources required by organizations in order to facilitate effective implementation of quality management systems and realize increased organization performance. Further studies confirm that both, the sustainable competitive advantage



and superior performance will only have their impact and value when it holds valuable, rare, imperfectly imitable and non-substitutable resources of an organization (Barney and Clark, 2007). The RBV theory is relevant to the study noting that total quality management practices are a resource that creates quality image that the organization uses to improve its performance.

### **2.1.2 Human Capital Theory**

The human capital theory was proposed by Schultz in 1961 and later developed extensively by Becker in 1964. The term “human capital” has been defined as a key element in improving a firm assets and employees in order to increase productivity as well as sustain competitive advantage. The Human capital theory emphasizes how education and training increases the productivity and efficiency of employees by increasing the levels of cognitive stock of economically productive human capital which is a product of innate abilities and investment in human beings (Becker, 1964). Admittedly, human capital development and enhancement in organizations tend to create a significant contribution on organizational competencies and this in turn becomes a great boost for further enhancing innovativeness and the current literature to a large extent supports the fact that firm performance is positively impacted by the presence of human capital practices (Noe *et al.*, 2003; Youndt *et al.*, 2004). In addition, evidence shows that the relevance of human capital to firm performance has also become prevalent among the technology-based new ventures, and it seems that the use of human capital tool (emphasizing quality of employees) per say in small. Human capital theory stresses the significance of education and training as the key to participation in the new global economy. In order to enhance human development in

the general society, it is necessary to apply the theory of human capital to educational systems.

From an economic point of view, the human capital theory emphasizes that investing in people adds value to the organization. Individuals expect return on their own investment and firms recognize that the increased value of their employees should be rewarded. In this connection, Armstrong (2004) observed that individuals have their own value to the market place. The value was acquired and increased through investment by their employer and themselves in gaining extra expertise and competence by means of training, development and experience. Human capital theory holds that it is the key competences, skills, knowledge and abilities of the workforce that contributes to improved organizational performance thus relevant to the study.

### **2.1.3 Stakeholders' Theory**

Contributors to this theory include (Friedman and Miles, 2002; Phillips, 2003). The stakeholder theory generally identifies five primary stakeholder groups for an organization: three of them, shareholders, customers and communities, define the external expectations of an organization's performance; the other two, suppliers, contractual professionals and employees, participate with the company to plan, design, implement and deliver the company's products and services to its customers. According to Post (2002), stakeholders can be perceived as individuals that have a direct or indirect interest in the subject organization hence are key players in realization of strategic management practices which in turn improves its performance.

As a matter of fact, the stakeholder theory postulates that an organization's strategic management practices should be able to conceptualize and digest the expectations of various stakeholders towards the endeavor of attaining the goals and objectives of the firm. Newcombe (2003) rationalizes that meaningful and impactful stakeholder management commences with identification of key stakeholders. He emphasizes that the efforts in aggregating the strategic importance of various stakeholder groups can aid the firm to determine the best strategic approach to tie in all interested parties towards the endeavor. Freeman and Mc Vea (2001) bring to the forefront two approaches for managing stakeholders in relation to organizational performance by identifying the 'buffering' and 'bridging' approach. These two approaches seek to mix both a barrier effect that limits the extent to which a stakeholder has influence towards the overall objectives but at the same time offers an 'olive branch' in effort to form common ground and plan of action therefore decreasing discontent within the trajectory of the firm's strategic management roadmap.

Hillman and Keim (2001) attempt to draw a link between the stakeholder theory and the RBV theory by indicating that 'bridging' approach can provide additional resources to the firm and stimulate competitive advantage within the firm's operative markets. Harrison and St. John (1996) offer a summarized view of the balance between the levels of interest of the stakeholder and their power of influence within the firm's endeavor, through a power matrix. Stakeholder management concerns people and management of people. Individuals represent organizational needs as well as spearhead various stake holding functions. The Stakeholder theory is relevant to the study as it provides an understanding of how to deal with these needs and provides

a channel in applying good stakeholder management practice thereby improves the firm's strategic management practice which ultimately enhances performance.

#### **2.1.4 Deming Quality Improvement Theory**

Edward Deming proposed a self-auditing method, known as the Deming cycle or more commonly referred to as the PDCA cycle, for continuous quality improvement. This cycle consisted of four stages, namely, Plan, Do, Check, and Act (Alhatmi, 2010). Deming encouraged organizations to adopt a systematic approach to problems by using the PDCA cycle. The philosophy is to keep improving the quality of an organization. Kachru (2007) explained that the Plan-stage required the development and implementation of a quality policy with the objective of improving the quality of products, services and processes, whilst the Do-stage involved putting the plan into action. The Check-stage was to ascertain if the actions have actually worked and report the results to decision makers, and finally, the Act-stage determined what corrective measures were taken and decision on changes needed to improve the process. The consolidation phase enables the organization to take stock of what has been taking place and to ensure its made to processes that require documentation (both to allow processes to be repeatable and to facilitate recognition of the achievement of some form of quality standard).

Deming (1986) was further best known for his management philosophy establishing quality, productivity and competitive position. He formulated 14 points of attention for managers, some of these points are more appropriate for service management: He stated that the adoption of, and action on, the 14 points are signals that management intends to stay in business. These points apply to small or large organizations both

service and product. Deming's 14 points to management include: constancy of purpose, the new philosophy, cease the mass inspection and lowest price purchasing, constantly improve systems, train every one, institute leadership, drive out fear, break down barriers, eliminate exhortations, eliminate targets, permit pride of workmanship, encourage education and top management's commitment. Deming summarized his works into what is known as system of profound knowledge (Ater, 2013).

According to English (2007), the fundamental quality principles as emphasized by Deming are customer focus, process improvement, proven scientific methods and management accountability. This is supported by Ater (2013) who states that the theory emphasizes the need for manager to understand the relationship between functions and activities. It also emphasizes that all the organizations should understand that the long term aim is for everybody to gain employees, shareholders, customers, suppliers and the environment. Failure to accomplish the aim causes loss to everybody in the system. The Deming's quality improvement theory is relevant to study in that total quality management practices can be used by organizations to realize performance.

## **2.2 Empirical Review**

### **2.2.1 Top Management Commitment on Organizational Performance**

Top management commitment is considered to be a major driver of TQM and it has a significant influence on determining whether or not a TQM program can be implemented effectively (Soltani, 2005). It is the role of top management to define the mission, vision and goals that promote a quality culture and establish a set of shared values, resulting in high performance (Kanji, 2008). Therefore, the need for full

commitment of top management should be understood, communicated, implemented and maintained at all levels in the organization. The importance of quality management practices should begin to be emphasized at the top, where serious commitment to performance must be demonstrated through vision framework which comprises the organization's guiding philosophy, core values and beliefs, purpose and mission (Terziovski et al., 2003).

TQM literature abounds in studies that have linked top leadership to quality improvement in organisations. The same degree of importance of management leadership is supported by findings of a study conducted by Eshiwani (2009). Outcomes of the study showed visionary leadership as one of most four critical human resource related factors that promise successful TQM implementation in high education institutes in Kenya. The authors discussed vitality and criticality function of visionary leadership in high education institutions. This importance occurs in involvement of top executives in creating sustains and customer orientation work dimension and presenting apparent quality values in their institutes. The positive impact of top leadership in TQM in high education has been outlined in a study that assigned weights to the criteria of the Malcolm Baldrige National Quality Award (MBNQA) from perspective of academics and managers in Peruvian high education institute. Grutter (2010) is of the belief that adopting and implementing a TQM programme required strong leadership. In addition, top leadership is expected to make visible efforts in showing their support for quality improvements, in communicating with all employees, and in allocating resources to sustain the quality programme.

Kristal, Huang and Schroeder (2010) identified three crucial points in the commitment of top leadership to quality. Firstly, top leadership should have a long-term vision of quality rather than a short-term vision of quality, especially in an environment where customer needs are constantly changing. Secondly, top leadership needs to articulate and communicate this shared vision throughout the organisations. Thirdly, top leadership shows its commitment and support for quality by providing adequate resources. Evans (2005), on the other hand, identified three clear roles of quality leadership. Firstly, top leadership must establish a quality-oriented vision which incorporates quality policies and goals. Secondly, top leadership must show their commitment to quality by attending training workshops, practicing continuous quality improvement, and providing adequate resources for quality efforts. Thirdly, top leadership is required to lead the continuous quality improvement effort by improving organisational performance through customer satisfaction. Vousas and Psychogios (2007) added that leadership needed to develop a philosophy of continuous quality improvement and to provide the necessary support for continuous quality improvement.

It is evident, from the preceding discussion on top management commitment, that the implementation of TQM requires leadership to develop a plan to meet the quality objectives of the organisations, to communicate the organisation's philosophy on quality to all employees, to involve all stakeholders in the quality effort and improvement activities, and to ensure that adequate resources are available for quality improvements and performance of the organization. Direct involvement of top management allows all decisions to be made quickly and facilitates TQM journey. Top management support is necessary to prove the availability of concrete actions.

Moreover, authors have found that top management support is essential for quality improvement. Salaheldin (2009) concurred to this notion based on an exploratory study conducted on the specific problems that Qatar Steel Company faced in the implementation of the quality program. The study revealed that lack of support from top management was the biggest impediment to TQM implementation.

### **2.2.2 Customer Focus on Organizational Performance**

An extensively covered element within the TQM literature is customer focus and (in association herewith) customer satisfaction. Given the increasing focus on the creation of competitive advantages it is argued, that quality ought to be defined from an external perspective of customer expectations, rather than from predetermined internal specifications (Murata, 2006). Soltani (2005) espouses that an organization must identify customer relationship to measure customer needs and expectations; involve customers in quality improvement and determine customer satisfaction. In order to obtain continually improvement in higher education, universities should recognize their customers to achieve their requirements as a primary reason for their existence and do everything possible to maintain good relationship with students, staff, companies and society as a whole (Ali and Shastri, 2010).

According to Ou, Liu, Hung and Yen (2010), identifying the needs of customers is the starting point of establishing quality goals for organisations. Also, planning and implementation of quality begins with a focus on the needs of customers and ends when those needs are satisfied. This view is reinforced by Lagrosen (2001) who regards customer focus as those activities of an organisation that are intended to benefit the customer. Cai (2009) examined the implementation of the TQM element



of customer focus in Chinese manufacturing organisations. He maintained that customer focus consisted of two elements: organisational customer orientation and customer relationship practices. He found that organisational customer orientation had an effect on customer relationship practices, which subsequently influenced organisational performance.

TQM is combining the knowledge for the customers with other information and uses the planning process to organize the future actions, managing the daily activities and achieving company's future goals. Customer focus is beneficial to the organization because it enhances customer loyalty; increases revenue and market share and also increases effectiveness in the use of resources (KEBS, 2008). An effective management system must ensure that the organization has a strong customer focus where customer needs and expectations must be determined and converted into product requirement. Customer satisfaction is an important concern for management due to concentrated competition especially in the service industry (Bodet, 2008). It is therefore necessary for every organization to focus on the degree at which they satisfy their customers. An organization that fails to satisfy its customers will gradually move to an organizational grave. Yeung, et al (2002) were of the opinion that delivering customer satisfaction is at the heart of modern marketing theory. More so, they believed that there is a growing research evidence of the beneficial effects of customer satisfaction in terms of both behavioural outcomes such as loyalty, and performance outcome such as profits.

The above literature review highlights the importance of customer focus as a TQM practice. Customer needs and expectations must be determined and converted into

product requirement, customer focus means putting emphasis and energy into satisfying and even exciting customers and also understanding the fact that increased performance is the outcome of satisfied customers.

### **2.2.3 Employee Empowerment on Organizational Performance**

All employees participate in working toward common goals. Total employee commitment can only be obtained after fear has been driven from the workplace, when empowerment has occurred, and management has provided the proper environment. Employee empowerment in the continuous improvement of quality of an organisation is regarded as the most important ingredient to achieve quality commitment and results. Abdullah, Uli and Tari (2008) were of the view that there needed to be employee empowerment through training and education. They contended that continuous quality improvement required employees to be trained in problem solving skills, quality improvement skills, and statistical techniques. Further, organisations could enhance employee relations by communicating to employees that their ideas, initiatives and efforts will be recognised. High-performance work systems integrate continuous improvement efforts with normal business operations. Self-managed work teams are one form of empowerment. In today's volatile environment, various organizational activities become complicated due to advancement of technology, globalization and intricacy of work.

