DECLARATION

I declare that this project is my original work and it has not been submitted for the award of any degree or diploma in any other institution.

Signature: ___________________________ Date __________________________

Ibrahim Dagane Sahal

D53/OL/GAR/28429/2019

This research project is submitted for examination with my approval as the appointed university supervisor.

Signature: ___________________________ Date __________________________

Mr. Shadrack Bett

Department of Business Administration

School of Business, Economics and Tourism

Kenyatta University
DEDICATION

I dedicate this research proposal to my family the almighty God for his love, guidance and blessings to my family and me.

Secondly, my thoughts go to my beloved mother Adey, my wives Rukia and Alan for the encouragement, patience and prayer.

A special dedication goes to my children, to whom I dedicate this work as a challenge
ACKNOWLEDGEMENTS

I would like to thank all those who gave various kinds of support, advice and encouragement which have enabled me to finish this project. In particular, I am grateful to my supervisor Mr. Shadrack Bett for taking his time to guide me through this research proposal and believed in me. My gratitude goes to the principals of secondary schools in Garissa County for having allowed me to collect data with ease.

I also wish to thank the Deputy Principals who volunteered in the participation of this study.

I would also not forget my employer ministry of education for the unending support all through.

Finally, my appreciation goes to my supervisor, my colleagues whom we were in the same class and Kenyatta University community for providing us with conducive environment throughout this process.
TABLE OF CONTENTS

DECLARATION............................................................................................................. ii
DEDICATION............................................................................................................... iii
ACKNOWLEDGEMENTS ............................................................................................. iv
LIST OF TABLES ....................................................................................................... ix
LIST OF FIGURES ..................................................................................................... x
ABBREVIATIONS AND ACRONYMS ....................................................................... xi
OPERATIONAL DEFINITION OF TERMS ................................................................ xii
ABSTRACT .................................................................................................................... xiv

CHAPTER ONE ....................................................................................................... 1
INTRODUCTION ......................................................................................................... 1
1.1 Background to the Study...................................................................................... 1
   1.1.1 Organizational Performance ...................................................................... 4
   1.1.2 Quality Management Practices .................................................................. 6
   1.1.3 Public Secondary Schools in Garissa County, Kenya ................................. 8
1.2 Statement of the Problem ................................................................................... 10
1.3 Objectives of the Study ..................................................................................... 11
   1.3.1 General Objective ..................................................................................... 12
   1.3.2 Specific Objectives ................................................................................... 12
1.4 Research Questions ............................................................................................ 12
1.5 Significance of the Study ................................................................................... 13
1.6 Scope of the Study ............................................................................................. 13
1.7 Limitations of the Study .................................................................................... 14
1.8 Organization of the Study ................................................................................ 14

CHAPTER TWO ....................................................................................................... 15
LITERATURE REVIEW .......................................................................................... 15
2.1 Introduction ....................................................................................................... 15
2.2 Theoretical Literature Review ........................................................................... 15
   2.2.1 Deming Theory ....................................................................................... 15
   2.2.2 Human Capital Theory ............................................................................ 16
   2.2.3 Contingency Theory ................................................................................ 17
### 2.2.4 Customer Relationship Theory

2.3 Empirical Literature Review

2.3.1 Continuous Improvement and Performance

2.3.2 Employee Empowerment and Performance

2.3.3 Top Management Support and Performance

2.3.4 Customer Orientation and Performance

2.4 Summary of Literature Reviewed and Research Gaps

2.5 Conceptual Framework

### CHAPTER THREE

**RESEARCH METHODOLOGY**

3.1 Introduction

3.2 Research Design

3.3 Target Population

3.4 Sampling Design and Sample Size

3.5 Data Collection Instrument

3.6 Pilot Study

3.6.1 Validity of Research Instruments

3.6.2 Reliability of Research Instruments

3.7 Data Collection Procedure

3.8 Data Analysis and Presentation

3.9 Ethical Consideration

### CHAPTER FOUR

**RESEARCH FINDINGS AND DISCUSSIONS**

4.1 Introduction

4.2 Response Rate

4.3 Demographic Data

4.3.1 Respondents’ Gender

4.3.2 Respondents’ Age Bracket

4.3.3 Respondents’ Length of Stay in the Current School

4.3.4 Respondents’ Education Level

4.4 Descriptive Analysis Results
4.4.1 Continuous Improvement .............................................................................. 44
4.4.2 Employee Empowerment .............................................................................. 45
4.4.3 Top Management Commitment ................................................................. 47
4.4.4 Customer Orientation .................................................................................. 49
4.4.5 Performance of Public Secondary Schools ............................................... 50
4.5 Inferential Statistics Results ........................................................................... 51
  4.5.1 Correlation Analysis .................................................................................. 51
  4.5.2 Regression Analysis ................................................................................... 53

CHAPTER FIVE ........................................................................................................ 58
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS ................................ 58
  5.1 Introduction ..................................................................................................... 58
  5.2 Summary of Findings ..................................................................................... 58
    5.2.1 Continuous Improvement ........................................................................ 58
    5.2.2 Employee Empowerment ....................................................................... 58
    5.2.3 Top Management Commitment ............................................................. 59
    5.2.4 Customer Orientation ............................................................................ 59
  5.3 Conclusions of the Study ............................................................................... 60
    5.3.1 Continuous Improvement ........................................................................ 60
    5.3.2 Employee Empowerment ....................................................................... 60
    5.3.3 Top Management Commitment ............................................................. 60
    5.3.4 Continuous Improvement ........................................................................ 61
  5.4 Recommendations of the Study ................................................................... 61
    5.4.1 Continuous Improvement ........................................................................ 61
    5.4.2 Employee Empowerment ....................................................................... 61
    5.4.3 Top Management Commitment ............................................................. 62
    5.4.4 Customer Orientation ............................................................................ 62
  5.5 Suggestion for Further Studies ..................................................................... 62
REFERENCES ......................................................................................................... 63
APPENDICES .......................................................................................................... 70
Appendix I: Introductory Letter ........................................................................ 70
Appendix II: Questionnaires ............................................................................... 71
Appendix III: University Approval Letter .......................................................................................... 76
Appendix IV: Research Permit ........................................................................................................ 78
Appendix V: List of Public Secondary Schools in Garissa County.................................................. 79
LIST OF TABLES

Table 2.1: Summary of Literature Reviewed and Research Gaps ........................................ 29
Table 3.1: Target Population .................................................................................................. 35
Table 3.2: Reliability Test Results ......................................................................................... 37
Table 4.1: Response Rate ....................................................................................................... 40
Table 4.2: Respondents’ Age Bracket .................................................................................... 42
Table 4.3: Continuous Improvement ....................................................................................... 44
Table 4.4: Employee Empowerment ....................................................................................... 46
Table 4.5: Top Management Commitment ............................................................................ 47
Table 4.6: Customer Orientation ............................................................................................ 49
Table 4.7: Performance of Public Secondary Schools ............................................................. 50
Table 4.8: Correlation Analysis .............................................................................................. 51
Table 4.9: Model Summary ................................................................................................... 53
Table 4.10: Analysis of Variance ............................................................................................ 54
Table 4.11: Coefficient ........................................................................................................... 54
LIST OF FIGURES

Figure 2.1: Conceptual Framework ................................................................. 32

Figure 4.1: Respondents’ Gender ................................................................. 41

Figure 4.2: Respondents’ Gender ................................................................. 42

Figure 4.3: Respondents’ Education Level ...................................................... 43
<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CBC</td>
<td>Competency Based Curriculum</td>
</tr>
<tr>
<td>CDE</td>
<td>County Director of Education</td>
</tr>
<tr>
<td>DQAS</td>
<td>Directorate of Quality Assurance and Standards</td>
</tr>
<tr>
<td>ICT</td>
<td>Information Communication Technology</td>
</tr>
<tr>
<td>KCPE</td>
<td>Kenya Certificate of Primary Education</td>
</tr>
<tr>
<td>KCSE</td>
<td>Kenya Certificate of Secondary Education</td>
</tr>
<tr>
<td>KESSP</td>
<td>Kenya Education Sector Support Programme</td>
</tr>
<tr>
<td>MoEST</td>
<td>Ministry of Education Science and Technology</td>
</tr>
<tr>
<td>NACOSTI</td>
<td>National Commission for Science, Technology and Innovation</td>
</tr>
<tr>
<td>QASOs</td>
<td>Quality Assurance and Standards Officers</td>
</tr>
<tr>
<td>SPSS</td>
<td>Statistical Package for Social Sciences</td>
</tr>
<tr>
<td>TPD</td>
<td>Teacher Professional Development</td>
</tr>
<tr>
<td>TSC</td>
<td>Teachers Service Commission</td>
</tr>
</tbody>
</table>
OPERATIONAL DEFINITION OF TERMS

Continuous improvement  Refer to the process and company philosophy that create a never-ending search for higher levels of performance within organizations. It was measured in terms of cost cutting, employee engagement and learning culture.

Customer orientation  The process of delivering supportive, personalized, and holistic results to customers. It was measured in terms of system and processes, curriculum development and products and services.

Employee empowerment  Refer to a management philosophy that emphasizes the importance of allowing employees to make independent decisions and act on them. It was measured in terms of in-house training, external training and professional growth and development.

Organizational performance  Refer to the way in which an organization has achieved its goals and objectives. It was measured in terms of academic results, teacher retention and effectiveness.

Top management commitment  A situation whereby educational managers participates directly in matters concerning motivating employees, organizing, planning etc. It was measured in terms of planning, resource allocation and motivation.

Quality management practice  Refers to the methods that the public secondary
schools uses in improving processes, products, services and culture at all levels to ensure sustainability objectives of the schools. It was measured in terms of continuous improvement, employee empowerment, top management support and customer orientation.
ABSTRACT

A number of stakeholders have voiced concerns about what they see as a lack of or inadequate planning practices in schools. Additionally, the majority of schools fall short of their goals and objectives, which is evident in their students’ poor academic performance. Since its independence, Garissa County has lagged behind in education. Similar to other organizations, schools also experience similar performance influences. In comparison to the average national level, the County has been recording low enrollment, retention and examination results. Therefore, this study sought to investigate the influence of quality management practices on the performance of public secondary schools in Garissa County, Kenya. The study specific objectives were to examine the influence of continuous improvement, employee empowerment, top management support and customer orientation on the performance of public secondary schools in Garissa County, Kenya. The study was guided by Deming Theory, human capital theory, contingency theory and customer relationship theory. The study used descriptive research design. The study target population was 41 public secondary schools in Garissa County, Kenya. The respondents were 82 respondents comprising of 41 school principals and 41 deputy school principals. A census of 82 respondents was carried out. Data was collected using questionnaire. Questionnaires were piloted in two secondary schools in Mwingi County involving 4 respondents. Validity of the questionnaire was assessed using content validity, construct validity and criterion validity. Chrobach alpha test was used to determine reliability of the instrument. Quantitative data was analyzed using descriptive statistics such as mean and standard deviation. Inferential statistics involved the use of multiple regression and correlation analysis. Inferential statistics such as regression analysis. The results of quantitative data were presented using tables and figures. The study revealed that continuous improvement, employee empowerment, top management commitment and customer orientation had a positive significant influence on the performance of public secondary schools in Garissa County, Kenya. The study concluded that at the point when a school is consistently improving, different little, gradual changes are happening day to day and in manners that aggregately, after some time, influence numerous elements of a school or educational system, employees who are empowered are more motivated, invested, and dedicated to their work, which results in increased innovation, quality, and productivity, the top management’s commitment to quality is very important because they provide the resources for implementation and maintenance of the management system which contains all the processes related to quality and that providing better customer service makes students happier and more productive which leads to better school rankings in the long run. The study recommended that schools must have the staff knowledge, abilities, and expertise necessary for continuous improvement to improve educational outcomes and sustain improvement over time, when communicating with employees, leaders and managers should be transparent, clear, and consistent, the board of management should formulate policies that would enhance support from the entire management to ensure smooth operations of activities hence improving the general performance of secondary schools in the county and that delivering excellent customer service necessitates getting the right information to the right people at the right time.
CHAPTER ONE
INTRODUCTION

1.1 Background to the Study

The performance of an organization largely depends on how it implements its strategy. As a result, in order for schools to improve their performance, they must work on focused and feasible projects (Kelchtermans, 2016). Wachira and Anyieni (2017) observe that every school aspires to successful performance and good results, but this has proven difficult given that each year, only a small number of students are accepted into universities which suggests that the strategic plans are not successfully implemented in the majority of schools. Normally, internal school factors like administrative rules and instructional resources determine how well a school performs. Therefore, putting strategies into practice can aid schools in setting goals and achieving objectives.