If a decision is made affecting the employees, it is always better to consult them as they may have some intelligent ideas to offer and this was help in building up the relations and creating a conducive environment for better results. In the study, employees who indicated that their organizations were one of the best performers

reported double the level of engagement compared to employees who reported average organizational performance. Fifty-three percent of those who saw their organizations as top performers were highly engaged while only 8 percent of those who reported their organizations as under-performing were engaged (IUCEA, 2010). The degree of influence accorded to employees is also important. Low levels of participation with little employee autonomy have been identified as a reason for disappointing results. Where employees' expectations have been raised by introducing participation, but there is little real improvement in employee influence, workers may express resentment and dissatisfaction. Where participation is only from the top down, workers may feel that they are being lectured and not listened to. Even where participation is from the bottom up, workers may feel that management is using their ideas, with no return seen by employees (Mutisya, 2010).

Jimenez-Jimenez and Martinez-Costa (2009) conducted an empirical study of manufacturing organisations in the southeast region of Spain. They looked at employee involvement as a core element in the implementation of TQM in an organisation. The dimensions that were used in their study to measure employee involvement were empowerment, teamwork, staffing, training and development, performance appraisals, and compensation. The results of their study showed that there was a positive relationship between the TQM practice of employee empowerment and organisational performance. The implementation of the TQM practices also aids organisations to improve their image, employee's satisfaction and quality awareness. To satisfy employees, managers need to know what factors constitute toward their satisfaction. It must be said that an organisation's human resource policies can well affect this factor. Dimba (2010) developed a model

consisting of five dimensions (recruitment and hiring, training and development, performance appraisal, compensation systems, and flexible work arrangements) to establish the relationship between employee involvement and organisational performance. She used data obtained from a cross-section of 50 large foreign multi-national organisations in Kenya. The results of her study showed that training and development, and the use of a compensation system were the best predictors of organisational performance. A TQM company usually spends a large amount of its annual budget for employees training and development, hence they become more satisfied with the job and their company.

#### **2.2.4 Continuous Improvement on Organizational Performance**

Continual improvement of the organization's overall performance should be a permanent objective of the organization. It can be achieved by carrying out audits, self-assessments, and management reviews. Continuous improvements can also be realized by collecting data, analyzing information, setting objectives, and implementing corrective and preventive actions. It drives an organization to be both analytical and creative in finding ways to become more competitive and more effective at meeting stakeholder expectations. In order to know how well an organization is performing, data on performance measures are necessary. The idea of continuous improvement is a cornerstone of the Deming philosophy as practiced in Japanese companies for many years. Quality should not be portrayed as a programme with a definite end-point, but as a process. Kaizen is a way of thinking, working and behaving, embedded in the philosophy and values of the organization. It should be lived rather than imposed or tolerated, at all levels. Continual improvement of the

organization's overall performance should be a permanent objective of the organization.

TQM requires that an organization continually collect and analyze data in order to improve decision making accuracy, achieve consensus, and allow prediction based on past history. Key benefits include performance advantage through improved organizational capabilities, alignment of improvement activities at all levels to an organization's strategic intent and flexibility to react quickly to opportunities. An organization needs to continually try to improve the quality of its products, services and systems.

According to a study carried out by Jimoh, Isa and Waziri (2018) on total quality management practices and organizational practices: the mediating roles of strategies for continuous improvement among large and medium-sized construction companies in the Nigerian construction industry. The study was conducted using sequential mixed methods where in-depth structured interviews were first conducted to form the basis for cross-sectional survey that subsequently followed. Questionnaires were also administered to 155 to the employees in the companies. Data was analyzed through factor analysis and partial least square structural equation modeling. Results from the revealed that TQM practices have significant effects on organizational performance and that the mediating roles of strategies for continuous improvement are necessary to ensuring better organizational performance. It recommended that organizations that are craving for competitive advantage should place high premium on TQM practices while ensuring that the right strategies for continuous improvement are put in place.

Otieno (2016) carried out a study on continuous improvement practices and efficiency of commercial banks in Kenya. Through a descriptive survey research design, a target population of 39 commercial banks branch managers was selected for the study. A questionnaire was used for data collection and data was analyzed through SPSS. Results from the study revealed that continuous improvement practices considered in this study namely customer focus; engagement of people, quality improvement programs, leadership and factual approach to decision making had a positive relationship with organizational efficiency.

Kaziliunas (2010) study noted that success factors for quality management systems include continuous improvement of processes, top management, people and systems, reward systems, team, motivational factors and education and training. The study findings deduced that there is a relationship between the values and requirements stated above, thus underpinning the quality management practices standard and organizations' strategic dimensions. The study concluded that education and training of employees is another way of providing employees with the knowledge and skills to meet their overall work and personal objective. If carried out consistently and reinforced in the workplace by real-time updating, education and training, it can form a solid base for continuous improvement. The study found out that top management commitment was essential for safeguarding quality improvement and communicating strategy for achieving quality across the organization. The top management should create an environment in the organization that focuses on continuous improvement.

### **2.3 TQM Practices and Organizational Performance**

Organizational performance is the ultimate dependent variable of interest for researchers concerned with just about any area of management. This broad construct is essential in allowing researchers and managers to evaluate firms over time and compare them to rivals. In short, organizational performance is the most important criterion in evaluating organizations, their actions, and environments. This importance is reflected in the pervasive use of organizational performance as a dependent variable. Organizational performance encompasses three specific areas of firm outcomes: financial performance, market sales and market share and shareholder return, organizational effectiveness is broader and captures organizational performance plus the plethora of internal performance outcomes normally associated with more efficient or effective operations and other external measures that relate to considerations that are broader than those simply associated with economic valuation (either by shareholders, managers or customers), such as reputation (Richard *et al*, 2009).

The concepts and philosophy of TQM have been accepted by many successful organizations and is recognize as a tool that continuously generating the improvements in quality and hence, provide the competitive advantage to the organization (Munizu, 2013; Kaur and Sharma, 2014). Organizations view this tool as very valuable, even though it may be limited and definitely to copy by competitions and the non-substitutable intangible resources is near impossible as each organizational needs for improvements vary. In the study done by Homaid *et al*. (2015), it was also found that TQM is an important organizational resources and that

both, the theoretical and empirical evidences support the idea that TQM-oriented organizations create successfully barriers for competitors to copy or follow TQM practices while they obtain a sustainable competitive advantage.

In the literature on quality management, there is a lot of research work that conducted the relationship between TQM and organizational performance (Corredor & Goni, 2011). In the Chinese context, Lee (2004) in his empirical study investigated the impact of TQM implementation on the organizational performance in Chinese SMEs, based on data collected from 112 firms in China. He found a positive relationship between TQM and organizational performance in SMEs. The effect of TQM on the organizational excellence is clear in the role of TQM principles to foster business practices that will enhance productivity, quality of output, satisfy customers, and reduce costs. In other words, TQM practices support organizations to enhance and increase business excellence (Lee, 2002). Yang (2006) found that TQM practices including quality management, process management, employee empowerment and teamwork, customer satisfaction management, quality goal setting and measurement, supplier's cooperation and quality tools training, have positive effects on customer satisfaction and that the adoption of TQM principles is an effective means by which organizations can gain competitive advantage and improve their overall performance. Bahri et al. (2012) investigated TQM application in manufacturing firms in order to observe its effects exerted on organizational performance directly and indirectly through organizational culture intermediate variable. They concluded that TQM implementation would significantly affect organizational culture which subsequently influenced organizational performance.



Anyango, Wanjau and Mageto (2010) in their study noted that financial resource management, firm performance and non-conformance are major contributors of organizational performance. Performance measurement is very important for organizational management effectiveness (Demirbag et al., 2006), and it is regarded and important aspect in management (Pongatichat & Johnston, 2008). According to Deming, improvement of something cannot be without measuring that thing. Thus, organizational performance improvement needs some measurements to identify the extent of organizational resources effectiveness on business performance (Gadenne & Sharma, 2002). Traditionally, organizational performance has been measured by financial indicators such as profit, sales, debt, and return on investment that have weaknesses and are not enough to face today's competition in a business environment. Some other non-financial measures have been added such as creating value for customers, stakeholders, and society, has been greatly investigated because of their role in expectation and including of indicators of financial performance in the future (Kristensen & Westlund, 2004).

#### **2.4 Summary of Research Gaps**

The summary of literature clearly indicates that the current study reviewed series of both theoretical and empirical studies done globally, continental –Africa and Kenya in particular on total TQM practices and performance of organizations. Anyango, Wanjau, and Mageto, (2013) took a study on Assessment of the relationship between ISO 9001 certification and performance of manufacturing firms in Kenya. The independent variables were financial HRM, firm's performance, HRM, control measures, whereas the firm's performance was the dependent variable. There was a positive relationship between financial HRM, firm's performance, HRM and control

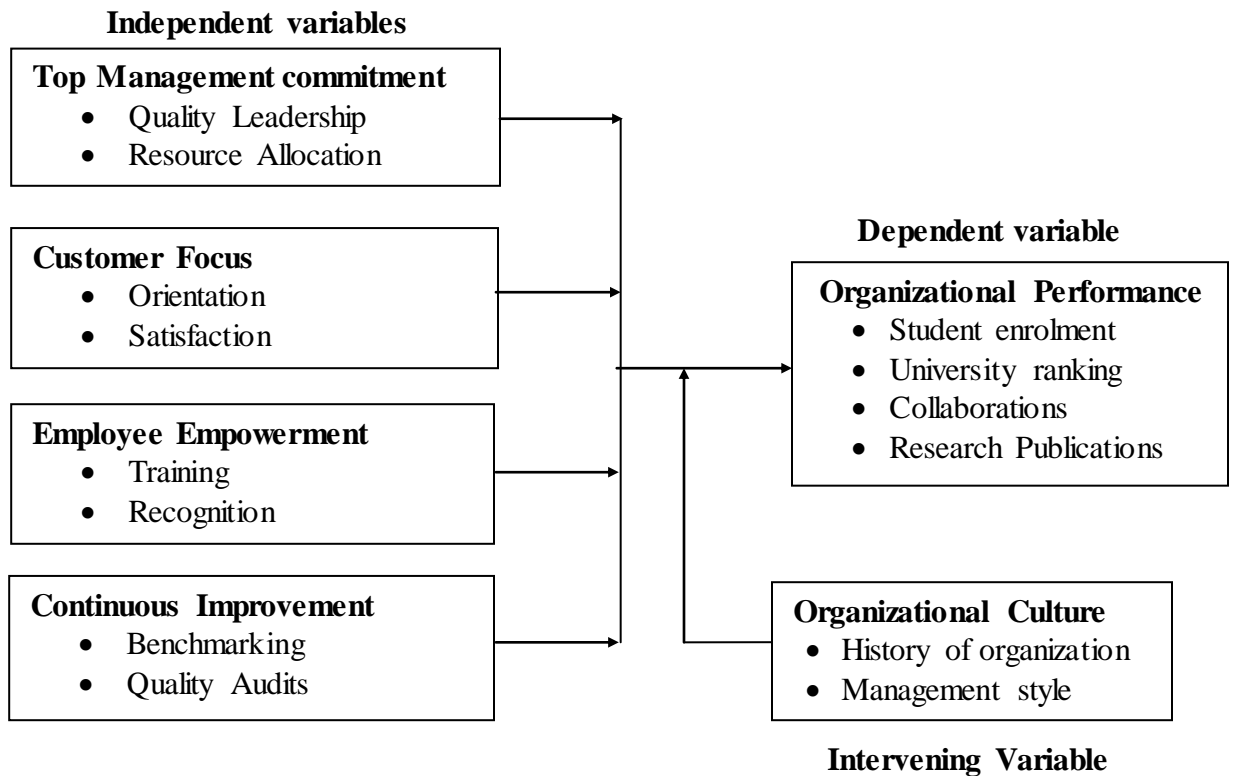
measures and firm's performance. The findings showed that the study was biased towards quality managers, who may have been subjective.

Globally, Bell and Omachonu (2011) took a study on Quality system implementation process for business success in Malaysia. The independent variables were improved documentation, customer focus, employee involvement, and the dependent variable was business performance. The constructs used for this study were top management support, continuous improvement and firm's performance. There was a significant linkage between improved documentation, firm's performance and organizational performance. By this study the researcher sought to interrogate indicators of TQM practices on performance of private universities thus contributing towards filling the gaps.

## **2.5 The Conceptual Framework**

Based on the preceding theoretical and empirical literature review, the conceptual framework shows the interaction between the research variables as demonstrated in Figure 2.1 below.

**Figure 2.1: Conceptual Framework**



**Source: Researcher (2018)**

The independent variable was measured using top management commitment, customer focus, employee empowerment and continuous improvement whereas the dependent variable was the university's performance which was measured using student enrolment, university ranking, collaborations and research publications. Organizational culture was the intervening variable on how TQM practices enhance performance of organizations.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter contains the research methodology under the following headings: Research Design, Target population, Sample size and sampling procedures, Data collection instruments, Validity and Reliability of instruments, Data collection procedures and Data analysis techniques and Ethical considerations.

#### **3.2 Research Design**

The study adopted a descriptive research design because it describes the state of affairs as it exists and makes assertions on how TQM practices enhance organizational performance. According to Mugenda and Mugenda (2006), descriptive research design is preferable, as it tries to answer the 'who', 'what', 'when', 'where' and sometimes 'how' questions. According to Eriksson and Kovalainen (2008), descriptive research involves producing data that is holistic, contextual and one that is rich in details to answer questions concerning the current status of the subject of the study.

#### **3.3 Target Population**

Population can be described as an aggregate or totality of all the objects, subjects or members that conform to a set of specifications (Cooper, Schindler and Sun, 2016). The target population consisted of 679 staff selected from the two private universities. The target population consisted of both academic and non-academic staff from the two universities as indicated in table 3.1 below.

**Table 3.1 Distribution of Target Population**

<b>Institution</b>	<b>Academic</b>	<b>Non-Academic</b>	<b>Total</b>
CUEA	242	197	<b>439</b>
KCA	86	154	<b>240</b>
<b>Total</b>	<b>328</b>	<b>351</b>	<b>679</b>

**Source: HRMIS**

### 3.4 Sampling Design

McBurney and White (2007) define a sample as a group chosen from an entire population such that every member of the population has an equal and independent chance of being selected in a single sample. The researcher used simple random sampling method as the sampling procedure. The goal of simple random sampling is that each member of the population has an equal chance of being chosen since the groups will be homogeneous. The sample size used in the study was 20% of the target population. The respondents were from the main campuses of the selected private universities. The sampling frame is summarized in a sampling frame in table 3.2 below.

**Table 3.2 Distribution of Sample**

<b>Institution</b>	<b>Academic</b>	<b>Non-Academic</b>	<b>Total</b>	<b>Sample (20%)</b>
CUEA	242	197	439	88
KCA	86	154	240	48

**Source: Researcher (2018)**

### 3.5 Data Collection Instruments

Data was collected using a questionnaire. According to Owens (2002), the use of questionnaires in a research study is prompted by the fact that they are straight forward, less time consuming for both the researcher and the participants and can

reach a huge sample. The questionnaire used for data collection in the study comprised of six parts thus: part A had items on respondent's demographic information. Part B requested information about performance of private universities, part C, D, E and F had questions on TQM practices of top management commitment, customer focus, employee empowerment and continuous improvement. The questionnaire was structured with closed-ended questions in form of a five-point Likert scale that were used to weight items on a scale ranging from 1 – 5, where 1 = lowest and 5 = highest level. Such questions are easier and quicker to answer and the responses are more comparable among respondents.

### **3.5.1 Pilot Testing of the Instruments**

According to Leedy & Omrod (2005), a pre-test/pilot test usually refers to a small-scale trial of particular research components that allows for the identification of potential problems with the instrument. A pre-test using the questionnaire was tested on ten employees in the pilot study from the Selected Private Universities who later on were not included in the main study to establish how total quality management practices enhance organizational performance and whether it collected the intended information. This helped the researcher detect any weaknesses in the instrument and correct them on time.

### **3.5.2 Validity of Research Instruments**

Validity is the extent to which a measuring instrument measures what it claims to measure. (Mugenda, 2008) points out that researchers “define validity as the accuracy, truthfulness and meaningfulness of inferences that based on the data obtained from the use of a tool or a scale for construct or variable in the study”. The research

instrument was validated for content and face validity. To ascertain content validity, the researcher consulted internal control experts (supervisors) to review the instrument for content coverage. As regards to the face validity, the supervisors were requested to give their subjective evaluation as to whether the research instrument was appropriate.

### **3.5.2 Reliability of Research Instruments**

Reliability of instruments refers to the degree to which a particular technique applied repeatedly to the same object yields the same results each time (Babbie, 2010). The study used Cronbach Alpha ( $\alpha$ ) model for internal consistency based on average inter-item correlation to test scaled items since it is majorly in likert form. Mugenda & Mugenda (2003) further have provided an alpha score of 0.80 to be satisfactory for reliability tests. Cronbach's alpha reliability coefficient normally ranges between 0 (if no variance is consistent) and 1 (if all variance is consistent). The closer the coefficient is to 1.0, the higher the correlation of the items in a measure (Sekaran, 2006). In addition, he states that an alpha ( $\alpha$ ) score of 0.70 or higher is considered satisfactory. The test of reliability was calculated using the SPSS software.

### **3.6 Data Collection Procedure**

The research proposal was signed by the research project supervisor and a letter of authorization was acquired from School of Business, Kenyatta University. The letter of authorization was used to apply for a research permit from NACOSTI. Both played introductory functions to the research project exercise. Upon approval data was collected from the selected Private Universities by administering the questionnaires through hand delivery. A deadline was issued for submitting the filled questionnaires.

Further, the questionnaires were collected from the respondents for data analysis and presentation.

### **3.7 Data Analysis and Presentation**

Data analysis is an application of reasoning to understand, clear and interpret the data or information that have been collected through the questionnaires (Zikmund, 2003). Therefore, data collected through the questionnaire were analyzed statistically by using the Software Package for Social Science (SPSS Version 20.0). Besides, it also enabled the researcher to present the data better through graphical presentation (e.g. bar chart, histogram). SPSS was also used to test the relationship between the independent variables and dependent variable using inferential methods such as Cross tabulation.

Descriptive analysis is where raw data are transformed into a form that will make it easier for the researcher to understand and interpret, rearranging, ordering and manipulating data to provide descriptive information. It is used to determine the main tendencies of the variables. Certain measures like mean, mode, standard deviation and range are forms of descriptive analysis used to describe the sample data matrix in such a way as to portray the typical respondent and to reveal the general patterns of responses (Burns & Bush, 2006). This is where all the information was presented in tables and pie chart form to make it easier for the researcher to understand the content of the data collected. In this research, the descriptive analysis was conducted to gather the details about the three personal particulars of the respondents such as gender, age, position in the university and division of the respondents.



A Cross tabulation is a joint frequency distribution of cases based on two or more categorical variables. Displaying a distribution of cases by their values on two or more variables is known as contingency table analysis and is one of the more commonly used analytic methods in the social sciences. It allows researchers to examine which independent variables have the most significant influence on the dependent variable. To compare the relationship between the two universities, the researcher used Cross tabulation to analyze the influence of total quality management practices on the performance of KCA and CUEA universities, and to determine the strength of the predictor variable (top management commitment, customer focus, employee empowerment and continuous improvement) on organizational performance.

The multiple regression analysis model used for the study was:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + e$$

Where

Y	-	Organizational Performance
$\alpha$	-	Constant
X <sub>1</sub>	-	Top Management Commitment
X <sub>2</sub>	-	Customer Focus
X <sub>3</sub>	-	Employee Empowerment
X <sub>4</sub>	-	Continuous Improvement
B <sub>1</sub> . B <sub>2</sub> . B <sub>3</sub> . B <sub>4</sub>	-	Coefficients
e	-	Error term

### **3.8 Ethical Consideration**

Ethics gives researchers the guidelines on how they should conduct research (Flick, 2006). The guidelines ensure that research is carried out in a way that is in the best interest of the respondents. The researcher sought a data collection letter from School of Business, Kenyatta University to conduct the research. Further authorization was also sought from the management of the selected private universities. The researcher introduced herself and explained the purpose of the study prior to administering the data collection instrument to the respondents. The data collected from the respondents was used for academic purposes only and not for any other purpose. The names of all respondents were coded to conceal their identity and to maintain confidentiality.

## **CHAPTER FOUR**

### **DATA ANALYSIS AND PRESENTATION**

#### **4.1 Introduction**

This chapter contains results of the study as follows; firstly it describes the demographic characteristics of the sampled respondents from the selected private universities. It is important to provide such a description for a clear understanding of the respondents included in the study. The chapter also discusses the results of central tendencies measurement of constructs. Statistical analyzes used to answer the research questions are presented herein and were carried out using frequencies and percentages. Cross tabulation and Chi-Square were used to compare the total quality management practices on performance of selected Private Universities in Nairobi City County.

#### **4.2 Response Rate**

The researcher had set a sample size of 136 respondents. However, 148 respondents (108%) participated in the research survey. The sample size of the study was 20% of the population. According to Johnson and Onwuegbuzie (2014), a sample should be above 10% of the total target population. The study therefore sampled 20% of the target population suffices in survey studies. Having 148 respondents was sufficient for the study as it was above the acceptable percentage.

#### **4.3 Descriptive Statistics**

The research discusses the respondent's demographic profile and central tendencies measurement of constructs.

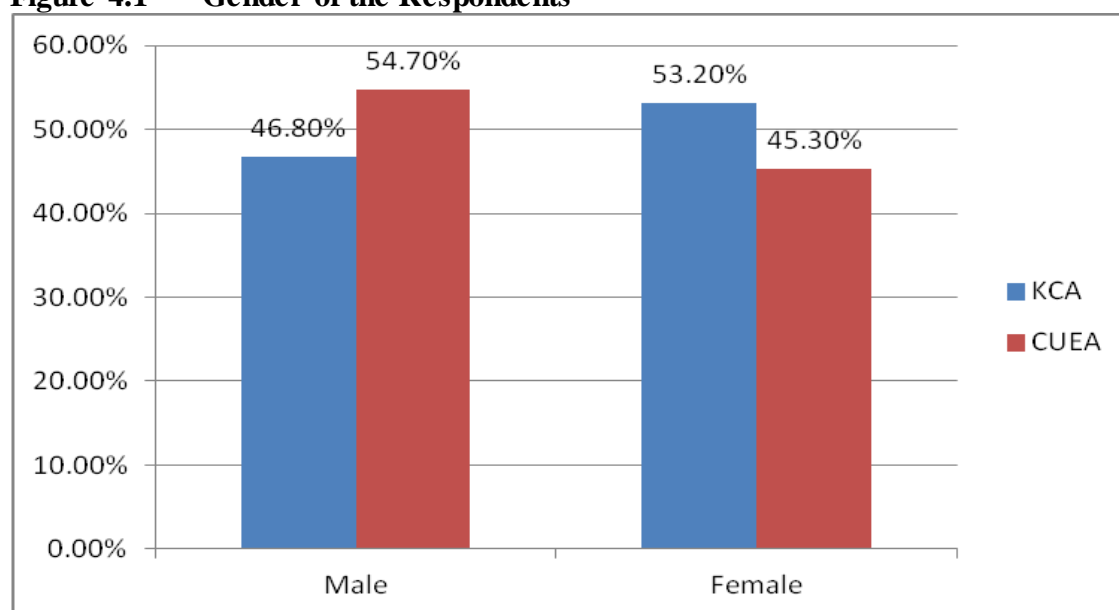
### 4.3.1 Respondent Demographic Profile

The study was interested in the following demographics were gender, age, position in the organization, division and work experience of the respondents.

#### 4.3.1.1 Gender of the Respondents

Figure 4.1 below shows the gender of the respondents.

**Figure 4.1 Gender of the Respondents**



**Source: Research data, 2018**

Figure 4.1 shows that majority of the respondents at KCA university 33 (53.2%) were female while majority of the respondents at CUEA 47 (54.7%) were male. 39 (45.3%) of the respondents at CUEA were female while 33 (46.8%) of the respondents at KCA university were male.