Heyneman (2018) observe that at all educational levels, improving education quality has become a global agenda. In addition to preparing people for higher education, the quality of basic education is crucial for giving people the foundational life skills they need. Numerous international forums and declarations have committed to raising the standard of education because doing so ensures greater access and equality, among other benefits. Somerset (2020) observes that enhancing education quality has taken on utmost priority in the field of education. Therefore, every nation should implement policies as intended and closely monitor its educational system in order to raise standards and performance.

Quality in education is highly needed in the globalization era as it is believed that a quality education system can produce a workforce with superior personal characteristics, such as being innovative, productive, skillful, competitive, resilient and creative (Paul, 2019). In
recent years, Prajogo and Mc Dermott (2021) observe that educational institutions have shown interest and commitment to the implementation of TQM based on quality of teaching, quality of teachers and quality management and it is achieved through effective management strategies in an organization.

In a number of the world’s wealthiest countries, including the United States, France, and Germany, the effectiveness of public education is a matter of great concern. In particular, Tirozzi and Uro (2017) observe that concerns about the performance of public education in the United States are not new; in fact, complaints about performance go back almost to the nineteenth century birth of public education in this country. According to Brookhart (2019) nearly all states have implemented standards-based reform programs, which include defining the knowledge and skills students should possess at each grade level, testing students to determine whether they have mastered the standards, and imposing penalties on students or teachers if their performance is deemed to be below the expected standards.

Rafiq, Fatima, Sohail, Saleem and Khan (2018) observe that Pakistan offers a wide range of public and private institutions. Due to better educational systems, test requirements, and standards for knowledge creation and evaluation, private schools are becoming more popular and attractive for the majority of students, while relatively less expensive but ineffective public schools are losing their appeal. Similarly, Farid and Akhtar (2020) observe that parents prefer to send their children in private schools and avoid public schools. Therefore, the public education system in Pakistan needs to foster a tolerant citizenry, capable of competing in the labour market and supportive of democratic norms within the country and peace with the outside world.
The performance of public basic schools and private schools differs in Ghana. The leadership skills required to create effective schools must be possessed by the heads of public elementary schools if they are to be successful in closing the achievement gap (Zame, Hope & Respress, 2018). Dei (2019) observes that head teachers must be prepared through leadership development in order to develop the necessary leadership skills; this component is missing from Ghana's educational reforms. However, Ghana’s preparation of head teachers who have undergone rigorous leadership training presents a leadership challenge. Without strong fundamental school leadership, it is more likely than not that systemic educational reform that results in a high-quality educational system will remain elusive.

Ojiambo (2009) observe that since gaining independence in 1963, Kenya has implemented a number of reforms that demonstrate its commitment to enhancing its educational system. Various efforts have been made to improve quantitatively and qualitatively all levels of formal schooling in Kenya. This is evidenced by the quantitative expansion of educational facilities to make primary education more readily available to all children of school-going age, the establishment of more secondary schools, and the revision of the curriculum. Since independence in Kenya performance of Education sector has been deteriorating largely as a result of management systems which put emphasis on compliance with processes rather than results. Kenya has recognized this integral role and juxtaposed its national and developmental goals to education (Ojiambo, 2019). The catalytical roles in developing human capabilities that promote functionings and wellbeing have been well articulated. In Kenya, the government introduced subsidized secondary education in 2008 to cater for teaching and learning resources. The government also trains and employs University graduates who specialize in teaching two subjects only for quality purposes (MoEST, 2014).
1.1.1 Organizational Performance

Organizational performance is the way in which an organization has achieved its goals and objectives. The performance ought to be based on qualitative and quantitative measurement indicators together with the market the organization has acquired, gain from what it has invested and profits made (Jenatabadi, 2017). According to Abu-Jarad, Yusof and Nikbin (2019) performance of the organization into categories that include the way an organization is able to offer the best products or services with a structure that is very effective, attains its set mission and realizes its goals.

Organizational performance refers to how an organization uses its financial resources to achieve overall business goals, and includes the organization's actual outputs or outcomes measured against its stated goals and objectives (Chearskul, 2018). According to Brudan (2019), organizational performance is defined as the ability of an organization to effectively and efficiently achieve its goals with limited resources. Thus, performance appraisals provide insight into an organization's financial capacity, compliance, effectiveness, and efficiency.

According to Ricardo and Wade (2017), organizational performance is defined as the ability of an organization to achieve its goals and objectives by using its resources effectively and efficiently. According to Richard, Devinney, Yip, and Johnson (2019), organizational performance is defined as an organization’s ability to optimize its strengths while overcoming weaknesses and neutralizing threats while taking advantage of opportunities to achieve its goals and objectives. Therefore, it can be said that without an understanding of performance, the management of these companies will have difficulty knowing when to change the organization.
Lamas (2015) defines school performance as the positive effects of schools and its actors on achieving goals related to academic achievement and personal development of children, which is reliant on school stakeholders. Marks and Printy (2018) observe that the extent to which an academic institution has met its short or long-term educational objectives is referred to as school performance. In addition, the goal of school performance is to meet an educational objective. Intelligence level, personality, motivation, talents, interests, study habits, self-esteem, and the teacher-student connection are all important. The location, sector, school size, and socioeconomic status of the student intake are all factors that influence school performance.

Mishra and Pandey (2018) observe that quality of education is an important issue in the world of competitive environment. Therefore, changes or amendments are required in the educational process to improve education. According to Murad and Rajesh (2020) education is an indispensable requirement for the national growth and development. Therefore, there is intense need of quality management in the educational sector especially at the basic level. The basic educational system acts as foundation stone for the academic future of every nation which is possible by ensuring principles of quality management of basic schools.

Schools should work to improve their performance by implementing new rules, setting high standards, holding employees accountable, analyzing recent data, and introducing new levels of rigor in the classroom (Ngutu & Kavindah, 2019). According to Ayeni (2018), school performance indicators should be linked to school development goals and should concentrate on both student outcomes and the institution’s internal circumstances. To ensure that school performance improves, the Ministry of education suggests that qualified instructors be hired to assist in the implementation of plans. Therefore, the organizational design of the school
needs to be altered to encourage collaboration among stakeholders and enhance rapport between students.

1.1.2 Quality Management Practices

Quality Management (QM) practice is a concept that focuses on the overall management of the organization with an objective to deliver quality products or services to customers and creates a productive organizations and a high-performance work culture (Chen, 2019). Karahan and Mete (2020) observe that quality management practices help the organization to achieve and maintain a desired level of quality within the organization. Therefore, the aim of quality management is to ensure that all the organization’s stakeholders work together to improve the company’s processes, products, services, and culture to achieve the long-term success that stems from customer satisfaction.

Sahney, Banwet and Karunes (2019) observe that schools are becoming increasingly aware of rising standards, having access to wide range of services to choose. There is an ever-increasing demand for quality product and/or services and this global revolution has forced organizations to invest substantial resources in adopting and implementing quality management practices. According to Wani and Mehraj (2021) quality management is a management philosophy, which focuses on work, processes and people with major concern for satisfying customers and improving the organization’s performance. Therefore, the use of strategic approach to quality management in schools will therefore improve their performance. In this study, educational reforms practices will include; continuous improvement, employee empowerment, top management commitment and customer orientation.
Anderson and Kumari (2018) observe that continuous improvement is a process that can support educational stakeholders in implementing and studying small changes with the goal of making lasting improvement. Continuous improvement helps educators address a specific problem through the use of iterative cycles to test potential solutions to the identified problem. According to Pineno (2021) the continuous improvement starts with a mission statement. A school develops and publishes a mission statement or its equivalent that provides direction for making decisions. The mission statement derives from a process that includes the viewpoint of various stakeholders. Therefore, continuous improvement should be embedded in day-to-day work in a systemized manner.

According to Berraies, Chafer and Yahie (2017) empowerment is the period of improving the decision making ability of the employees through cooperation, sharing, training, education and team work. Baird and Munir (2018) observe that the greatest assets of any organization are its human resource and many resources are spent by organizations in building the capacities of their employees. This is due to the fact that human resource capacity building equips employees to achieve organizational goals and objectives and mandate. Therefore, empowerment of employee will guide the productivity improvement, job satisfaction and individual and organizational performance.

Top management support is the degree to which the top management understands the importance of the school function and is personally involved in school activities (Thompson, 2017). Since independence, the Kenyan government has demonstrated commitment to the provision of quality secondary school education through allocation of financial resources, provision of trained teachers and establishment of quality assurance department (Republic of
Kenya, 2020a). Therefore, school leadership responsibilities should be defined through an understanding of the practices most likely to improve teaching and learning.

Grizzle, Zablah, Brown, Mowen and Lee (2019) indicate that customer orientation is an organizational approach that puts the needs of the customer over the needs of the organization. According to Mouritsen (2020) a truly customer-oriented organization must put the customer at the very center of its values and goals and every department must be based on this philosophy. In addition, employees who feel they make a difference and bring value to customers are often more satisfied with their jobs. This can lead to higher productivity and higher quality work. Therefore, customer orientation emphasizes on understanding customers real needs and satisfying them better to achieve a better performance.

1.1.3 Public Secondary Schools in Garissa County, Kenya

According to Kenya Education Sector Support Programme (KESSP 2005-2010), delivering quality, education and training to all Kenyans, students are admitted to Kenya secondary schools (high schools) on the basis of scores in Kenya Certificate of Primary Education (KCPE). They take four years to prepare for tertiary education. Most students start to shape their future in pursuing subjects that will take them to their careers. Kenya Certificate of Secondary Education (KCSE) is taken at the end of secondary education. There are two categories of secondary schools – public secondary schools and private secondary schools. Public secondary schools are government aided (funded) in terms of tuition fees and teachers. Public secondary schools are further categorized into national schools, extra county schools, county schools and sub-county schools.

Secondary education program is geared towards meeting the needs of both the students who terminate their education after secondary schools and those who proceed to higher education.
The objectives of secondary education are: to prepare students to make a positive contribution to the development of society and to acquire attitudes of national patriotism, self-respect, self-reliance, cooperation, adaptability and a sense of purpose and self-discipline (Ngware, Wamukuru, & Odebero, 2019). Amuko, Mihezo and Ndeuthi (2020) observe that due to the rapidly rising number of primary school graduates requesting admission to secondary schools, there has been a significant increase in both the number of secondary schools and in the number of students enrolled. In addition to ensuring an equitable distribution of educational resources that ensures opportunities for all students, regardless of their origin, creed, race, or region, the curriculum addresses the need to provide practical skills applicable to a wide range of job opportunities.

According to Kenya’s Education Master Plan for Education and Training 1997 to 2010, true quality does not come from merely passing tests or receiving a diploma but rather from the growth of a person’s independent, analytical, and creative potential as well as their spiritual, moral, and ethical values. This implies generally accepted criteria for evaluation (Republic of Kenya, 2015). According to Bunyi (2018), the main factors influencing the provision of high-quality education are curriculum content, appropriate instructional materials and equipment, physical facilities, supportive learning environments, the caliber of the teaching staff, and the assessment and monitoring of students’ academic progress.

In Garissa County, there are 239 teachers and 12,497 students enrolled in the Garissa County’s 41 secondary schools, including 7,935 boys and 4,562 girls. This is equivalent to 6% of students in secondary school. There are 52 students for every teacher. The net enrollment rate in secondary schools is 5.5%, and completion and retention rates are 84% and 66% respectively.
1.2 Statement of the Problem

The TSC in its Strategic Plan (2015 - 2019) has established teacher competence, conduct and performance management pillar which aims at ensuring teacher quality at the entry, effective welcoming of newly recruited teaching staff and support in adjusting to the roles, in-service programmes, supervision and reliable appraisal systems at all levels. The pillar is also meant to strengthen quality assurance and standards of the teaching services at the county and sub-county levels (TSC Strategic Plan, 2015-2019). However, Garissa County has lagged behind in education. Similar to other organizations, schools also experience similar performance influences.

Garissa County has been lagging behind in education since independence. The public secondary schools have been performing poorly in terms of enrollment, retention and examination results as compared to the average national level. For example, out of 357,488 candidates who sat for the 2022 Kenya Certificate of Secondary Education, only 27% obtained mean grade of C+ and above, which was considered the minimum university entry benchmark. Garissa County has been experiencing low teacher retention rate for the last five years according to County TSC Office report of 2022 which leads to low retention rate leading to high rate of teacher turnover. Also in comparison to the average national level, the County has been recording low enrollment, and examination results. In line with the governments agenda to ensure the constitutional rights of education to every child is observed.

As study by Mwihandi (2016) examined the influence of quality management principles on performance of public secondary schools in Kajiado North sub county, Kenya and established that employee involvement had the strongest correlation to academic
performance. However, the study context was Kajiado North sub county, Kenya. Kavutai (2019) study examined the effects of quality management practices on performance of public secondary schools in Makueni County, Kenya. The study also found out that communication, employee empowerment and involvement, top management commitment and training and development influenced performance of public schools in Makueni County. However, the study focused on secondary schools in Makueni County. Kakingo and Lekule (2021) study examined the influence of quality management on students’ academic achievement in public secondary schools in Ifakara Town Council and found that TQM enhances good leadership and encourages goal setting in the organization which leads to students’ academic achievement.

Amie-Ogan and Helen (2021) study investigated the influence of quality management strategies on school performance in public senior secondary schools in port Harcourt Metropolis Of Rivers State and the findings of the study showed that employees’ involvement and benchmarking have a significant positive relationship with the performance in public senior secondary schools. Gatimbu (2021) study investigated quality management enablers on performance of Public Universities in Nyeri County, Kenya and found employee development help the organization meet and even exceed performance expectations and equips employees to better handle the changes that might happen within the organization. However, the study focused on institutions of higher learning. Therefore, this study sought to investigate the influence of quality management practices on the performance of public secondary schools in Garissa County, Kenya.

1.3 Objectives of the Study
This section provides the general and specific objectives of the study. These are presented as follows:

1.3.1 General Objective

The general objective of this study was to investigate the influence of Quality management practices on the performance of public secondary schools in Garissa County, Kenya.

1.3.2 Specific Objectives

i. To examine the influence of continuous improvement on the performance of public secondary schools in Garissa County, Kenya.

ii. To establish the influence of employee empowerment on the performance of public secondary schools in Garissa County, Kenya.

iii. To determine the influence of top management commitment on the performance of public secondary schools in Garissa County, Kenya.

iv. To find out the influence of customer orientation on the performance of public secondary schools in Garissa County, Kenya.

1.4 Research Questions

The study sought answers to the following questions:

i. What is the relationship between continuous improvement and the performance of public secondary schools in Garissa County, Kenya?

ii. How does employee empowerment affect the performance of public secondary schools in Garissa County, Kenya?

iii. To what extent does top management commitment influence the performance of public secondary schools in Garissa County, Kenya?
iv. What is the influence of customer orientation on the performance of public secondary schools in Garissa County, Kenya?

1.5 Significance of the Study

The study findings will be of significant to principals, Ministry of Education, and scholars in a number of ways. The study’s findings will outline the difficulties secondary school administrators face when implementing quality management practices, and get to the recommended strategies that can be taken to help them develop and successfully implement the reforms. The government and the policy makers will benefit from the study findings by using to the recommendation given and formulate policies to help secondary school management in the implementation of quality management practices, which will improve the effectiveness and efficiency of the institutions as well as the secondary education's quality for the nation's social and economic development. Other researchers will benefit from the study by seeking to address the gap that will be identified by the study on the relevant topic in the context of schools, the study will also stimulate research in this area and will contribute to the body of knowledge on educational reforms in schools.

1.6 Scope of the Study

The study was carried out in public secondary schools in Garissa County, Kenya. The quality management practices include; continuous improvement, employee empowerment, top management commitment and customer orientation. The respondents were school principals and teaching staff. Data was collected using questionnaires. The study was guided by Deming Theory, human capital theory, contingency theory and customer relationship theory. Performance of schools was based on the last 5 years (2018 – 2022). This is because during this period many educational reforms have been introduced in public secondary schools.
1.7 Limitations of the Study

Getting the respondents to participate fully in the study could present difficulties because some may develop fears about becoming victims. This was lessened by offering a letter of introduction from the university that further explains the purpose of the study. It was difficult to determine the respondent's sincerity in answering the questions. However, testing of the items in the questionnaires' reliability and validity were assured.

1.8 Organization of the Study

This project comprises five chapters. Chapter one presents the background to the study, statement of the problem, objectives of the study, research questions, significance of the study, scope of the study and limitation of the study. Chapter two presents the theoretical review, empirical review, summary of the literature review and research gaps. Chapter three highlight the research methodology including research design, target population, sampling and sample size, research instruments, pilot study, data collection techniques, method of data analysis and ethical considerations. Chapter four highlights the research findings and discussions. Chapter five covers the summary of findings, conclusions, recommendations and suggestions for further studies.
CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction
This chapter covers theoretical review, empirical review, summary of literature reviewed and research gaps and conceptual framework.

2.2 Theoretical Literature Review
This section addresses models and theories that were used to guide the study variables. These theories include; Deming Theory, human capital theory, contingency theory and customer relationship theory.

2.2.1 Deming Theory
The Deming theory was founded by Deming in the year 1966. The Deming's management system was philosophical, based on continuous improvement toward the perfect ideal and believed that a commitment to quality requires transforming the entire organization. Deming emphasized surveying customers, consulting production-line workers to help solve quality problems, and teamwork. Deming saw businesses as bedrock institutions in a society—much like churches and schools. Companies attain long-term success only if business leaders make their employees’ contributions matter. If organizations use their employees' ideas, they will improve efficiency and productivity (Deming, 1966).

According to Noguchi (2015) the Deming’s Theory is a system-based management philosophy framework that “represents a holistic approach to leadership and management.” Deming outlined what he found to be the managerial changes necessary to improve quality. In short, when executed, the framework creates continuous improvement in people and organizations. It gives leaders a roadmap for how to work with teams and organizations as
systems, rather than focusing on problems with or actions of the individual people working within silos.

The Deming’s theory is important in this study because it informs that there is always a solution within the workings of the system. For example, the focus on school performance should be on system improvement, process improvement, and on the organization working as a whole organism. In addition, Deming's theory of profound knowledge is a management philosophy grounded in systems theory. It is based on the principle that each organization is composed of a system of interrelated processes and people which make up system's components. Deming’s insights into management, quality and productivity provide a pathway for transformation in the education system one that cultivates a student’s innate curiosity and motivation.

2.2.2 Human Capital Theory

The theory of human capital is based on macroeconomic development theory (Schultz, 1993). An individual attributes according to the theory of human capital are related to his productivity and productive individuals are an asset that leads to enhanced company efficiency (Becker, 2009). Singh, Terjesen and Vinnicombe (2008) emphasize that males and females have distinct human assets, i.e. knowledge, abilities and experiences, leading through diversity to a competitive benefit. This diversity of gender can be discovered in distinct instructional and work-related experiences as well as in leadership and risk-taking activities, so one hypothesis is that team performance can be improved by combining distinct abilities, experiences and behaviors.

This theory is relevant to the study as it holds that it is the key competences, skills, knowledge and abilities of the workforce that contributes to organizations competitive
advantage. It focuses attention on resourcing, human resource development, and reward strategies and practices. Organizations strive to optimize their workforce not only to attain company objectives through extensive human capital development programs, but most importantly for long-term survival and sustainability. Businesses will need to invest resources to guarantee that staff have the expertise and abilities they need to operate efficiently in a quickly evolving and complicated setting. The theory is used to explain employee empowerment variable.

2.2.3 Contingency Theory

Fiedler (1964) presents the contingency model in which the author proposes that effective strategy implementation depended upon the proper match between a leaders’ ability to lead is contingent upon situational factors that include the leaders’ capabilities, preferred style, and behavior, competency of employees. This theory propounded that leaders should adopt that style which best to the situation and immediately stimulate the employee performance.

The contingency theory of leadership supposes that a leader’s effectiveness is contingent on whether or not their leadership style suits a particular situation (Kerr, Schriesheim, Murphy & Stogdill, 2017). According to this theory, an individual can be an effective leader in one circumstance and an ineffective leader in another one. However, Peters, Hartke and Pohlmann (2015) believe this model does not allow enough flexibility because it does not believe that leaders are capable of changing their leadership styles. Therefore, in order for the managers to maximize their likelihood of being a productive leader, this theory posits that they should be able to examine each situation and decide if their leadership style is going to be effective or not.
This theory is relevant to the study as it shows that an effective leader has a responsibility to provide guidance and share the knowledge to the employee to lead them for better performance and make them expert for maintaining the quality of work during project implementation process and providing necessary support to project team members is such a great responsibility. The introduction of clear standards of leadership promotes the core values and maturity on their role and responsibility thus effective and efficient strategy implementation towards better organizational performance. The theory supports top management commitment variable.