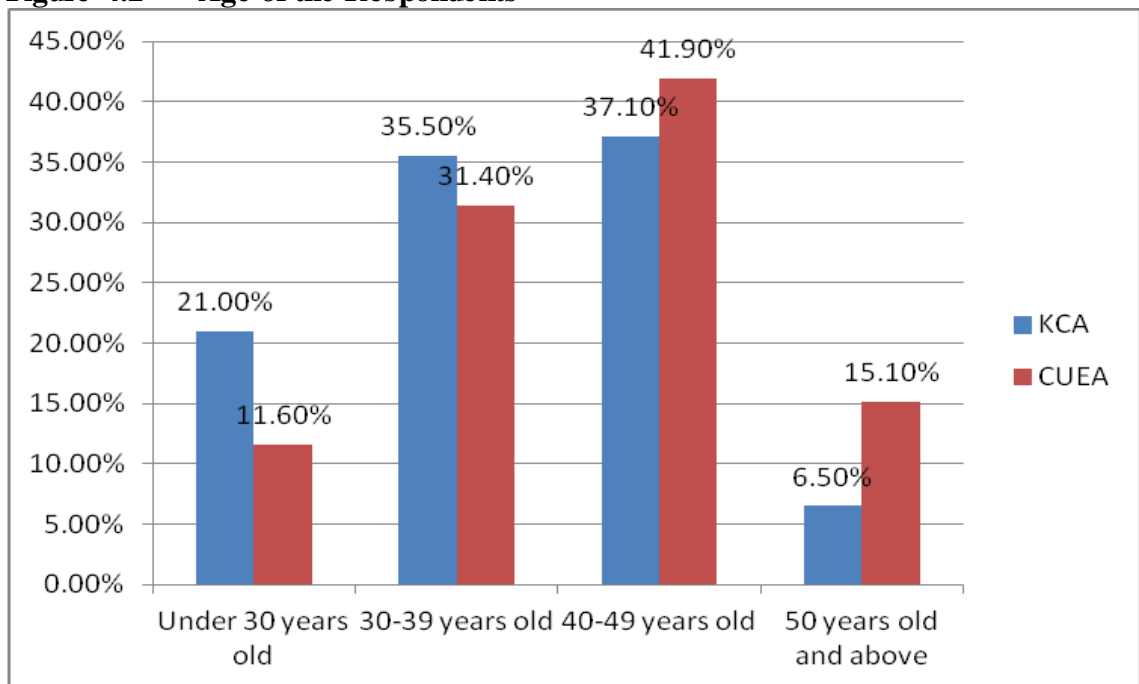
#### 4.3.1.2 Age of Respondents

The respondents were requested to indicate their age and the data obtained in this respect were analyzed statistically and the results are summarized in Figure 4.2 below.

Results from the study showed that majority of the respondents at KCA university 23

(37.1%) were aged between 40-49 years while majority of the respondents at CUEA 36 (41.9%) were aged between 40-49 years old. 22 (35.5%) of the respondents at KCA University were aged between 30 – 39 years old while 27 (31.4%) of the respondents at CUEA were also aged between 30 – 39 years old. 13 (21%) of the respondents at KCA University indicated that they were aged under 30 years old while 10 (11.6%) of the respondents at CUEA indicated that they were aged under 30 years old. 4 (6.5%) of the respondents at KCA University indicated that they were aged above 50 years while 13 (15.1%) of the respondents at CUEA indicated that they were aged above 50 years. This means that data was collected from a well represented sample in terms of age.

**Figure 4.2 Age of the Respondents**

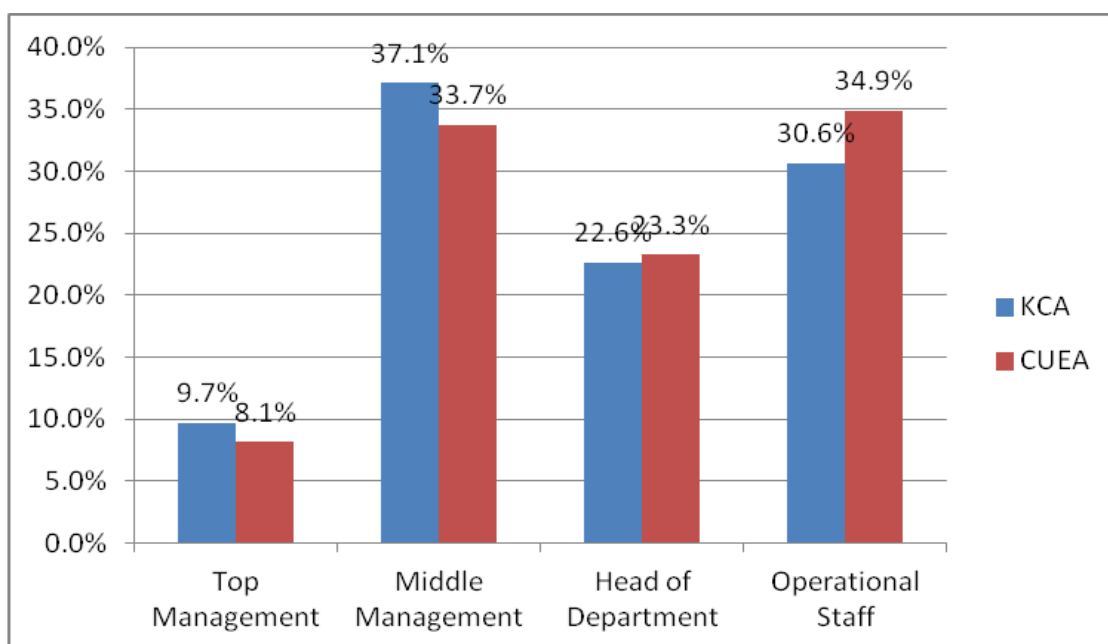


**Source: Research data, 2018**

#### **4.3.1.3 Position of the Respondents in the Organization**

Figure 4.3 below shows the current position of the respondents in the organization.

**Figure 4.3 Position of the Respondents in the Organization**



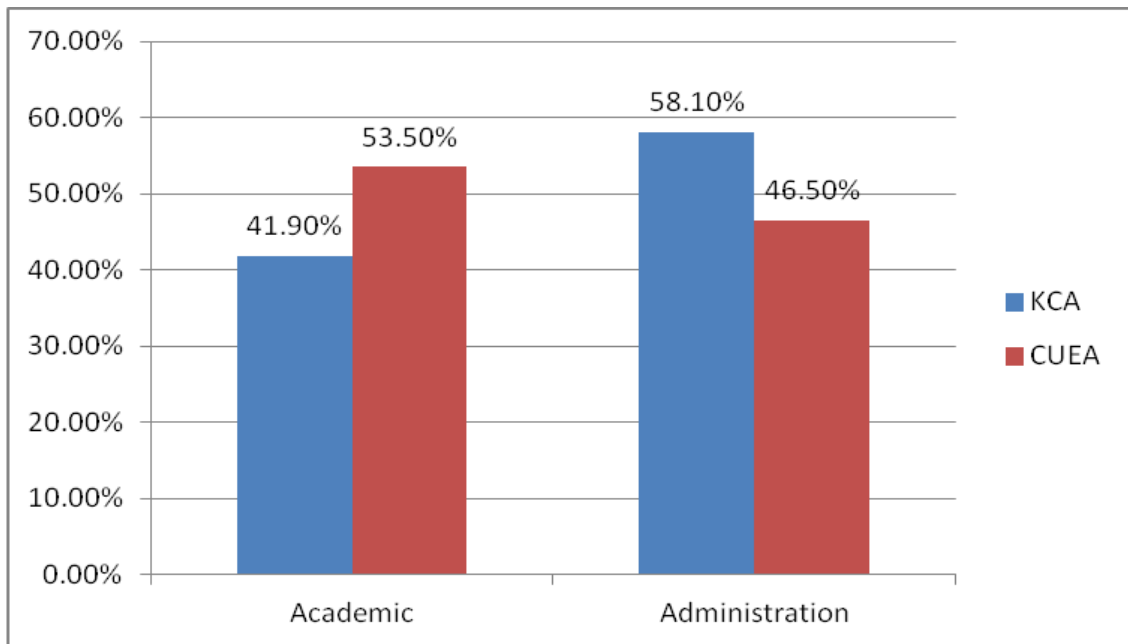
**Source: Research data, 2018**

Figure 4.3 shows that majority of the respondents from KCA University 23 (31.7%) were in middle management while majority of the respondents at CUEA 30 (34.9%) were operational staff. 19 (30.6%) of the respondents at KCA University were operational staff while 29 (33.7%) of the respondents at CUEA were serving in middle management. 14 (23.3%) of the respondents at KCA University were heads of department while 20 (22.6%) of the respondents at CUEA were also heads of department. 6 (9.7%) of the respondents at KCA University were serving in top management while 7 (8.1%) of the respondents at CUEA were serving in top management.

#### **4.3.1.4 Current Division of the Respondents**

Figure 4.4 below shows the current division of the respondents in the organization.

**Figure 4.4 Current Division of the Respondents**



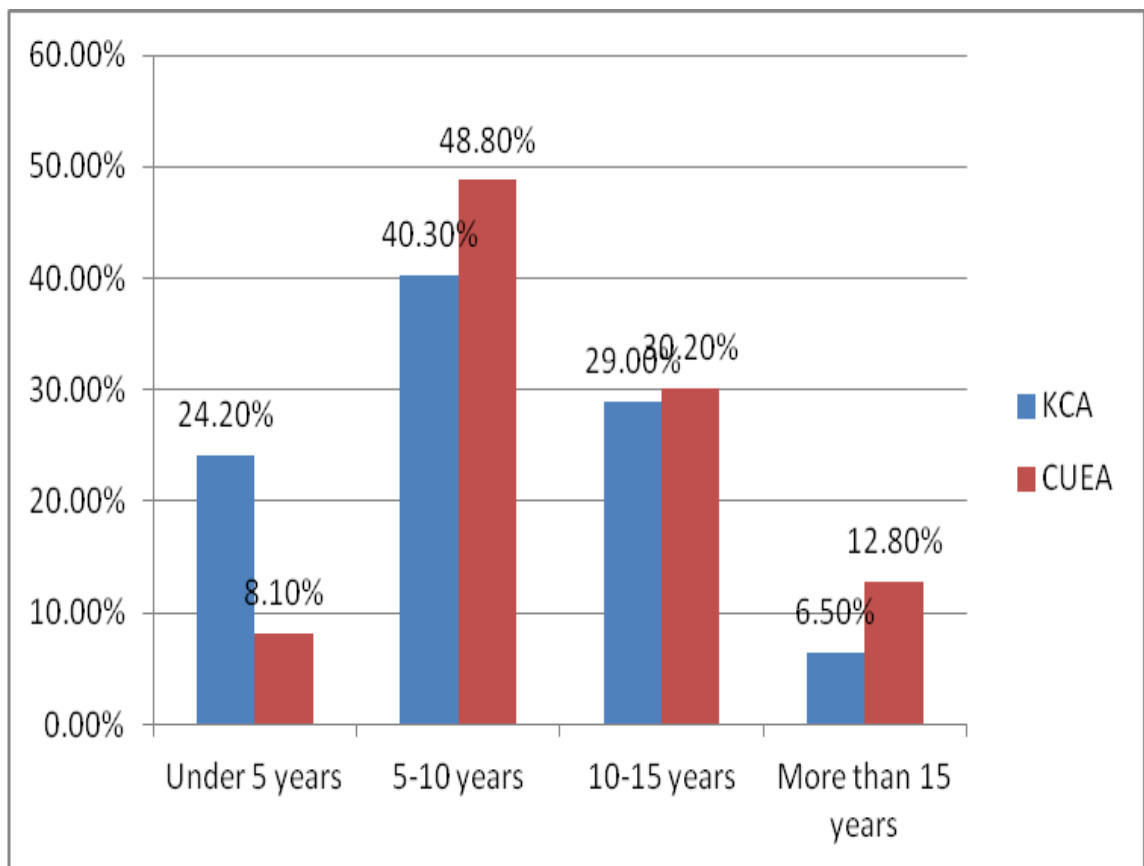
**Source: Research data, 2018**

Figure 4.4 above shows that majority of the respondents at KCA University 36 (58.10%) were in the administration division while majority of the respondents at CUEA 46 (53.50%) were in the academic division. 26 (41.9%) of the respondents at KCA University were in the academic division where 40 (46.5%) of the respondents at CUEA were in the administration division.

#### **4.3.1.5 Work Experience of the Respondents**

Figure 4.5 below shows the work experience of the respondents.

**Figure 4.5 Work Experience of the Respondents**



**Source: Research data, 2018**

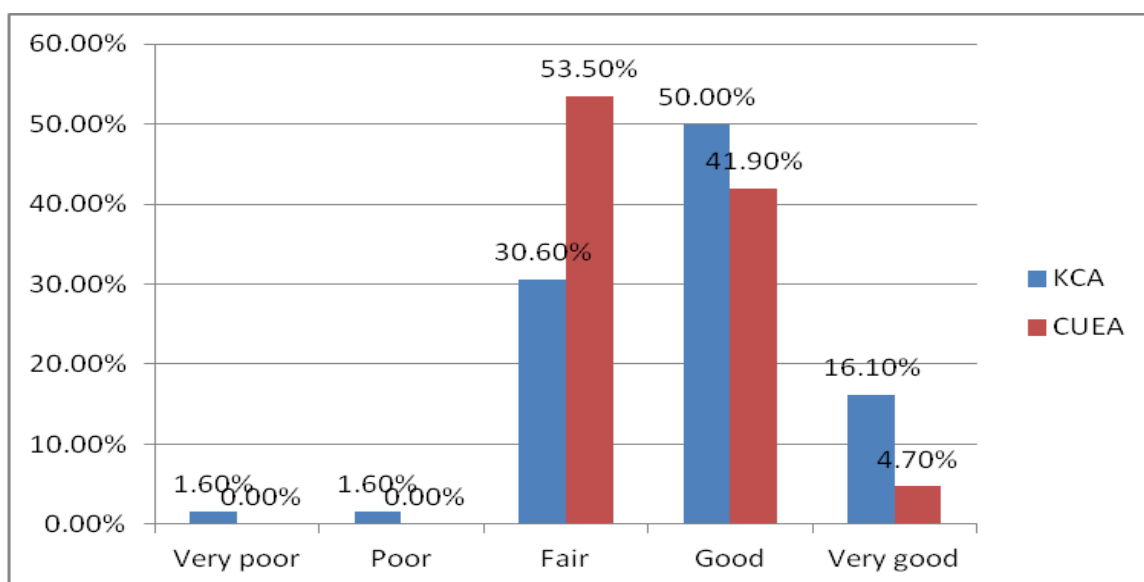
Figure 4.5 above shows that majority of the respondents at KCA University 25 (40.3%) had been working in the university for between 5-10 years while majority of the respondents at CUEA 42 (48.80%) had also been working in the university for between 5-10 years. 18 (30.2%) of the respondents at KCA University had been working in the university for between 10-15 years while 26 (29%) of the respondents at CUEA had also been working in the university for between 10-15 years. 15 (24.2%) of the respondents at KCA University had been working in the university for less than 5 years while 7(8.1%) of the respondents at CUEA had been working in the institution for less than 5 years. 4(6.5%) of the respondents at KCA University had been working in the university for more than 15 years while 11 (12.8%) of the respondents at CUEA had been working in the university for more than 15 years.



### 4.3.1.6 Performance of University

The researcher sought to establish the overall performance of the university. Figure 4.6 below shows the results.

**Figure 4.6 Overall Performance of University**



**Source: Research data, 2018**

Figure 4.6 shows that majority of the respondents at KCA University 31(50%) rated the overall performance of their university as good while majority of the respondents from CUEA 46 (53.5%) rated the overall performance of their university as fair. 19 (30.6%) of the respondents at KCA University rated the overall performance of their university as fair while 36 (41.9%) of the respondents at CUEA rated the overall performance of their university as good. 10 (16.1%) of the respondents at KCA University rated the overall performance of their university as very good while 4(4.7%) of the respondents from CUEA rated the overall performance of their university as very good. 1(1.6%) of the respondents at KCA University rated the overall performance of their university as either being very poor or poor.

These results are supported by Ali and Shastri, (2010) who established that in order to improve the performance in higher education, universities should recognize their customers to achieve their requirements as a primary reason for their existence and do everything possible to maintain good relationship with students, staff, companies and society as a whole.

#### **4.3.2 Central Tendencies Measurements of Constructs**

Measurement of central tendencies was used to discover the mean scores for the five interval-scaled constructs. All the questions were asked using a 5-point Likert scale with 1 indicating - strongly disagree, 2 indicating – disagree, 3 indicating – neutral, 4 indicating – agree and 5 indicating – strongly agree. A total of 31 questions with particular mean score were obtained from the SPSS output.

The percentages of responses for each of the items for performance of university are shown in Table 4.1.

**Table 4.1 Central Tendencies Measurement of Constructs: Performance of University**

<b>Items</b>	<b>SD (%)</b>	<b>D (%)</b>	<b>N (%)</b>	<b>A (%)</b>	<b>SA (%)</b>
<b>KCA</b>					
<b>CUEA</b>					
The university has a competitive advantage over its competitors due to its good quality practices	4.8 4.7	12.9 4.7	30.6 37.2	33.9 33.7	- -
An increase on enrolment number of students	3.2 3.5	4.8 5.8	22.6 26.7	41.9 46.5	27.4 17.4
Increased number of research publications in the university	9.7 9.3	14.5 17.4	27.4 25.6	35.5 30.2	12.9 17.4
An increase in number of collaborations with other institutions both local and international	8.1 9.3	8.1 10.5	17.7 17.4	37.1 36.0	- -
Staff attend and participate in conferences both national and international	6.5 7.0	11.3 18.6	25.8 18.6	35.5 30.2	21.0 25.6
The university is positively ranked with other universities both local and international	6.5 12.8	9.7 12.8	16.1 9.3	35.5 46.5	- -
The university meets its financial obligations timely	6.5 30.2	6.5 38.4	29.0 25.6	29.0 3.2	29.0 3.5

**Source: Research data, 2018**

**Key:**

SD = Strongly Disagree

D = Disagree

N = Neutral

A= Agree

SA=Strongly Agree

Table 4.1 above shows that majority of the respondents at KCA University 21(33.9%) agreed that their university has a competitive advantage over its competitors due to its good quality practices while majority of the respondents at CUEA 32 (37.2%) neither agreed nor disagreed with the same statement. 26(41.9%) of the respondents at KCA University agreed that there is an increased on enrolment number of students while 40 (46.5%) of the respondents at CUEA also agreed with the statement. Majority of the respondents at KCA University 22 (35.5%) further agreed that there is an increase in

the number of research publications in the university while 26 (30.2%) of the respondents at CUEA also agreed with the statement.

Majority of the respondents at KCA University 23(37.1%) agreed that there is an increase in the number of collaborations with other institutions both local and international while 31(36%) of the respondents at CUEA also agreed with the statement. 22(35.5%) of the respondents at KCA University agreed that their staff attend and participate in conferences both national and international while 26(30.2%) of the respondents at CUEA also agreed with the statement. Majority of the respondents from KCA University 22(35.5%) agreed that their university is positively ranked with other universities both local and international while 40(46.5%) of the respondents from CUEA also agreed with the statement. 18(29%) of the respondents from KCA University strongly agreed that their university meets its financial obligations timely while 33(38.4%) of the respondents from CUEA disagreed that their university meets its financial obligations timely.

The results are supported by Grutter (2010) who established that allocating resources to sustain the quality programme is very important. They are further supported by Kristal, *et. al.* (2010), whose study revealed that leadership shows its commitment and support for quality by providing adequate resources.

#### **4.3.2.2 Top Management Commitment and Organizational Performance**

The percentages of responses for each of the items for top management commitment and organizational performance are shown in Table 4.2.

**Table 4.2 Central Tendencies Measurement of Constructs: Top Management Commitment on Organizational Performance**

<b>Items</b>	<b>SD (%)</b>	<b>D (%)</b>	<b>N (%)</b>	<b>A (%)</b>	<b>SA (%)</b>
<b>KCA</b>					
<b>CUEA</b>					
Quality goals and policies have been clearly formulated and documented by top management	8.1 11.6	12.9 17.4	30.6 25.6	38.7 30.2	- -
Top management communicates quality goals and policies throughout the university	3.2 1.2	14.5 10.5	22.6 23.3	35.5 43.0	- -
Quality policies are reviewed regularly to meet the needs of the university	9.7 12.8	9.7 12.8	24.2 24.4	37.1 34.9	19.4 15.1
Top management allocates adequate resources to the divisions of the university	6.5 31.4	9.7 31.4	16.1 23.3	37.1 10.5	30.6 3.5
Top management encourages all departmental heads on quality improvement processes	6.5 8.1	3.2 44.2	38.7 37.2	40.3 4.7	11.3 5.8
Top management allows participate and engagement of employees in making decisions on quality issues	1.6 44.2	3.2 31.4	17.7 20.9	38.7 3.5	38.7 -

**Source: Research data, 2018**

**Key:**

SD = Strongly Disagree

D = Disagree

N = Neutral

A= Agree

SA=Strongly Agree

Table 4.2 shows that majority of the respondents from KCA University 24 (38.7%) agreed that quality goals and policies have been clearly formulated and documented by top management while 26(30.2%) of the respondents from CUEA also agreed with the statement. 22(35.5%) of the respondents from KCA University further agreed that top management communicates quality goals and policies throughout the university while 37(43%) of the respondents from CUEA also agreed with the statement. Majority of the respondents from KCA University 23(37.1%) agreed that quality

policies are reviewed regularly to meet the needs of their university while 30(34.9%) of the respondents from CUEA also agreed with the statement.

Majority of the respondents from KCA University 23(37.1%) agreed that the top management allocates adequately resources to the divisions of the university while 27(31.4%) of the respondents from CUEA strongly disagreed with the statement. 25(40.3%) of the respondents from KCA University agreed that their top management encourages all departmental heads on quality improvement processes while 38(44.2%) of the respondents from CUEA disagreed with the statement. 24(38.7%) of the respondents from KCA University strongly agreed that their top management allows participative and engagement of employees in making decisions on quality issues while 38(44.2%) of the respondents from CUEA strongly disagreed with the statement.

These results are in tandem with those of Kanji, (2008) who established that there is a need for full commitment of top management which should be understood, communicated, implemented and maintained at all levels in the organization. The results are also supported by Eshiwani (2009) whose study showed visionary leadership as one of most four critical human resource related factors that promise successful TQM implementation in high education institutes in Kenya. Salaheldin (2009) study also revealed that lack of support from top management was the biggest impediment to TQM implementation.

Grutter (2010) further postulated that allocating resources to sustain the quality programme is very important. Also according to Kristal, et. al. (2010), leadership shows its commitment and support for quality by providing adequate resources.

#### 4.3.2.3 Customer Focus and Organizational Performance

The percentages of responses for each of the items for customer focus and organizational performance are shown in Table 4.3.

**Table 4.3 Central Tendencies Measurement of Constructs: Customer Focus and Organizational Performance**

<b>Items</b>	<b>SD (%)</b>	<b>D (%)</b>	<b>N (%)</b>	<b>A (%)</b>	<b>SA (%)</b>
<b>KCA</b>					
<b>CUEA</b>					
The customer is the university's top priority	1.6 4.7	11.3 12.8	22.6 20.9	40.3 38.4	24.2 23.3
Objectives of the university are linked to customer needs and expectations	4.8 9.3	11.3 17.4	24.2 23.3	24.2 19.8	35.5 30.2
The university has consistent mechanism for tracking of complaints and procedures for all cases of its customers	1.6 1.2	6.5 4.7	29.0 37.2	51.6 46.5	11.3 10.5
Increased effectiveness in the use of the university's resources to enhance customer satisfaction	4.8 31.4	8.1 33.7	19.4 15.1	32.2 8.1	35.5 11.6
Customers are encouraged to provide feedback on quality related issues	3.2 1.2	- -	22.6 24.4	41.9 43.0	32.2 31.4
Customer needs are reviewed regularly to meet changing customer preferences and expectations	8.1 4.7	6.5 37.2	24.2 19.8	24.2 25.6	37.1 12.8

**Source: Research data, 2018**

**Key:**

SD = Strongly Disagree

D = Disagree

N = Neutral

A= Agree

SA=Strongly Agree

Majority of the respondents from KCA University 25(40.3%) agreed that the customer is the university's top priority while 33(38.4%) of the respondents from CUEA also agreed with the statement. 22(35.5%) of the respondents from KCA University strongly agreed that the objectives of the university are linked to customer needs and expectations while 26(30.2%) of the respondents from CUEA also strongly agreed with the statement. Majority of the respondents from KCA University 32(51.6%) agreed that their university has consistent mechanisms for tracking of complaints and procedures for all cases of its customers while 32(37.2%) of the respondents from CUEA were neutral.