2.2.4 Customer Relationship Theory

The theory of customer relationship management by Laatuyhdistys (1995) will anchor the study which states that the management of customer relationship focuses on the evaluation on how an organization will conduct their customers efficiently. It also involves on the way the organization obtains information concerning the needs of customers and be able to predict their future expectations hence maintain those customers.

The postulation of the importance of the theory in enhancing practices focusing on customer quality, Prahalad and Ramaswamy (2014) show that customers not only get interested in buying a brand, but expect to gain a sense of belonging. Therefore, this should begin by identifying the needs of customers and then creating a match to the goods and services. Therefore, the organization should keep on improving their products and services to meet the changing needs of their customers so that they offer products that fit the requirements of their customers, lifestyle and their expected user patterns.

Kotler and Keller (2009) indicate that organizations struggle in implementing continuous improvement of their products and services so that they can retain their customers.
Organisations go beyond incorporating these guidelines towards achieving their vision guided by customer shift, technological changes and compliance of rules thus positively changing the attitude of their staff.

The relevance of this theory is that it shows that enhancing the relationship of customers assists organizations in building trust thus bringing about needs of the customers and hence satisfy them. The positive customer relationship is a strategy by the management that lead to better performance since customers become loyal to the organization. The theory is used to explain customer orientation variable.

2.3 Empirical Literature Review

2.3.1 Continuous Improvement and Performance

Al-Mekhlafi and Osman (2019) study examined the effect of a continuous improvement model in enhancing school effectiveness in Oman. As a part of a four-year longitudinal research project, the study used a quasi-experimental research design to examine the impact of a holistic school improvement model on enhancing overall school effectiveness in Oman. The sample consisted of 16 intact classes selected from 8 schools (4 experimental and 4 control groups), with a total of 2378 students (1157 from grade nine classes and 1221 from grade seven classes). The study revealed significant differences in overall school performance across the four years between the control and experimental schools, in favour of the experimental group. However, the study used a quasi-experimental research design.

Khan, Ali and Hongqi (2018) study investigated the impact of continuous improvement on school performance insight from Colombia: an empirical study. A sample size of 40 schools was selected to collect information via in-depth interview with school managers. The result shows that by bringing innovation to the work place increasing efficiency and reduce the
defect rate will leads the company to improve the quality standards in schools. However, the study used qualitative data.

Mahmood and Ismail (2018) study examined the effects of continuous improvement on performance of public schools in Pakistan. Descriptive survey research design was adopted for the study. Questionnaires were used to collect data from principals, teachers, and students. The study targeted all public schools in Pakistan. Stratified random sampling technique was used to select individual respondents. The study sample was a total of 384 principals, teachers, and students, equally drawn from the 167 public secondary schools. The study found that continuous improvement as part of quality management is considered as the most important factor in education system. However, the study focused on the performance of schools in Pakistan.

Fareo (2020) study investigated the influence of continuous assessment on academic performance of secondary school students in Biology in Hong local government area of Adamawa State, Nigeria. The population of the students was all teachers in public secondary schools in Hong Local Government Area of Adamawa State, out of which a sample size of two hundred was drawn through stratified sampling technique. There was a significant relationship between continuous assessment scores and academic performance of students in Biology. There was no significant difference between the perception of male and female teachers on attitude of students towards continuous assessment. However, the study focused on one subject.

Samson and Allida (2018) study investigated the influence of continuous improvement on school performance in primary schools of Ibulanku sub-county, Iganga district (Uganda). This study used descriptive design, specifically literature from the library and key informant
interviews were used to complement the information on the Influence of continuous assessment on academic performance in primary schools. The study found that ‘Continuous assessment also encourages the teachers to implement the designed instruction objectives as well as to diagnose the strength and weakness of the individual children and to apply corrective actions when lack of progress is observed. However, the study focused on primary schools of Ibulanku sub-county, Iganga district (Uganda).

Osafo-Acquah and Asamoah-Gyimah (2009) study investigated the impact of continuous improvement on the academic performance of pupils in new Edubiase Methodist primary school in the Adansi East District of Ghana. The sample for the study included teachers of the New Edubiase Methodist Primary School and the parents who have their children in the school, numbering 58. The instruments used to collect data were questionnaire and interview. In analyzing the data, frequencies and percentages were used. The study revealed the following: The introduction of the continuous improvement programme has helped to improve academic performance of the pupils in New Edubiase Methodist Primary School. However, the study respondents were purposively selected.

Mwihandi (2016) study examined the influence of continuous improvement on performance of public secondary schools in Kajiado North sub county, Kenya. A review of related literature was carried out and a conceptual framework drawn to express the research premise. A purposeful sampling technique was applied to identify 4 schools out of the 6 public secondary schools in Kajiado North Sub County. Data collection was done through questionnaires for students, teachers and HoDs and an interview guide for principals/deputy principals. Data was analyzed using descriptive and inferential statistics. The study found that continuous improvement had the strongest correlation to school performance.
Kandie, Kemboi and Oloko (2016) study examined the effect of continuous improvement on performance of public universities in Kenya. The study used cross-sectional descriptive survey research design to ascertain the moderating effect of continuous improvement on the performance of Kenya’s Public Universities. A census survey was used since all 22 Kenyan Public Universities in Kenya were studied. The overall results indicated a significant linear relationship between CI on OP of Public Universities in Kenya. However, the study context was public universities in Kenya.

2.3.2 Employee Empowerment and Performance

Muhammad and Chaudhary (2020) study investigated the relationship of teachers’ empowerment and organizational commitment at secondary school level in Punjab. The public secondary school teachers of Punjab were the focus group of the study. The researcher developed instruments of teachers’ empowerment and organizational commitment to gather information from sample of the study. The research design was correlation based on survey. A multistage random sampling technique was used to collect data of 1200 teachers. Results of the study showed positive strong relationship between teachers’ empowerment and organizational commitment. School management must incorporate teachers’ empowerment as motivational technique to enhance teachers’ commitment toward teaching profession. However, the study used a multistage random sampling technique.

Kasim, Su, Hassan, Nor, Singh and Singh (2022) study examined the significance of Empowering Leadership towards High-Performance School Leaders in Malaysian High-Performance Schools. The instrument used is a questionnaire adopted from several questionnaires developed by previous researches on empowerment and high-performance school leaders. A total of 486 questionnaires were distributed to the respondents of 14 high
performing primary schools in Kelantan, Terengganu and Pahang using the random sampling technique. The findings show that variables of empowering leadership exerted a significant influence on high performance school leaders. In addition, the results of this study support the contributions of the study that have been proposed. However, the respondents were selected using simple random sampling technique.

Tsegaye (2018) study examined empowering public secondary school principals to perform instructional leadership roles in the Amhara region, Ethiopia. The study relies on related literature review along with primary data collected through questionnaires and semi-structured interviews. The units of analysis were 358 teachers and 76 principals for quantitative data as well as 6 head principals and 12 owners of core processes for teachers, principal, and supervisors development for qualitative data. Teachers and principals were selected using random and convenience sampling methods respectively. This study identified that principals credited much of their empowerment to access for resources and support from supervisors, they also attributed much of their perceptions to themselves. However, the study used qualitative data.

Mosoge and Mataboge (2021) study investigated the empowerment of the School Management Team by Secondary Schools' Principals in Tshwane West District, South Africa. The study used a quantitative method involving the use of a questionnaire. The study population consisted of 90 principals and deputy principals and 165 heads of department in Tshwane-West District. Data analysis consisted of descriptive and inferential statistics. The greatest challenge is the administrative workload experienced by principals. The study also found that rural principals perform the duties of instructional leadership more than the urban principals. However, the study focused on only school management team.
Waira (2020) study investigated the relationship between teacher empowerment and Teacher’s Performance in Public Secondary Schools in Uganda: A Case Study of Selected Public Schools in Bulambuli District. A descriptive research design which incorporated quantitative and qualitative approaches was adopted. A survey was carried out with 100 respondents including ordinary teachers, department teachers and head teachers in public secondary schools in Bulambuli District, Uganda. In addition, in depth interviews were carried out with head teachers. The study revealed that the empowerment for persons to join the teaching profession was job security and absence of job alternatives but salary was a low consideration. However, the study used simple random sampling method in selecting the respondents.

Okioma (2018) study examined the relationship between empowerment of teachers and performance of public secondary schools in Tiriki west division of Vihiga district, Kenya. The research design was a cross-sectional descriptive design. Data collected was analyzed using descriptive statistics such as frequency distribution, mean scores, percentages and standard, deviations. Pearson's correlation technique was used to test the strength and significance of the relationship between employee empowerment and schools performance. The study found that participation through career development had the least influence on performance. However, the study used cross-sectional research design.

Ibua (2017) study investigated the influence of employee empowerment and performance of public universities in Kenya. A positivist paradigm using descriptive research design was used. The population comprised the staff of Chartered Public Universities in Kenya 2013. Proportionate random stratified sampling and multi stage sampling was used. A sample size of 1,011 staff was selected from employees of Chartered Public Universities in Kenya. A
structured questionnaire with Likert-type interval scale anchored on a five-point scale was used to collect primary data. Descriptive statistics were computed for organizational data and the main characteristics of the study variable. Hypotheses were tested using Pearson’s product moment, simple linear regression, and change statistics for data analysis and tests. The results revealed that employee empowerment have a positive relationship with the performance.

Ashoro, Daniel and Benson (2019) study investigated the effect of teacher empowerment on public secondary school performance in Nakuru Town East Constituency, Kenya. Descriptive survey was used to carry out the research. The target population comprised of 464 public secondary school teachers drawn from schools within Nakuru Town East Constituency. A sample of 83 respondents was drawn using simple random sampling method from the target population. A structured questionnaire was employed to collect data. Data was analyzed using both descriptive and inferential statistics. The study established that there exists a positive and moderately strong correlation between decision making and schools performance.

2.3.3 **Top Management Support and Performance**

Al-Subari, Ruslan and Zabri (2017) study examined the influence of top Management Support as the moderate the Relationship between Internal Environment and Malaysian Universities Performance. The methodological framework that was used in attaining the stated aims and objectives of the study is based on positivist paradigm including quantitative research methodology. The methodology employed was quantitative in nature and descriptive statistics used to analyse data. The study found that top management significantly
moderates the relationship between internal environment and Malaysian universities performance. However, the study focused on Malaysian Universities performance.

Abdirahman (2018) study examined the influence of school management practices and students’ academic performance in selected private Secondary Schools in Bosaso, Puntland Somalia. The study employed a cross-sectional correlation research design using mainly a quantitative approach on a sample of 153 subjects selected from three private secondary schools of Hamdan secondary school, Najah secondary School and Shafi’e secondary School in Bosaso District consisting of head teacher, teachers, and students. Data was collected using a questionnaire. Data was analyzed using frequency, percentages, graphs, correlation and regression analyses. The study found that teacher motivation, student’s motivation and education quality control had a significant relationship with student’s academic performance. However, the study focused on selected private Secondary Schools in Bosaso, Puntland Somalia.

Abidhakim and Wambua (2021) study examined the influence of top management commitment on the performance of county secondary schools in Nairobi City, Kenya. The study population was 57 County Secondary Schools in Nairobi City, and the research design was descriptive. For data collection, self-administered questionnaires were used in the study. The observed data was then summarized and presented in the form of descriptive analyzes. The study concludes, based on the findings, that the support of senior management has a significant impact on the performance of high schools in the City of Nairobi, Kenya. However, the study focused on secondary schools in Nairobi City, Kenya.

Muiruri (2019) study examined the influence of school management practices on students’ performance in Kenya certificate of secondary education examination in Kirinyaga County,
Kenya. The study adopted a descriptive research design. The study target population was 432 comprising of school principals, heads of departments, boards of management chairpersons, parent teachers association chairpersons and student council chairpersons all drawn from 36 secondary schools. The respondents were grouped into strata and simple random sampling technique used to select a sample of 207 subjects. Data were collected using questionnaires and analyzed using descriptive statistics. The study observed that school management commitment had great influence on school performance. However, the study focused on Kirinyaga County, Kenya.

2.3.4 Customer Orientation and Performance

PourKiani and Tanabandeh (2016) study examined the relationship between management commitment to service quality, job satisfaction, and organizational performance in the staff of Islamic Republic of Iran's Custom. Data was collected using questionnaires from senior managers of the organization. Analysis of data involved use of factor analysis, pearson correlation, and multiple regression. Results of these statistical techniques have revealed that there is positive and significant association between customer focus and organizational performance. However, the study used a cross-sectional research design.

A study by Cai (2018) evaluated the importance of customer focus for organizational performance: a study of Chinese companies. The target companies were randomly selected from 29 Chinese provinces using the stratified probability proportional to sizes (PPS) method. Structure equation modelling was utilized to analyze data. It is found that organizational customer orientation affects customer relationship practices, which subsequently influence production performance and customer satisfaction. However, the study focused on Chinese companies.
Yaacob (2014) study assessed the direct and indirect effects of customer focus on performance in public firms. Data were collected from 205 managers within the public service sector, all of whom were directly involved with the process of customer focus. The results of this study revealed that customer focus is a significant predictor of employee satisfaction, innovation, and customer satisfaction. The structural model developed also indicated that there is an indirect relationship between customer focus and customer satisfaction, as determined by employee satisfaction. However, the study used convenience sampling method in sampling the respondents.

Kavulya, Muturi, Rotich and Ogollah (2018) study examined the effect of customer focus strategy on the performance of SACCOs in Kenya. The study was a cross-sectional survey with a descriptive research design. The target population of this study was the 181 authorized deposit taking SACCOs in Kenya that have been in existence for at least the last 5 years SASRA (2014). The study used questionnaires as the main data collection instrument. The study employed descriptive analysis technique on the collected data and multiple regression analysis. Correlation analysis showed that customer focus strategy and performance of SACCOs are positively and significantly associated. However, the study focused on SACCOs

2.4 Summary of Literature Reviewed and Research Gaps
The empirical review highlights studies conducted by various authors on how continuous improvement, employee empowerment, top management support and customer orientation influence school performance. However, these studies were mostly conducted in an international context, with only a few conducted locally using various methodologies. Table 2.1 summarizes
the revised literature and identified study gaps. This served as a guide for the researcher towards filling the gaps from past researches.
<table>
<thead>
<tr>
<th>Name</th>
<th>Study focus</th>
<th>Findings</th>
<th>Gaps</th>
<th>Focus of current</th>
</tr>
</thead>
<tbody>
<tr>
<td>Al-Mekhlafi and Osman (2019)</td>
<td>the effect of continuous improvement model in enhancing school effectiveness in Oman</td>
<td>significant differences in overall school performance across the four years between the control and experimental schools, in favour of the experimental group</td>
<td>The study used a quasi-experimental research design</td>
<td>The study used descriptive research design</td>
</tr>
<tr>
<td>Fareo (2020)</td>
<td>Influence of continuous assessment on academic performance of secondary school students in Biology in Hong local government area of Adamawa State, Nigeria</td>
<td>A significant relationship between continuous assessment scores and academic performance of students in Biology</td>
<td>The study focused on one subject.</td>
<td>The study focused on all aspects of the school performance</td>
</tr>
<tr>
<td>Kandie, Kemboi and Oloko (2016)</td>
<td>Effect of continuous improvement on performance of public universities in Kenya</td>
<td>A significant linear relationship between continuous improvement and performance of Public Universities in Kenya</td>
<td>The study context was public universities in Kenya</td>
<td>The study focused on schools in Garissa County</td>
</tr>
<tr>
<td>Muhammad and Chaudhary (2020)</td>
<td>Relationship of teachers' empowerment and organizational commitment at secondary school level in Punjab</td>
<td>Positive strong relationship between teachers’ empowerment and organizational commitment. School management must incorporate teachers’ empowerment as</td>
<td>The study used a multistage random sampling technique</td>
<td>The study used stratified sampling method</td>
</tr>
<tr>
<td>Authors and Year</td>
<td>Title of the Study</td>
<td>Research Focus</td>
<td>Data Used</td>
<td>Location</td>
</tr>
<tr>
<td>------------------</td>
<td>--------------------</td>
<td>----------------</td>
<td>-----------</td>
<td>---------</td>
</tr>
<tr>
<td>Tsegaye (2018)</td>
<td>Empowering public secondary school principals to perform instructional leadership roles in the Amhara region, Ethiopia</td>
<td>Principals credited much of their empowerment to access for resources and support from supervisors, they also attributed much of their perceptions to themselves</td>
<td>The study used qualitative data</td>
<td>The study used secondary data</td>
</tr>
<tr>
<td>Ashoro, Daniel and Benson (2019)</td>
<td>Teacher empowerment on public secondary school performance</td>
<td>There exists a positive and moderately strong correlation between decision making and schools performance</td>
<td>The study focused on schools in Garissa County</td>
<td>The study used secondary data</td>
</tr>
<tr>
<td>Al-Subari, Ruslan and Zabri (2017)</td>
<td>Top Management Support as the moderate the Relationship between Internal Environment and Malaysian Universities Performance</td>
<td>The top management significantly moderates the relationship between internal environment and Malaysian universities performance</td>
<td>The study focused on schools in Garissa County</td>
<td>The study used secondary data</td>
</tr>
<tr>
<td>Abidhakim and Wambua (2021)</td>
<td>Top management commitment on the performance of county secondary schools in Nairobi City, Kenya</td>
<td>The support of senior management has a significant impact on the performance of high schools in the City of Nairobi, Kenya</td>
<td>The study focused on schools in Garissa County</td>
<td>The study used descriptive statistics</td>
</tr>
<tr>
<td>PourKiani and Tanabandeh (2016)</td>
<td>The relationship between management</td>
<td>There is positive and significant association</td>
<td>The study used a cross-sectional research</td>
<td>The study used descriptive statistics</td>
</tr>
<tr>
<td>Cai (2018)</td>
<td>Importance of customer focus for organizational performance: a study of Chinese companies.</td>
<td>Organizational customer orientation affects customer relationship practices, which subsequently influence production performance and customer satisfaction</td>
<td>The study focused on Chinese companies</td>
<td>The study focused on schools in Garissa County</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Kavulya, Muturi, Rotich and Ogollah (2018)</td>
<td>Effect of customer focus strategy on the performance of SACCOs in Kenya</td>
<td>Customer focus strategy and performance of SACCOs are positively and significantly associated</td>
<td>The study focused on SACCOs</td>
<td>The study focused on schools in Garissa County</td>
</tr>
</tbody>
</table>

**Source:** Researcher (2023)
2.5 Conceptual Framework

A conceptual framework provides a description of the method in which variables being investigated are related to one another. A purpose of having a conceptual framework in a study is to bring out a clear picture of how variables being studied relate to each other as described in Figure 2.1 below:

Independent Variables

- Continuous improvement
  - Cost cutting
  - Employee engagement
  - Learning culture

- Employee empowerment
  - In-house training
  - External training
  - Professional growth and development

- Top management commitment
  - Planning
  - Resource allocation
  - Motivation

- Customer orientation
  - System and processes
  - Curriculum development
  - Products and services

Dependent Variable

- School performance
  - Academic results
  - Teacher retention
  - Effectiveness

Figure 2.1: Conceptual Framework

Source: Researcher (2022)
The relationship between variables is described by figure 2.1 where the independent variables are; the continuous improvement, employee empowerment, top management support and customer orientation. The dependent variable is school performance.
3.1 Introduction
This chapter comprises of the research design, target population, sampling design and sample size, data collection instrument, pilot study, data collection procedure, data analysis and presentation and ethical consideration.

3.2 Research Design
A descriptive research design was used. According to Glass and Hopkins (2016) it is necessary to collect information about events for descriptive research before organizing, tabulating, displaying, and describing the information. Graphs and charts are frequently used in the design to help the reader understand how the data is distributed. Siedlecki (2020) observe that a descriptive research design is a scientific approach that entails observing and describing a subject's behavior without in any way influencing it. Therefore, this design was used to observe the population under study in an entirely natural and unaltered natural setting.

3.3 Target Population
The unit of analysis was public secondary schools in Garissa County, Kenya which was 41 in total (see appendix III). The respondents were 82 comprising of 41 school principals and deputy school principals. This is shown in Table 3.1.
Table 3.1: Target Population

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Target Population</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>School principals</td>
<td>41</td>
<td>50.0</td>
</tr>
<tr>
<td>Deputy school principal</td>
<td>41</td>
<td>50.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>82</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

*Source: Ministry of Education, CDE Garissa County, Kenya Report of 2022*

3.4 Sampling Design and Sample Size

Bhardwaj (2019) observe that sampling helps researchers save money by enabling them to obtain the same information from a sample as they would from the population. A census of 82 respondents was carried out. This is because according to Mugenda and Mugenda (2003) the whole population in quantitative study may be studied if it is below 100 cases.

3.5 Data Collection Instrument

The instruments that were used to collect data were questionnaires for all the respondents. Questionnaires had five points Likert scale were used to obtain data from the field. This was possible because the sampled respondents are considered to understand that study questions which minimizing interpretations of the questions thus making it cheaper and faster to collect data. The instrument was divided into different sections covering the variables being studied. Section A collected data regarding the demographic data of the respondents. Section B collected data on continuous improvement. Section C collected data on top management support. Section D collected data on customer orientation and Section E collected data on organizational performance. Likert scale was used to allow the respondents to express their level of agreement to some listed questions pertaining to each study objective.
3.6 Pilot Study
Pilot study is a small test involving a small number of respondents to assists the researcher in determining if there are flaws, barriers, or other weaknesses in the study instrument layout and permits her or him to make important revisions before embarking on the actual study (Orodho, 2005). Mugenda and Mugenda (2003) indicate that pilot study is made up of a one-tenth of the population that has similar traits. Therefore, questionnaires were piloted in four secondary schools in Mwingi County involving 8 respondents who were 4 school principals and 4 deputy school principals. The findings of the pilot study helped the researcher to improve on ambiguity or errors in the instruments.

3.6.1 Validity of Research Instruments
Validity test involves checking whether the data collection instrument will give data regarding the intended objective of the study (Orodho, 2005). There are three types of validity; content, criterion and construct validity. Content validity refers to the extent to which the items on a test are fairly representative of the entire domain the test seeks to measure. In this study, content validity was evaluated by involving the supervisor as the research expert to rate the questionnaire items based on their relevance and representativeness to the content domain. To produce valid results, the content of the questionnaires ensured that it covered all relevant parts of the subject it aims to measure.