22(35.5%) of the respondents from KCA University strongly agreed that there is increased effectiveness in the use of the university's resources to enhance customer satisfaction while 29(33.7%) disagreed with the statement. Majority of the respondents from KCA University 26 (41.9%) agreed that customers are encouraged to provide feedback on quality related issues while 37(43%) of the respondents from CUEA also agreed with the statement. 23(37.1%) of the respondents from KCA University strongly agreed that customer needs are reviewed regularly to meet changing customer preferences and expectations while 32(37.2%) of respondents from CUEA disagreed with the statement.

These results are in line with those of Soltani (2005) whose study espoused that an organization must identify customer relationship to measure customer needs and expectations; involve customers in quality improvement and determine customer satisfaction. Ali and Shastri, (2010) study also revealed that in order to obtain continually improvement in higher education, universities should recognize their



customers to achieve their requirements as a primary reason for their existence and do everything possible to maintain good relationship with students, staff, companies and society as a whole.

#### 4.3.2.4 Employee Empowerment and Organizational Performance

The percentages of responses for each of the items for employee empowerment and organizational performance of university are shown in Table 4.4.

**Table 4.4 Central Tendencies Measurement of Constructs: Employee Empowerment and Organizational Performance**

Items	SD (%)	D (%)	N (%)	A (%)	SA (%)
<b>KCA</b>					
<b>CUEA</b>					
There is a strengthened relationship between the management and employees of the university	6.5 4.7	12.9 37.4	25.8 25.6	48.4 26.7	6.5 5.8
Employees understand and are motivated towards the organization's goals and objectives	6.5 11.6	12.9 11.6	27.4 26.7	32.3 27.9	21.0 22.1
Employees are provided with enough training on quality management practices	4.8 4.7	9.7 8.1	22.6 26.7	40.3 37.2	22.6 23.3
Well-designed formal structures to enable employees to work closely and in teams	4.8 7.0	9.7 10.5	29.0 30.2	25.8 24.4	30.6 27.9
Sufficient resources are available for training and development of employees on quality	9.7 11.6	6.5 10.5	19.4 23.3	45.2 39.5	19.4 15.1
Employees are provided with clear job descriptions	3.2 54.7	1.6 19.8	21.0 16.3	25.8 14.7	48.4 4.7

**Source: Research data, 2018**

**Key:**

SD = Strongly Disagree

D = Disagree

N = Neutral

A= Agree

SA=Strongly Agree

Table 4.4 shows that majority of the respondents from KCA University 30(48.4%) agreed that there is a strengthened relationship between the management and employees of the university while 32(37.2%) of the respondents from CUEA disagreed with the statement. 20(32.3%) of the respondents from KCA University agreed that employees understand and are motivated towards the organization's goals and objectives while 23(26.7%) of the respondents from CUEA neither agreed nor disagreed with the statement. Majority of the respondents from KCA University 25(40.3%) agreed that employees are provided with enough training on quality management practices while 32(37.2%) of the respondents from CUEA also agreed with the statement.

Majority of the respondents from KCA University 19(30.6%) strongly agreed that there is a well designed formal structures to enable employees work closely and in teams while 26(30.2%) of the respondents from CUEA neither agreed nor disagreed with the statement. 28(45.2%) of the respondents from KCA University agreed that there are sufficient resources available for training and development of employees on quality while 34(39.5%) of the respondents from CUEA also agreed with the statement. Majority of the respondents from KCA University 30(48.4%) strongly agreed that employees are provided with clear job descriptions while 47 (54.5%) of the respondents from CUEA strongly disagreed on the statement.

These results are in tandem with those of Abdullah, et. al. (2008) whose study revealed that there needed to be employee empowerment through training and education as continuous quality improvement required employees to be trained in problem solving skills, quality improvement skills, and statistical techniques. They

are also supported by Jimenex-Jimenez and Martinez-Costa (2009) who established that training and development and the use of a compensation system were the best predictors of organizational performance. They also revealed that a TQM company usually spends a large amount of its annual budget for employees training and development, hence they become more satisfied with the job and their company.

#### **4.3.2.5 Continuous Improvement and Organizational Performance**

The percentages of responses for each of the items for continuous improvement and organizational performance are shown in Table 4.5.

**Table 4.5 Central Tendencies Measurement of Constructs: Continuous Improvement and Organizational Performance**

Items	SD (%)	D (%)	N (%)	A (%)	SA (%)
<b>KCA</b>					
<b>CUEA</b>					
There is continuous monitoring and improvement of services and systems to enhance performance	6.5 7.0	16.1 12.8	25.8 27.9	46.8 47.7	4.8 4.7
There is continuous improvement reviews through internal quality audits	9.7 11.6	9.7 11.6	19.4 23.3	37.1 31.4	24.2 22.1
The university has invested more resources in continuously training employees to enhance internal quality performance	4.8 7.0	9.7 5.8	29.0 25.6	41.9 40.7	14.5 20.9
The university benchmarks its quality against other total quality management practices best practices	3.2 9.3	11.3 10.5	12.9 11.6	35.5 33.7	37.1 34.9
University divisions take up corrective actions with respect to non-conformity and areas of improvement	6.5 8.1	8.1 14.0	19.4 11.6	50.0 47.7	16.1 18.6
There is a policy for making continuous improvement of products, services and systems quality for every individual in the university	6.5 7.0	9.7 10.5	16.1 18.6	22.6 19.8	45.2 44.2

**Source: Research data, 2018**

**Key:**

SD = Strongly Disagree

D = Disagree

N = Neutral

A= Agree

SA=Strongly Agree

Majority of the respondents from KCA University 29(46.8%) agreed that there is continuous monitoring and improvement of services and systems to enhance performance while 41(47.7%) of the respondents from CUEA agreed with the statement. 23(37.1%) of the respondents from KCA University agreed that there is continuous improvement reviews through internal quality audits while 27(31.4%) of the respondents from CUEA also agreed with the statement. 26(41.9%) of the

respondents from KCA University agreed that the university has invested more resources in continuously training employees to enhance internal quality while 35(40.7%) of the respondents from CUEA agreed with the statement. Majority of the respondents from KCA University 23(37.1%) strongly agreed that the university benchmarks its quality against other total quality management practices while 29(33.7%) of the respondents from CUEA agreed with the statement.

31(50%) of the respondents from KCA University agreed that the university divisions take up corrective actions with respect to non-conformity and areas of improvement while 41(47.7%) of the respondents from CUEA also agreed with the statement. 28(45.2%) of the respondents from KCA University strongly agreed that there is a policy for making continuous improvement of products, services and systems for every individual while 38(44.2%) of the respondents from CUEA also strongly agreed with the statement.

The results are in line with those of Kaziliunas (2010) study which noted that success factors for quality management systems include continuous improvement of processes, top management, people and systems, reward systems, team, motivational factors and education and training. They are further supported by Otieno (2016) whose results revealed that continuous improvement practices like quality improvement programs, leadership and factual approach to decision making had a positive relationship with organizational efficiency. Jimoh, *et. al.* (2018) also established that strategies for continuous improvement are necessary to ensuring better organizational performance.

#### 4.4 Inferential Analysis

In order to compare the relationship between the two universities, the researcher used Cross tabulation to analyze the influence of total quality management practices on their performance, and also to determine the strength of the predictor variable (top management commitment, customer focus, employee empowerment and continuous improvement) on organizational performance. The results are presented below.

##### 4.4.1 Cross tabulation Analysis

**Table 4.6 Contingency Table Performance of University**

		Performance of University			Total
		Neutral	Strongly agree/agree	Strongly disagree/dis agree	
Institution	Count	19	32	11	62
	Expected Count	21.4	32.7	8.0	62.0
	% within	30.6%	51.6%	17.7%	100.0
	KCA				%
	Count	32	46	8	86
	Expected Count	29.6	45.3	11.0	86.0
	% within	37.2%	53.5%	9.3%	100.0
	CUEA				%
	Institution				%
Total	Count	51	78	19	148
	Expected Count	51.0	78.0	19.0	148.0
	% within	34.5%	52.7%	12.8%	100.0
	Institution				%

Source: Research data, 2018

**Table 4.7 Chi-Square for the Overall Performance of the University**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.473 <sup>a</sup>	2	.290
Likelihood Ratio	2.444	2	.295
N of Valid Cases	148		

Source: Research data, 2018

A Pearson Chi-Square test to establish whether there were differences in overall performance between the two universities results showed a  $X^2$  of 2.473, degrees of freedom (df) = 2 and  $p > 0.05$  implying that there were no significant differences in the overall institutional performance. Descriptive data on Table 4.6 further show that up to 51.6% of the respondents from KCA University agreeing or strongly agreeing that the overall performance of their university was good while 53.5% of the respondents from CUEA also agreeing or strongly agreeing that the overall performance of their university was good. 30.6% of the respondents from KCA University were indifferent on the overall performance of their university as compared 37.2% of the respondents from CUEA. 17.3% of the respondents from KCA University strongly disagreed or disagreed that the overall performance of their university was good as compared to 9.3% of the respondents from CUEA.

The results are in tandem with those of Evans (2005), who established that top leadership is required to lead the continuous quality improvement effort by improving organizational performance through customer satisfaction.

**Table 4.8 Contingency Table for Relationship between the Institution and Top Management Commitment**

		Total Management Commitment			Total	
		Neutral	Strongly agree/agree	Strongly disagree/disagree		
Institution	KCA	Count	19	30	13	62
		Expected Count	17.2	28.9	15.9	62.0
		% within Institution	30.6%	48.4%	21.0%	100.0%
	CUEA	Count	22	39	25	86
		Expected Count	23.8	40.1	22.1	86.0
		% within Institution	25.6%	45.3%	29.1%	100.0%
	Total	Count	41	69	38	148
		Expected Count	41.0	69.0	38.0	148.0
		% within Institution	27.7%	46.6%	25.7%	100.0%

Source: Research data, 2018

**Table 4.9 Chi-Square for Relationship between the Institution and Top Management Commitment**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.326 <sup>a</sup>	2	.515
Likelihood Ratio	1.343	2	.511
N of Valid Cases	148		

Source: Research data, 2018

Chi-square test results ( $X^2 = 1.326$ ,  $p = .515$ ) in table 4.9 drawn from results in Table 4.8 to establish the relationship between the institution and top management commitment of the two universities indicate that there were no significant differences between the two institutions. Descriptive data on Table 4.7 further show that up to 48.4% of the respondents from KCA University agreeing or strongly agreeing that their top management is committed to quality management practices while 45.3% of



the respondents from CUEA also agreeing or strongly agreeing that their top management was committed to quality management practices. 30.6% of the respondents from KCA University were indifferent on the top management commitment to quality management systems as compared 25.6% of the respondents from CUEA. 21% of the respondents from KCA University strongly disagreed or disagreed that their top management was committed to quality management systems as compared to 29.1% of the respondents from CUEA.

The results are supported by Eshiwani (2009) whose study showed visionary leadership as one of most four critical human resource related factors that promise successful TQM implementation in high education institutes in Kenya.

**Table 4.10 Contingency Table for Relationship between the Institution and Customer Focus**

		Customer Focus			Total	
		Neutral	strongly agree/agree	Strongly disagree/disagree		
Institution	KCA	Count	14	40	8	62
		Expected Count	13.4	39.0	9.6	62.0
		% within Institution	22.6%	64.5%	12.9%	100.0%
	CUEA	Count	18	53	15	86
		Expected Count	18.6	54.0	13.4	86.0
		% within Institution	20.9%	61.6%	17.4%	100.0%
	Total	Count	32	93	23	148
		Expected Count	32.0	93.0	23.0	148.0
		% within Institution	21.6%	62.8%	15.5%	100.0%

Source: Research data, 2018

**Table 4.11 Chi-Square for Relationship between the Institution and Customer Focus**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	.571 <sup>a</sup>	2	.752
Likelihood Ratio	.580	2	.748
N of Valid Cases	148		

**Source: Research data, 2018**

Chi-square test results ( $X^2 = 0.571$ ,  $p = .752$ ) in table 4.11 drawn from results in Table 4.10 to establish the relationship between the institution and customer focus of the two universities indicate that there were no significant differences between the two institutions. Descriptive data on Table 4.10 further show that up to 64.5% of the respondents from KCA University agreeing or strongly agreeing that their university was customer focused in terms of quality management while 61.5% of the respondents from CUEA also agreed or strongly agreed that their university was customer focused in terms of quality management. 22.6% of the respondents from KCA University were indifferent on their university's performance in terms of customer focus in terms of quality management as compared 20.9% of the respondents from CUEA. 12.9% of the respondents from KCA University strongly disagreed or disagreed that their university was committed to customer focus in terms of quality management as compared to 17.4% of the respondents from CUEA.