Criterion validity measures how well one measure predicts an outcome for another measure. If there is a high correlation, this gives a good indication that the test will measure what it intends to measure (Amirkhan, 2018). According to Westen and Rosenthal (2019) construct validity involves the assessment of the degree to which a measure correctly measures its targeted variable. Evaluation of construct validity requires that the correlations of the measure be examined in regard to variables that are known to be related to the construct. The
questionnaire included only relevant questions that measure known indicators of the variables.

3.6.2 Reliability of Research Instruments

In order to test the internal consistency of the questionnaire, reliability as outlined by Yasin, Yunus, Rus, Ahmad and Rahim (2015) was carried out. Cronbach alpha test will be used to check for reliability of the questionnaires whereby the alpha coefficient of Cronbach was calculated from the data collected from the pilot study to check a coefficient of correlation of the test results. Mugenda and Mugenda (2003) indicate that test scores range from 0 to 1 and if the test score is nearer to 1 show that the instrument is more reliable. A correlation coefficient more than 0.7 was achieved as shown in Table 3.2.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Alpha Coefficient Value</th>
<th>Conclusions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuous improvement</td>
<td>0.791</td>
<td>Acceptable</td>
</tr>
<tr>
<td>Employee empowerment</td>
<td>0.823</td>
<td>Acceptable</td>
</tr>
<tr>
<td>Top management commitment</td>
<td>0.714</td>
<td>Acceptable</td>
</tr>
<tr>
<td>Customer orientation</td>
<td>0.863</td>
<td>Acceptable</td>
</tr>
<tr>
<td>School Performance</td>
<td>0.798</td>
<td>Acceptable</td>
</tr>
</tbody>
</table>

Source: Pilot Study (2023)

The results as given in Table 3.2, show that alpha coefficient value of continuous improvement, employee empowerment, top management commitment, customer orientation and school performance was 0.791, 0.823, 0.714, 0.863 and 0.798 respectively. It was concluded that all the statements addressing each variable were reliable as all the alpha coefficient values were above 0.7.
3.7 Data Collection Procedure
The researcher acquired research approval letter from the university, a permit from the National Commission for Science, Technology and Innovation (NACOSTI) before proceeding to the study area. The education management was contacted to permit the research to carry out the study within the organization. The researcher administered the questionnaires and gave the respondents two weeks for filling in the questionnaires. The researcher made a visit to the respondents to remind them on the importance of filling the questionnaires so as to ensure high response rate.

3.8 Data Analysis and Presentation
Data obtained from the questionnaires were first edited, cleaned and categorized into common themes to represent meaningful data. Quantitative data was analyzed using descriptive statistics such as mean and standard deviation. This was made possible by using Statistical Package for Social Sciences (SPSS) version 20.0. Data was presented in tables, graphs and charts. Inferential statistics involved the use of multiple regression and correlation analysis. Inferential statistics such as regression analysis was used to test association between dependent variable and against dependent variables at 95% confidence level and an error term of 5%.

The regression equation was as presented below:

\[ Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon \]

Whereby

Y = School performance

X_1 = Continuous improvement

X_2 = Employee empowerment

X_3 = Top management support
\[ X_4 = \text{Customer orientation} \]

\[ \beta_1, \beta_2, \beta_3 \text{ and } \beta_4 \text{ are coefficients of determination} \]

\[ \varepsilon \text{ is the error term} \]

### 3.9 Ethical Consideration

In order to maintain ethics in the research process, the respondents were assured that no private information would be disclosed to a third party and that his or her particular identity would not be revealed in any way by the researcher. Furthermore, in written or other communication, no identifying information about the individual or the department would be given. Respondents were asked to participate in the study after being informed of the study’s objective and assured that no third parties would have access to the information they provide to the study.
CHAPTER FOUR
RESEARCH FINDINGS AND DISCUSSIONS

4.1 Introduction

The purpose of this chapter was to contextualize study findings within the specific objectives studied. This chapter presents the results of the analysis of data collected from the field based on the response rate, background information of the respondents, descriptive statistics results and inferential statistics results.

4.2 Response Rate

The questionnaires were administered to a sample of 82 comprising of 41 school principals and 41 deputy school principals. The combined response rate is shown in Table 4.1.

Table 4.1: Response Rate

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response</td>
<td>80</td>
<td>97.6%</td>
</tr>
<tr>
<td>Non response</td>
<td>2</td>
<td>2.4%</td>
</tr>
<tr>
<td>Total</td>
<td>82</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Survey Data (2023)

Table 4.1 indicates that out of 82 respondents 80 responded giving a total response rate of 97.6% and 2 respondents did not resulting to a non-response rate of 2.4%. Baruch and Holtom (2014) recommended 80% or more on response rate is enough data analysis. Therefore, 97.6% of the study response rate was considered appropriate for data analysis. Therefore, there was acceptance and credibility of the research findings of the study due to high response rate.
4.3 Demographic Data

The study sought to establish the demographic data of the respondents based on gender, age bracket, the length of stay in the current school and level of education. The findings are presented as follows;

4.3.1 Respondents’ Gender

The study sought to establish how gender was represented in the study and the results are demonstrated in Figure 4.1.

*Figure 4.1: Respondents’ Gender*

*Source: Survey Data (2023)*

It was established from Figure 4.1 that majority were male as indicated by 61.5 % while female respondents accounted for 38.5%. Gender of the respondents was necessary to show a true representative of both men and women in the study.

4.3.2 Respondents’ Age Bracket

The study sought to establish how the age bracket of the respondents was represented in the study and the results are demonstrated in Table 4.2.
### Table 4.2: Respondents’ Age Bracket

<table>
<thead>
<tr>
<th>Years</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 to 39</td>
<td>20</td>
<td>25.0</td>
</tr>
<tr>
<td>40 to 49</td>
<td>25</td>
<td>31.3</td>
</tr>
<tr>
<td>50 and above</td>
<td>35</td>
<td>43.8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>80</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

**Source:** Survey Data (2023)

The results in Table 4.2 shows that most (43.8%) of the respondents were aged between 50 years and above, 31.3% aged between 40 to 49 years and 25.0% aged between 30 to 39 years. This is an indicator that those respondents involved were cut across all ages. It was critical to include respondents of various ages because new employees can bring a fresh perspective and a distinct way of thinking to the school, whereas elderly employees can draw on both professional and personal experiences to help them flourish at work.

#### 4.3.3 Respondents’ Length of Stay in the Current School

The study sought to establish how the length of stay in the current school of the respondents was represented in the study and the results are demonstrated in Figure 4.2.

![Figure 4.2: Respondents’ Gender](source: Survey Data (2023))
The study established from Table 4.3 that majority (39.7%) of the respondents had stayed in the current school for a period of 10 years and above, 26.9% between 2 to 5 years, 21.8% between 6 to 9 years and 11.5% for less than 2 years. This was an indicator that the respondents had a diverse work experience meaning that the researcher could obtain relevant data from them. A period of work experience added value in gaining the data that the study was seeking for.

### 4.3.4 Respondents’ Education Level

The study sought to establish how the level of education of the respondents was represented in the study and the results are demonstrated in Figure 4.3.

![Bar Chart: Respondents’ Education Level](source: Survey Data (2023))

**Figure 4.3: Respondents’ Education Level**

**Source: Survey Data (2023)**

The findings in Figure 4.3 show that most (71.8%) of the respondents had attained a University degree level of education, 19.2% had a master’s degree either MBA or MA, 6.4% had a diploma/college and 2.6% had a post graduate diploma. It was necessary to establish the education level of the respondents because differences in educational background increase the likelihood to have a diverse perspective on performance and organizations use education as an indicator of a person’s skill levels or productivity.
4.4 Descriptive Analysis Results

The study used descriptive statistics included Mean (M) and Standard Deviation (SD) to present the results of the quantitative data that were generated using Statistical Package for Social Sciences (SPSS). The results are presented in the section that follows;

4.4.1 Continuous Improvement

The descriptive statistics regarding the continuous improvement of public secondary schools in Garissa County, Kenya are presented in Table 4.3.

Table 4.3: Continuous Improvement

<table>
<thead>
<tr>
<th>Statements</th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective systems and processes enables the schools to reduce costs,</td>
<td>4.58</td>
<td>0.42</td>
</tr>
<tr>
<td>Proper laid down systems and processes improves the image of the school</td>
<td>4.05</td>
<td>0.95</td>
</tr>
<tr>
<td>for long-term benefits</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Development of curriculum has assisted training to determine what the</td>
<td>4.30</td>
<td>0.70</td>
</tr>
<tr>
<td>students need to know</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Curriculum development has enabled the schools to embrace change that</td>
<td>4.12</td>
<td>0.88</td>
</tr>
<tr>
<td>is considered quite critical for the school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is proper use of appropriate measures in improving the quality of</td>
<td>4.55</td>
<td>0.45</td>
</tr>
<tr>
<td>teaching and learning in public secondary schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is a well-established quality of different sets of standards for</td>
<td>4.52</td>
<td>0.48</td>
</tr>
<tr>
<td>teacher empowerment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aggregate Score</td>
<td>4.35</td>
<td>0.65</td>
</tr>
</tbody>
</table>

Source: Survey Data (2023)

The results in Table 4.3 show that the respondents agreed that continuous improvement influences the performance of public secondary schools in Garissa County as shown by aggregate of 4.35 and a standard deviation 0.65. The results agree with Al-Mekhlafi and Osman (2019) study examined the effect of a continuous improvement model in enhancing school effectiveness in Oman and the study revealed significant differences in overall school performance across the four years between the control and experimental schools, in favour of the experimental group.
The respondents strongly agreed on the statements that; Effective systems and processes enables the schools to reduce costs (M=4.58, SD=0.42), there is proper use of appropriate measures in improving the quality of teaching and learning in public secondary schools (M=4.55, SD=0.45) and that there is a well-established quality of different sets of standards for teacher empowerment (M=4.52, SD=0.48). The finding concurs with Anderson and Kumari (2018) who observe that continuous improvement is a process that can support educational stakeholders in implementing and studying small changes with the goal of making lasting improvement.

The respondents agreed on the statements that; development of curriculum has assisted training to determine what the students need to know (M=4.30, SD=0.70), curriculum development has enabled the schools to embrace change that is considered quite critical for the school (M=4.12, SD=0.88) and that proper laid down systems and processes improves the image of the school for long-term benefits (M=4.05, SD=0.95). According to Pineno (2021) the continuous improvement starts with a mission statement. A school develops and publishes a mission statement or its equivalent that provides direction for making decisions.

### 4.4.2 Employee Empowerment

The descriptive statistics regarding the employee empowerment of public secondary schools in Garissa County, Kenya are presented in Table 4.4.
The results in Table 4.4 show that the respondents agreed that employee empowerment influences the performance of public secondary schools in Garissa County as shown by aggregate of 4.18 and a standard deviation 0.82. The finding is consistent with Ashoro, Daniel and Benson (2019) study which investigated the effect of teacher empowerment on public secondary school performance in Nakuru Town East Constituency, Kenya. The study established that there exists a positive and moderately strong correlation between decision making and schools performance.

The respondents strongly agreed on the statements that; external training has boosted teachers creativity and energy for better school performance (M=4.84, SD=0.16), professional growth and development has helped teachers develop new knowledge and skills that will help them improve the performance of the school (M=4.52, SD=0.48) and that in-house training has enabled teachers to do their job more effectively and efficiently in a more convenient way (M=4.50, SD=0.50). Baird and Munir (2018) observe that the greatest assets of any organization are its
human resource and many resources are spent by organizations in building the capacities of their employees. This is due to the fact that human resource capacity building equips employees to achieve organizational goals and objectives and mandate.

The respondents agreed on the statements that; Professional growth and development has attracted and retained top talented teachers in public schools (M=4.04, SD=0.96), external training has assisted teachers to gain a fresh perspective on how things are done for better performance (M=3.94, SD=1.06) and that in-house training has assisted teachers in addressing the school needs and learning objectives of the students (M=3.63, SD=1.37). According to Berraies, Chaher and Yahie (2017) empowerment is the period of improving the decision making ability of the employees through cooperation, sharing, training, education and team work.

### 4.4.3 Top Management Commitment

The descriptive statistics regarding the top management commitment of public secondary schools in Garissa County, Kenya are presented in Table 4.5.

<table>
<thead>
<tr>
<th>Statements</th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning has enabled the public secondary schools to make objectives more clear and specific</td>
<td>4.75</td>
<td>0.25</td>
</tr>
<tr>
<td>Planning has facilitated existence of certain planned goals and standard of performance in public schools</td>
<td>4.05</td>
<td>0.95</td>
</tr>
<tr>
<td>Proper organization by the school management has improved efficiency in public secondary schools</td>
<td>4.28</td>
<td>0.72</td>
</tr>
<tr>
<td>Proper organization by the school management has helped the public secondary schools to harmonize employees' individual goals with the overall objectives of the school</td>
<td>4.65</td>
<td>0.35</td>
</tr>
<tr>
<td>Provision of adequate resources has enabled the public secondary schools to run their activities efficiently</td>
<td>3.58</td>
<td>1.42</td>
</tr>
</tbody>
</table>

**Aggregate Score** | **4.55** | **0.45**

**Source:** Survey Data (2023)
The results in Table 4.5 show that the respondents strongly agreed that the top management support influences the performance of public secondary schools in Garissa County as shown by aggregate of 4.55 and a standard deviation 0.45. The results concur with Al-Subari, Ruslan and Zabri (2017) study which examined the influence of top Management Support as the moderate the Relationship between Internal Environment and Malaysian Universities Performance. The study found that top management significantly moderates the relationship between internal environment and Malaysian universities performance.

The respondents strongly agreed on the statement that; planning has enabled the public secondary schools to make objectives more clear and specific ($M=4.75$, $SD=0.25$) and that proper organization by the school management has helped the public secondary schools to harmonize employees’ individual goals with the overall objectives of the school ($M=4.65$, $SD=0.35$). The finding concur with Thompson (2017) who observe that the top management support is the degree to which the top management understands the importance of the school function and is personally involved in school activities.

The respondents agreed on the statement that; proper organization by the school management has improved efficiency in public secondary schools ($M=4.28$, $SD=0.72$), planning has facilitated existence of certain planned goals and standard of performance in public schools ($M=4.05$, $SD=0.95$) and that provision of adequate resources has enabled the public secondary schools to run their activities efficiently ($M=3.58$, $SD=1.42$). According to Republic of Kenya (2020a) since independence, the Kenyan government has demonstrated commitment to the provision of quality secondary school education through allocation of financial resources, provision of trained teachers and establishment of quality assurance department. Therefore, school leadership
responsibilities should be defined through an understanding of the practices most likely to improve teaching and learning.

### 4.4.4 Customer Orientation

The descriptive statistics regarding the customer orientation of public secondary schools in Garissa County, Kenya are presented in Table 4.6.

<table>
<thead>
<tr>
<th>Statements</th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focusing on the customer can help make activities more efficient, maximizing operational performance and expenses</td>
<td>4.52</td>
<td>0.48</td>
</tr>
<tr>
<td>Customer focus helps public secondary schools to improve the performance of students</td>
<td>4.63</td>
<td>0.37</td>
</tr>
<tr>
<td>Satisfying the needs of students makes the perform better in their examinations</td>
<td>3.87</td>
<td>1.13</td>
</tr>
<tr>
<td>Customer focus enables the public secondary schools to maximize the quality of the customer experience</td>
<td>3.53</td>
<td>1.47</td>
</tr>
<tr>
<td>Customer focus enables the public secondary schools to gain customers’ trust and confidence and increase its level of credibility and reputation.</td>
<td>4.44</td>
<td>0.56</td>
</tr>
</tbody>
</table>

**Aggregate Score**

<table>
<thead>
<tr>
<th></th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aggregate Score</td>
<td>4.51</td>
<td>0.49</td>
</tr>
</tbody>
</table>

**Source:** Survey Data (2023)

The results in Table 4.6 show that the respondents strongly agreed that the customer orientation influences the performance of public secondary schools in Garissa County as shown by aggregate of 4.51 and a standard deviation 0.49. The finding concurs with a study by Cai (2018) which evaluated the importance of customer focus for organizational performance: a study of Chinese companies. The study found that organizational customer orientation affects customer relationship practices, which subsequently influence production performance and customer satisfaction.

The respondents strongly agreed on the statement that; Customer focus helps public secondary schools to improve the performance of students (M=4.63, SD=0.37) and that focusing on the customer can help make activities more efficient, maximizing operational performance and
expenses (M=4.52, SD=0.48). According to Mouritsen (2020) a truly customer-oriented organization must put the customer at the very center of its values and goals and every department must be based on this philosophy. In addition, employees who feel they make a difference and bring value to customers are often more satisfied with their jobs.

The respondents agreed on the statements that; customer focus enables the public secondary schools to gain customers’ trust and confidence and increase its level of credibility and reputation (M=4.44, SD=0.56), satisfying the needs of students makes the perform better in their examinations (M=3.87, SD=1.13) and that customer focus enables the public secondary schools to maximize the quality of the customer experience (M=3.53, SD=1.47). Grizzle, Zablah, Brown, Mowen and Lee (2019) indicate that customer orientation is an organizational approach that puts the needs of the customer over the needs of the organization.

4.4.5 Performance of Public Secondary Schools

The descriptive statistics regarding the performance of public secondary schools in Garissa County, Kenya are presented in Table 4.7.

<table>
<thead>
<tr>
<th>Statements</th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>The public secondary schools in Garissa County has attained better academic results</td>
<td>4.42</td>
<td>0.58</td>
</tr>
<tr>
<td>There is a higher teacher retention rate in public secondary schools in Garissa County</td>
<td>4.07</td>
<td>0.93</td>
</tr>
<tr>
<td>There is effectiveness in the public secondary schools in Garissa County</td>
<td>4.30</td>
<td>0.70</td>
</tr>
</tbody>
</table>

Source: Survey Data (2023)

The results in Table 4.7 show that the respondents agreed that; there is effectiveness in the public secondary schools in Garissa County (M=4.30, SD=0.70), the public secondary schools in Garissa County has attained better academic results (M=4.42, SD=0.58) and that there is a higher teacher retention rate in public secondary schools in Garissa County (M=4.07, SD=0.93).
According to Bunyi (2018), the main factors influencing the provision of high-quality education are curriculum content, appropriate instructional materials and equipment, physical facilities, supportive learning environments, the caliber of the teaching staff, and the assessment and monitoring of students’ academic progress.

4.5 Inferential Statistics Results

Inferential statistics such as correlation and regression were used to establish the relationship between the independent and dependent variables. The findings are discussed as follows:

4.5.1 Correlation Analysis

Table 4.8: Correlation Analysis

<table>
<thead>
<tr>
<th>School performance</th>
<th>Continuous improvement</th>
<th>Employee empowerment</th>
<th>Top management support</th>
<th>Customer orientation</th>
<th>School performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Correlation</td>
<td>.863*</td>
<td>.756**</td>
<td>.699</td>
<td>.704</td>
<td>1</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.000</td>
<td>.000</td>
<td>.000</td>
<td>.000</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>35</td>
<td>35</td>
<td>35</td>
<td>35</td>
<td>35</td>
</tr>
</tbody>
</table>

Source: Survey Data (2023)

The results as presented in Table 4.8 show that continuous improvement had a very strong relationship with school performance as shown by a Pearson r value of 0.863 with a significance value of 0.000 which is less than 0.05. The result is in line with Mwihandi (2016) study which examined the influence of continuous improvement on performance of public secondary schools in Kajiado North sub county, Kenya. The study found that continuous improvement had the strongest correlation to school performance. The finding is also in line with Mahmood and Ismail (2018) study which examined the effects of continuous improvement on performance of public
schools in Pakistan. The study found that continuous improvement as part of quality management is considered as the most important factor in education system.

The study found that employee empowerment had a strong relationship with school performance as shown by a Pearson r value of 0.756 with a significance value of 0.000 which is less than 0.05. The finding agrees with Ibua (2017) study which investigated the influence of employee empowerment and performance of public universities in Kenya. The results revealed that employee empowerment have a positive relationship with the performance. The finding also agrees with Kasim, Su, Hassan, Nor, Singh and Singh (2022) study which examined the significance of Empowering Leadership towards High-Performance School Leaders in Malaysian High-Performance Schools. The findings show that variables of empowering leadership exerted a significant influence on high performance school leaders.

The study revealed that top management support had a strong relationship with school performance as shown by a Pearson r value of 0.756 with a significance value of 0.000 which is less than 0.05. The finding concur with Muiruri (2019) study which examined the influence of school management practices on students’ performance in Kenya certificate of secondary education examination in Kirinyaga County, Kenya. The study observed that school management commitment had great influence on school performance. The result also concurs with Abidhakim and Wambua (2021) study which examined the influence of top management commitment on the performance of county secondary schools in Nairobi City, Kenya and found that the support of senior management has a significant impact on the performance of high schools in the City of Nairobi, Kenya.

The study established that customer orientation had a strong relationship with school performance as shown by a Pearson r value of 0.704 with a significance value of 0.000 which is
less than 0.05. The finding is consistent with Kavulya, Muturi, Rotich and Ogollah (2018) study which examined the effect of customer focus strategy on the performance of SACCOs in Kenya. Correlation analysis showed that customer focus strategy and performance of SACCOs are positively and significantly associated. The finding also is consistent with Yaacob (2014) study which assessed the direct and indirect effects of customer focus on performance in public firms. The results of this study revealed that customer focus is a significant predictor of employee satisfaction, innovation, and customer satisfaction.

**4.5.2 Regression Analysis**

Regression analysis was done to determine the effect of one variable to the other. The results are presented in Table 4.9, 4.10 and 4.11 as follows.