These results are supported by Ali and Shastri, (2010) who established that in order to improve the performance in higher education, universities should recognize their customers to achieve their requirements as a primary reason for their existence and do everything possible to maintain good relationship with students, staff, companies and society as a whole.

**Table 4.12 Contingency Table for Relationship between the Institution and Employee Empowerment**

		Employee Empowerment			Total	
		Neutral	Strongly agree/agree	Strongly disagree/disagree		
Institution	KCA	Count	16	34	12	62
		Expected Count	15.9	29.7	16.3	62.0
		% within Institution	25.8%	54.8%	19.4%	100.0%
	CUEA	Count	22	37	27	86
		Expected Count	22.1	41.3	22.7	86.0
		% within Institution	25.6%	43.0%	31.4%	100.0%
	Total	Count	38	71	39	148
		Expected Count	38.0	71.0	39.0	148.0
		% within Institution	25.7%	48.0%	26.4%	100.0%

Source: Research data, 2018

**Table 4.13 Chi-Square for Relationship between the Institution and Employee Empowerment**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.031 <sup>a</sup>	2	.220
Likelihood Ratio	3.090	2	.213
N of Valid Cases	148		

Source: Research data, 2018

Chi-square test results ( $X^2 = 3.031$ ,  $p = .220$ ) in table 4.13 drawn from results in Table 4.12 to establish the relationship between the institution and employee empowerment on quality management issues of the two universities indicate that there were no significant differences between the two institutions. Descriptive data on Table 4.12 further show that up to 54.8% of the respondents from KCA University agreeing or strongly agreeing that there was employee empowerment on quality management

issues while 43% of the respondents from CUEA also agreeing or strongly agreeing that there was employee empowerment on quality management issues. 25.8% of the respondents from KCA University were indifferent on the empowerment of employees on quality management issues as compared 25.6% of the respondents from CUEA. 19.4% of the respondents from KCA University strongly disagreed or disagreed that there was employee empowerment on quality management issues as compared to 31.4% of the respondents from CUEA.

They are also supported by Jimenex-Jimenez and Martinez-Costa (2009) who established that training and development and the use of a compensation system were the best predictors of organizational performance.

**Table 4.14 Contingency Table for Relationship between the Institution and Continuous Improvement**

		Continuous Improvement			Total	
		Neutral	Strongly agree/agree	Strongly disagree/disagree		
Institution	KCA	Count	16	32	14	62
		Expected Count	16.8	32.3	13.0	62.0
		% within Institution	25.8%	51.6%	22.6%	100.0%
	CUEA	Count	24	45	17	86
		Expected Count	23.2	44.7	18.0	86.0
		% within Institution	27.9%	52.3%	19.8%	100.0%
	Total	Count	40	77	31	148
		Expected Count	40.0	77.0	31.0	148.0
		% within Institution	27.0%	52.0%	20.9%	100.0%

Source: Research data, 2018

**Table 4.15 Chi-Square for Relationship between the Institution and Continuous Improvement**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	.198 <sup>a</sup>	2	.906
Likelihood Ratio	.198	2	.906
N of Valid Cases	148		

**Source: Research data, 2018**

Chi-square test results ( $X^2 = 0.198$ ,  $p = .906$ ) in table 4.15 drawn from results in Table 4.14 to establish the relationship between the institution and continuous improvement of its quality management systems of the two universities indicate that there were no significant differences between the two institutions. Descriptive data on Table 4.14 further showed that up to 51.6% of the respondents from KCA University agreeing or strongly agreeing that their university was committed to the continuous improvement of its quality management systems while 52.3% of the respondents from CUEA also agreeing or strongly agreeing that their university was committed to the continuous improvement of its quality management systems. 25.8% of the respondents from KCA University were indifferent on the commitment of continuous improvement of quality management systems as compared to 29.9% of the respondents from CUEA. 22.6% of the respondents from KCA University strongly disagreed or disagreed that their university was committed to continuous improvement of its quality management systems as compared to 19.8% of the respondents from CUEA.

The results are supported by Jimoh, *et. al.* (2018), whose study established that strategies for continuous improvement are necessary to improve organizational performance.

## CHAPTER FIVE

### SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

#### 5.0 Introduction

This chapter presents the conclusions and recommendations drawn from the research findings. The study sought to examine Total Quality Management Practices on Performance of selected Private Universities in Nairobi City County. KCA and CUEA universities were used as the case studies for this research.

#### 5.1 Summary of Findings

This purpose of this study was to examine total quality management practices on performance of selected private universities in Nairobi City County, Kenya. The specific objectives of the study were to establish the relationship between top management commitment and performance of private universities, to find out how customer focus affects performance of private universities, to determine the extent to which employee empowerment affects performance of private universities and to establish the role of continuous improvement on performance of private universities.

The study found that there was no significant difference between top management commitment and performance at the two private universities. This is in accordance with the Chi-square results ( $X^2 = 1.326$ ,  $p = .515$ ). Descriptive data showed that majority of the respondents from KCA University 24 (38.7%) agreed that quality goals and policies have been clearly formulated and documented by top management while 26(30.2%) of the respondents from CUEA also agreed with the statement. 22(35.5%) of the respondents from KCA University further agreed that top

management communicates quality goals and policies throughout the university while 37(43%) of the respondents from CUEA also agreed with the statement. Majority of the respondents from KCA University 23(37.1%) agreed that quality policies are reviewed regularly to meet the needs of their university while 30(34.9%) of the respondents from CUEA also agreed with the statement. Majority of the respondents from KCA University 23(37.1%) agreed that the top management allocates adequately resources to the divisions of the university while 27(31.4%) of the respondents from CUEA strongly disagreed with the statement. 25(40.3%) of the respondents from KCA University agreed that their top management encourages all departmental heads on quality improvement processes while 38(44.2%) of the respondents from CUEA disagreed with the statement. 24(38.7%) of the respondents from KCA University strongly agreed that their top management allows participative and engagement of employees in making decisions on quality issues while 38(44.2%) of the respondents from CUEA strongly disagreed with the statement.

The study found that there were no significant differences between customer focus and performance at the two private universities. This is in accordance with the Chi-square results ( $X^2 = 0.571$ ,  $p = .752$ ). The descriptive data showed that Majority of the respondents from KCA University 25(40.3%) agreed that the customer is the university's top priority while 33(38.4%) of the respondents from CUEA also agreed with the statement. 22(35.5%) of the respondents from KCA University strongly agreed that the objectives of the university are linked to customer needs and expectations while 26(30.2%) of the respondents from CUEA also strongly agreed with the statement. Majority of the respondents from KCA University 32(51.6%) agreed that their university has consistent mechanisms for tracking of complaints and

procedures for all cases of its customers while 32(37.2%) of the respondents from CUEA were neutral. 22(35.5%) of the respondents from KCA University strongly agreed that there is increased effectiveness in the use of the university's resources to enhance customer satisfaction while 29(33.7%) disagreed with the statement. Majority of the respondents from KCA University 26 (41.9%) agreed that customers are encouraged to provide feedback on quality related issues while 37(43%) of the respondents from CUEA also agreed with the statement. 23(37.1%) of the respondents from KCA University strongly agreed that customer needs are reviewed regularly to meet changing customer preferences and expectations while 32(37.2%) of respondents from CUEA disagreed with the statement.

The study found that there were no significant differences between employee empowerment and performance at the two private universities. This is in accordance with the Chi-square results ( $X^2 = 3.031$ ,  $p = .220$ ). Descriptive data showed that Table 4.4 shows that majority of the respondents from KCA University 30(48.4%) agreed that there is a strengthened relationship between the management and employees of the university while 32(37.2%) of the respondents from CUEA disagreed with the statement. 20(32.3%) of the respondents from KCA University agreed that employees understand and are motivated towards the organization's goals and objectives while 23(26.7%) of the respondents from CUEA neither agreed nor disagreed with the statement. Majority of the respondents from KCA University 25(40.3%) agreed that employees are provided with enough training on quality management practices while 32(37.2%) of the respondents from CUEA also agreed with the statement. Majority of the respondents from KCA University 19(30.6%) strongly agreed that there is a well designed formal structures to enable employees work closely and in teams while



26(30.2%) of the respondents from CUEA neither agreed nor disagreed with the statement. 28(45.2%) of the respondents from KCA University agreed that there are sufficient resources available for training and development of employees on quality while 34(39.5%) of the respondents from CUEA also agreed with the statement. Majority of the respondents from KCA University 30(48.4%) strongly agreed that employees are provided with clear job descriptions while 47 (54.5%) of the respondents from CUEA strongly disagreed on the statement.

The study found that there was no significant different between the role of continuous improvement and performance of the two private universities. This is in accordance with the Chi-square results ( $X^2 = 0.198$ ,  $p = .906$ ). Descriptive analysis showed that Majority of the respondents from KCA University 29(46.8%) agreed that there is continuous monitoring and improvement of services and systems to enhance performance while 41(47.7%) of the respondents from CUEA agreed with the statement. 23(37.1%) of the respondents from KCA University agreed that there is continuous improvement reviews through internal quality audits while 27(31.4%) of the respondents from CUEA also agreed with the statement. 26(41.9%) of the respondents from KCA University agreed that the university has invested more resources in continuously training employees to enhance internal quality while 35(40.7%) of the respondents from CUEA agreed with the statement. Majority of the respondents from KCA University 23(37.1%) strongly agreed that the university benchmarks its quality against other total quality management practices while 29(33.7%) of the respondents from CUEA agreed with the statement. 31(50%) of the respondents from KCA University agreed that the university divisions take up corrective actions with respect to non-conformity and areas of improvement while

41(47.7%) of the respondents from CUEA also agreed with the statement. 28(45.2%) of the respondents from KCA University strongly agreed that there is a policy for making continuous improvement of products, services and systems for every individual while 38(44.2%) of the respondents from CUEA also strongly agreed with the statement.

## **5.2 Conclusions**

From the findings, there were no significant differences between the top management commitment and performance of the two private universities. Majority of the respondents from KCA University agreed that quality goals and policies have been clearly formulated and documented by top management and that top management communicates quality goals and policies throughout the university. The respondents from KCA University further agreed that quality policies are reviewed regularly to meet the needs of their university and that the top management allocates adequately resources to the divisions of the university. Majority of the respondents agreed that their top management encourages all departmental heads on quality improvement processes and that their top management allows participative and engagement of employees in making decisions on quality issues. The respondents from CUEA disagreed that the top management allocates adequately resources to the divisions of the university and also disagreed that their top management allows participative and engagement of employees in making decisions on quality issues. The respondents from CUEA also disagreed that their top management encourages all departmental heads on quality improvement processes

From the findings, there were no significant differences on how customer focus affects the performance of the two private. Majority of the respondents from KCA University agreed that the customer is the university's top priority and that the objectives of the university are linked to customer needs and expectations. The respondents from KCA University further agreed that their university has consistent mechanisms for tracking of complaints and procedures for all cases of its customers and that there is increased effectiveness in the use of the university's resources to enhance customer satisfaction. They also agreed that customers are encouraged to provide feedback on quality related issues and that customer needs are reviewed regularly to meet changing customer preferences and expectations. Respondents from CUEA disagreed that there is increased effectiveness in the use of the university's resources to enhance customer satisfaction and that customer needs are reviewed regularly to meet changing customer preferences and expectations.

From the findings, there were no significant differences on the extent to which employee empowerment affects the performance of the two private universities. Majority of the respondents from KCA University agreed that there is a strengthened relationship between the management and employees of the university and that agreed that employees understand and are motivated towards the organization's goals and objectives. They also agreed that employees are provided with enough training on quality management practices and that there is well designed formal structures to enable employees work closely and in teams. Majority of the respondents also agreed that there are sufficient resources available for training and development of employees on quality and that employees are provided with clear job descriptions. Majority of the respondents CUEA disagreed that there is a strengthened relationship

between the management and employees of the university. The respondents however neither agreed nor disagreed agreed that employees understand and are motivated towards the organization's goals and objectives. The respondents strongly disagreed that employees are provided with clear job descriptions.

From the findings, there were no significant differences on the role of continuous improvement on the performance of the two private universities. Majority of the respondents from the two universities agreed that there is continuous monitoring and improvement of services and systems to enhance performance and that there is continuous improvement reviews through internal quality audits. They further agreed that their university has invested more resources in continuously training employees to enhance internal quality and that their university benchmarks its quality against other total quality management practices. Majority of the respondents also agreed that their university divisions take up corrective actions with respect to non-conformity and areas of improvement and that there is a policy for making continuous improvement of products, services and systems for every individual.

### **5.3 Recommendations**

The following recommendations will hopefully help private universities and other similar organizations to take into consideration various important issues in order to improve their organizational performance. The fact that these recommendations are based on primary data gives them reasonable amount of credibility.

It is recommended that the top management should allocate adequate resources to the divisions of the university. This will ensure that they are able to promote quality in all

their activities as this will increase the overall organizational performance. It is further recommended that the top management should allow employees at all levels in the university to fully participate in decision making especially on quality issues. This will make them own the quality management system and process thus boosting the organizational performance. Another recommendation is that the top management should encourage all departmental heads to ensure that there is continual improvement of quality management processes. This will ensure that the university remains competitive as its processes will not become obsolete.

It is also recommended that the university should fully utilize its resources to enhance customer satisfaction. This should be achieved by ensure that the customer is always first and that all their needs are met in a timely manner. The university should also provide an avenue for the customers to air their views as this will show them they are valued and in turn enhance satisfaction. It is further recommended that customer needs are reviewed regularly to meet changing customer preferences and expectations. This can be achieved by reviewing the academic programmes on offer regularly and introducing more market oriented programmes in the university. The views of all the stakeholders should also be incorporated during the review of the programmes to encourage more students enrolling in the university.

It is recommended that there the university should strengthened the relationship between the management and employees. This can be achieved through regular communication to the employees on quality issues as well as through teamwork. Another recommendation is that employees in the university should be motivated always to ensure that they work hard to achieve the organization's goals and

objectives. This can be achieved through promotions, trainings and good remuneration packages that are at par or above the market rate.

#### **5.4 Suggestions Areas**

This study can serve as a guideline for future research. The focus was on total quality management practices (top management commitment, customer focus, employee empowerment and continuous improvement) in private universities in Nairobi City County and whether they affect the performance of the universities.

Measurements and items adapted from other researches should be adjusted to fit into the research's context. Validity test should be done to assure the validity of the measures. Future researches should expand sample size to better represent the population for better and more accurate results.

Since the study only focuses on quantitative measure in two private universities, future works are encouraged in several areas in both quantitative and qualitative measure. It is recommended that future research can get a better understanding for the total quality management practices in other industries in order to go deeper for the study.

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## APPENDICES

### Appendix I: Research Permit

THIS IS TO CERTIFY THAT:  
**MS. EVERLYNE SHARON MIGIDE**  
of KENYATTA UNIVERSITY, 0-200  
NAIROBI, has been permitted to conduct  
research in *Nairobi County*

Permit No : NACOSTI/P/18/18973/21957  
Date Of Issue : 21st March, 2018  
Fee Received :Ksh 1000

on the topic: **TOTAL QUALITY  
MANAGEMENT PRACTICES ON  
PERFORMANCE OF SELECTED PRIVATE  
UNIVERSITIES IN NAIROBI CITY COUNTY,  
KENYA**

for the period ending:  
**20th March, 2019**



  
.....  
Applicant's  
Signature

  
.....  
Director General  
National Commission for Science,  
Technology & Innovation

**Appendix II: Research Authorization Letter**



**KENYATTA UNIVERSITY  
GRADUATE SCHOOL**

E-mail: [dean-graduate@ku.ac.ke](mailto:dean-graduate@ku.ac.ke)

Website: [www.ku.ac.ke](http://www.ku.ac.ke)

P.O. Box 43844, 00100  
NAIROBI, KENYA  
Tel. 8710901 Ext. 57530

Our Ref: D53/OL/CTY/26252/15

DATE: 26<sup>th</sup> February, 2018

Director General,  
National Commission for Science, Technology  
and Innovation  
P.O. Box 30623-00100  
NAIROBI

Dear Sir/Madam,


**RE: RESEARCH AUTHORIZATION FOR EVERLYNE SHARON MIGIDE – REG. NO. D53/OL/CTY/26252/15.**

I write to introduce **Ms. Everlyne Sharon Migide** who is a Postgraduate Student of this University. She is registered for M.B.A degree programme in the **Department of Business Administration**.

**Ms. Sharon** intends to conduct research for a M.B.A Project Proposal entitled, **“Total Quality Management Practices on Performance of Selected Private Universities in Nairobi County, Kenya”**.

Any assistance given will be highly appreciated.

Yours faithfully,

*for*   
**MRS. LUCY N. MBAABU  
FOR: DEAN, GRADUATE SCHOOL**

KM/du

### **Appendix III: Researcher's Introductory Cover Letter**

Everlyne Sharon Migide  
P.O. Box 4287-00200  
**Nairobi, Kenya.**

#### **TO WHOM IT MAY CONCERN**

Dear Sir/Madam,

#### **RE: REQUEST TO COLLECT DATA**

I am a student at Kenyatta University, School of Business, pursuing a Master of Business Administration, Strategic Management Degree. I am carrying out a research study on *“Total Quality Management Practices on Performance of Selected Private Universities in Nairobi City County, Kenya”*.

The purpose of this letter is to request you to kindly fill in the questionnaire with precision and accuracy. The questionnaire is supposed to assist in answering specific objectives of the research which is being undertaken as part of the university requirement. All the information collected will be solely used for academic purposes.

Your response will be treated with strict confidentiality.

Thank you in advance

Yours faithfully,



**Everlyne Sharon Migide**  
Email: sharoneverm@gmail.com  
Mobile: +254 722 334 262



## Appendix IV: Questionnaire

Dear respondents,

My name is Everlyne Sharon Migide, a final year student from Kenyatta University currently pursuing Master of Business Administration specializing in Strategic Management degree. As part of my coursework, I am required to conduct a research survey. The title of my research project is *“Total Quality Management Practices on Performance of Selected Private Universities in Nairobi City County, Kenya”*. I will be grateful if you could spend a few minutes of your time to complete the questionnaire. I assure you that all information collected is strictly for academic purposes and will be kept confidential. Thank you for your kind assistance. If there is any doubt, please do not hesitate to contact me on the following email address: [sharoneverm@gmail.com](mailto:sharoneverm@gmail.com).

### SECTION A: DEMOGRAPHIC INFORMATION

Please specify your answer by placing a (√) on the relevant answers provided. The following questions will be used only in determining the sample demographics.

1. Gender:     Male                                     Female
2. Age  
 under 30 years old                                     30-39 years old  
 40-49 years old                                          50 years old and above
3. Position in the organization  
 Top Management                                          Middle management  
 Head of Department                                      Operational staff
4. Division  
 Academic Division                                        Administration Division
5. Work Experience  
 Under 5 years      5-10 years                     10- 15 years            More than 15 years

## SECTION B: PERFORMANCE OF UNIVERSITY

- 1) In your opinion how do you rate the overall performance of the university as a private institution of higher learning?  
 A) Very good (5)      B) Good (4)      C) Fair (3)      D) Poor (2)      E) Very poor (1)

The statements below are about the perceived performance of private universities. Based on your experiences and understanding, please indicate the most appropriate opinion/response by ticking (√) against the item in the table.

**Key:** Where: [1] Strongly Disagree; [2] Disagree; [3] Neutral; [4] Agree; [5] Strongly Agree

Statements	[1]	[2]	[3]	[4]	[5]
The university has a competitive advantage over its competitors due to its good quality practices					
An increase on enrolment number of students					
Increased number of research publications in the university					
An increase in number of collaborations with other institutions both local and international					
Staff attend and participate in conferences both national and international					
The university is positively ranked with other universities both local and international					
The university meets its financial obligations timely					

## Section C: TOP MANAGEMENT COMMITMENT ON ORGANIZATIONAL PERFORMANCE

The following table contains statements on Top Management Commitment to quality and performance of private universities. Based on your disposition, kindly indicate the extent to which you agree with the statements by ticking (√) against the item in the table:

**Key:** Where: [1] Strongly Disagree; [2] Disagree; [3] Neutral; [4] Agree; [5] Strongly Agree

Statements	[1]	[2]	[3]	[4]	[5]
Quality goals and policies have been clearly formulated and documented by top management					
Top management communicates quality goals and policies throughout the university					
Quality policies are reviewed regularly to meet the needs of the university					
Top management allocates adequate resources to the divisions of the university					

Top management encourages all departmental heads on quality improvement processes					
Top management allows participative and engagement of employees in making decisions on quality issues.					

**SECTION C: CUSTOMER FOCUS ON ORGANIZATIONAL PERFORMANCE**

The table below contains statements regarding customer focus on performance of private universities. Please indicate the level of your agreement by ticking (√) against the item in the table:

**Key:** Where: [1] Strongly Disagree; [2] Disagree; [3] Neutral; [4] Agree; [5] Strongly Agree

Statements	[1]	[2]	[3]	[4]	[5]
The customer is the university's top priority.					
Objectives of the university are linked to customer needs and expectations.					
The university has consistent mechanism for tracking of complaints and procedures for all cases of its customers.					
Increased effectiveness in the use of the university's resources to enhance customer satisfaction.					
Customers are encouraged to provide feedback on quality related issues.					
Customer needs are reviewed regularly to meet changing customer preferences and expectations.					

**SECTION D: EMPLOYEE EMPOWERMENT ON ORGANIZATIONAL PERFORMANCE**

Kindly indicate by ticking (√) against the item in the table, the extent to which you agree with the following aspects pertaining to employee empowerment on performance of private universities.

**Key:** Where: [1] Strongly Disagree; [2] Disagree; [3] Neutral; [4] Agree; [5] Strongly Agree

Statements	[1]	[2]	[3]	[4]	[5]
There is a strengthened relationship between the management and employees of the university					
Employees understand and are motivated towards the organization's goals and objectives					
Employees are provided with enough training on quality management practices					

Well designed formal structures to enable employees to work closely and in teams					
Sufficient resources are available for training and development of employees on quality					
Employees are provided with clear job descriptions					

**SECTION E: CONTINUOUS IMPROVEMENT ON ORGANIZATIONAL PERFORMANCE**

Kindly indicate by ticking (√) against the item in the table, the extent to which you agree with the following aspects pertaining to continuous improvement performance of private universities.

**Key:** Where: [1] Strongly Disagree; [2] Disagree; [3] Neutral; [4] Agree; [5] Strongly Agree

Statements	[1]	[2]	[3]	[4]	[5]
There is continuous monitoring and improvement of services and systems to enhance performance.					
There is continuous improvement reviews through internal quality audits.					
The university has invested more resources in continuously training employees to enhance internal quality performance.					
The university benchmarks its quality against other total quality management practices best practices					
University divisions take up corrective actions with respect to non-conformity and areas of improvement					
There is a policy for making continuous improvement of products, services and systems quality for every individual in the university					

Your time and effort in completing this research questionnaire is much appreciated.

THANK YOU.

### **Appendix V: List of Private Chartered Universities in Kenya**

1	University of Eastern Africa, Baraton	1991
2	Catholic University of Eastern Africa (CUEA)	1992
3	Daystar University	1994
4	Scott Christian University	1997
5	United States International University	1999
6	Africa Nazarene University	2002
7	Kenya Methodist University	2006
8	St. Paul's University	2007
9	Pan Africa Christian University	2008
10	Strathmore University	2008
11	Kabarak University	2008
12	Mount Kenya University	2011
13	Africa International University	2011
14	Kenya Highlands Evangelical University	2011
15	Great Lakes University of Kisumu	2012
16	KCA University	2013
17	Adventist University of Africa	2013
18	KAG EAST University	2016

**Source: Commission for University Education (2018)**