**Table 4.9: Model Summary**

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.714&lt;sup&gt;a&lt;/sup&gt;</td>
<td>.861</td>
<td>.854</td>
<td>1.003</td>
</tr>
</tbody>
</table>

**Source: Survey Data (2023)**

The result in Table 4.9 shows that the adjusted R square value was 0.854 which indicates the extent to which the performance of public secondary schools in Garissa County, Kenya was influenced by the continuous improvement, employee empowerment, top management support and customer orientation. This means that other variables not studied contribute to a factor of 0.146 of the school performance.
Table 4.10: Analysis of Variance

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: Regression</td>
<td>204.521</td>
<td>4</td>
<td>51.130</td>
<td>76.428</td>
<td>.001</td>
</tr>
<tr>
<td>Residual</td>
<td>20.064</td>
<td>30</td>
<td>.669</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>224.585</td>
<td>34</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Survey Data (2023)

The value 0.001<sup>a</sup> shows the significance level is less than 0.05 showing a statistical significance of the model on how independent variables influenced the dependent variable. The results also indicate that the statistical value of F was 76.428 which is greater compared to the statistical value of mean value at 51.130. Therefore, it can be deduced that the model was significant.

Table 4.11: Coefficient

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
</tr>
<tr>
<td>(Constant)</td>
<td>0.672</td>
<td>.236</td>
</tr>
<tr>
<td>Continuous improvement</td>
<td>0.734</td>
<td>.314</td>
</tr>
<tr>
<td>Employee empowerment</td>
<td>0.819</td>
<td>.228</td>
</tr>
<tr>
<td>Top management commitment</td>
<td>0.791</td>
<td>.401</td>
</tr>
<tr>
<td>Customer orientation</td>
<td>0.804</td>
<td>.237</td>
</tr>
</tbody>
</table>

Source: Survey Data (2023)

The findings in Table 4.11 revealed that holding continuous improvement, employee empowerment, top management commitment and customer orientation to a constant, the performance of public secondary schools in Garissa County, Kenya would be at a factor of 0.672. A unit increase in continuous improvement would lead to a unit increase in the performance of public secondary schools in Garissa County, Kenya by a factor of 0.734. A unit
increase in employee empowerment would lead to a unit increase in the performance of public secondary schools in Garissa County, Kenya by a factor of 0.819. A unit increase in top management commitment would lead to a unit increase in the performance of public secondary schools in Garissa County, Kenya by a factor of 0.791. A unit increase in customer orientation would lead to a unit increase in the performance of public secondary schools in Garissa County, Kenya by a factor of 0.804.

The established regression equation was as follows;

\[ Y = 0.672 + 0.734X_1 + 0.819X_2 + 0.791X_3 + 0.804X_4 \]

The finding in Table 4.11 show that the continuous improvement had a positive significant influence on the performance of public secondary schools in Garissa County, Kenya as shown by beta value of 2.364 with the level of significance at 0.001. The finding concurs with Al-Mekhlafi and Osman (2019) study which examined the effect of a continuous improvement model in enhancing school effectiveness in Oman. The study revealed significant differences in overall school performance across the four years between the control and experimental schools, in favour of the experimental group. The findings also concur with Fareo (2020) study which investigated the influence of continuous assessment on academic performance of secondary school students in Biology in Hong local government area of Adamawa State, Nigeria and the study found that there was a significant relationship between continuous assessment scores and academic performance of students in Biology.

The study revealed that employee empowerment had a positive significant influence on the performance of public secondary schools in Garissa County, Kenya as shown by beta value of 1.245 with the level of significance at 0.001. The finding agrees with Kasim, Su, Hassan, Nor, Singh and Singh (2022) study which examined the significance of Empowering Leadership
towards High-Performance school Leaders in Malaysian High-Performance Schools. The findings show that variables of empowering leadership exerted a significant influence on high performance school leaders. The finding also agrees with Okioma (2018) study which examined the relationship between empowerment of teachers and performance of public secondary schools in Tiriki west division of Vihiga district, Kenya and the study found that participation through career development had the least influence on performance.

The study found that top management commitment had a positive significant influence on the performance of public secondary schools in Garissa County, Kenya as shown by beta value of 3.647 with the level of significance at 0.000. The finding is in line with Abdirahman (2018) study which examined the influence of school management practices and students’ academic performance in selected private Secondary Schools in Bosaso, Puntland Somalia. The study found that teacher motivation; student’s motivation and education quality control had a significant relationship with student’s academic performance. The finding is also in line with Abidhakim and Wambua (2021) study which examined the influence of top management commitment on the performance of county secondary schools in Nairobi City, Kenya and the study concludes, based on the findings, that the support of senior management has a significant impact on the performance of high schools in the City of Nairobi, Kenya.

The study found that customer orientation had a positive significant influence on the performance of public secondary schools in Garissa County, Kenya as shown by beta value of 4.152 with the level of significance at 0.000. The finding agrees with Yaacob (2014) study which assessed the direct and indirect effects of customer focus on performance in public firms. The results of this study revealed that customer focus is a significant predictor of employee satisfaction, innovation, and customer satisfaction. The finding also agrees with PourKiani and
Tanabandeh (2016) study which examined the relationship between management commitment to service quality, job satisfaction, and organizational performance in the staff of Islamic Republic of Iran's Custom. Results of these statistical techniques have revealed that there is positive and significant association between customer focus and organizational performance.
CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter covers that summary of the findings, recommendations for policy and practice, conclusions and suggestions for further studies.

5.2 Summary of Findings

The general objective of this study was to investigate the influence of quality management practices on the performance of public secondary schools in Garissa County, Kenya. The quality management practices adopted for the study included; continuous improvement, employee empowerment, top management commitment and customer orientation. Data was collected using semi-structured questionnaires. The analysis of data was done using descriptive analysis and inferential statistics. The following is the presentation of findings in summary.

5.2.1 Continuous Improvement

The first research objective sought to examine the influence of continuous improvement on the performance of public secondary schools in Garissa County, Kenya. The study revealed that continuous improvement had a positive significant influence on the performance of public secondary schools in Garissa County, Kenya. Effective systems and processes enables the schools to reduce costs, there is proper use of appropriate measures in improving the quality of teaching and learning in public secondary schools and that development of curriculum has assisted training to determine what the students need to know.

5.2.2 Employee Empowerment

The second research objective sought to establish the influence of employee empowerment on the performance of public secondary schools in Garissa County, Kenya. The study found that
employee empowerment had a positive significant influence on the performance of public secondary schools in Garissa County, Kenya. External training has boosted teachers creativity and energy for better school performance, professional growth and development has helped teachers develop new knowledge and skills that will help them improve the performance of the school and that in-house training has enabled teachers to do their job more effectively and efficiently in a more convenient way.

5.2.3 Top Management Commitment
The third research objective sought to determine the influence of top management commitment on the performance of public secondary schools in Garissa County, Kenya. The study established that top management commitment had a positive significant influence on the performance of public secondary schools in Garissa County, Kenya. Planning has enabled the public secondary schools to make objectives more clear and specific, that proper organization by the school management has helped the public secondary schools to harmonize employees’ individual goals with the overall objectives of the school and that proper organization by the school management has improved efficiency in public secondary schools.

5.2.4 Customer Orientation
The fourth research objective sought to find out the influence of customer orientation on the performance of public secondary schools in Garissa County. The study found that customer orientation had a positive significant influence on the performance of public secondary schools in Garissa County, Kenya. Customer focus helps public secondary schools to improve the performance of students, focusing on the customer can help make activities more efficient, maximizing operational performance and expenses and that customer focus enables the public
secondary schools to gain customers’ trust and confidence and increase its level of credibility and reputation.

5.3 Conclusions of the Study

The study made the following conclusions as per the research objective

5.3.1 Continuous Improvement

The study concluded that at the point when a school is consistently improving, different little, gradual changes are happening day to day and in manners that aggregately, after some time, influence numerous elements of a school or educational system. At the level of the classroom, continuous improvement may mean regularly making use of current, accurate data to inform and enhance teacher practice. At the school level, continuous improvement may refer to ongoing efforts to enhance operational practices and procedures that improve student outcomes, effectiveness, and efficiency.

5.3.2 Employee Empowerment

The study concluded that employees who are empowered are more motivated, invested, and dedicated to their work, which results in increased innovation, quality, and productivity. A positive work environment that encourages growth, development, and employee satisfaction necessitates employee empowerment. Employee morale, job satisfaction, and retention all rise when workers are empowered and feel valued, respected, and trusted.

5.3.3 Top Management Commitment

The study concluded that the top management’s commitment to quality is very important because they provide the resources for implementation and maintenance of the management system which contains all the processes related to quality. In order to set a good example and provide individuals with high-quality processes, the top management commitment must be
involved and engaged throughout the organization. Creating a culture of quality and customer satisfaction is one of the best ways to show that you are committed. Through the procedures outlined in the management system, this is where individuals comprehend their authority and responsibilities within the organization and act appropriately.

5.3.4 Continuous Improvement

The study concluded that providing better customer service makes students happier and more productive which leads to better school rankings in the long run. The student experience and even how ready students are to enter the real world can be impacted in the long run by improving communication between administrators and students through effective customer orientation. A dedication to serving customers can help establish trust which improves the school performance.

5.4 Recommendations of the Study

The following are the recommendations made by the study;

5.4.1 Continuous Improvement

The study recommended that schools must have the staff knowledge, abilities, and expertise necessary for continuous improvement to improve educational outcomes and sustain improvement over time. The study also recommended that it is necessary to maintain a sustained commitment to incremental, ongoing improvements rather than the implementation of rapidly implemented, breakthrough changes that deliver the desired results in a predictable manner.

5.4.2 Employee Empowerment

The study recommended that when communicating with employees, leaders and managers should be transparent, clear, and consistent. This facilitates the development of trust, the development of a common vision, and the alignment of employee efforts with organizational objectives. The study also recommended that empowering workers requires giving them the
information, abilities, and assets they need to succeed. This includes giving employees opportunities for training and development that help them learn new skills, perform better, and advance in their careers.

5.4.3 Top Management Commitment

The study recommended that the board of management should formulate policies that would enhance support from the entire management to ensure smooth operations of activities hence improving the general performance of secondary schools in the county. The study also recommended that the top management needs to take accountability for the effectiveness of the management system. In other words, top management needs to lead by example. The team needs to understand the internal and external issues that impact the school performance.

5.4.4 Customer Orientation

The study recommended that delivering excellent customer service necessitates getting the right information to the right people at the right time. To provide excellent customer service, stakeholders must be satisfied. Utilize student engagement surveys or follow-up satisfaction surveys following interactions to ensure that students are receiving the necessary information by asking parents, administrators, and students what would improve their experience.

5.5 Suggestion for Further Studies

The study suggests that other research can be carried out to focus on other quality management practices in schools apart from the ones studied in order to address the gap of 14.6% identified from the regression results. In addition, the research suggests that other research studies can be done that focus on other public secondary schools in other Counties in Kenya apart from Garissa County.
REFERENCES


Gatimbu, G. M. (2021). Quality management enablers on performance of Public Universities in Nyeri County, Kenya (Master’s Project, Kenyatta University)


Kavutai, M. (2019). Effects of total quality management practices on performance of public secondary schools in Makueni County (Master’s Project, South Eastern Kenya University)


Wairu, O. (2020). Motivation and Teacher’s Performance in Public Secondary Schools in Uganda: A Case Study of Selected Public Schools in Bulambuli District (Kampala International University)

Wani and Mehraj (2021) observe that total quality management in education: An analysis. International Journal of Humanities and Social Science Invention, 3(6), 71-78.


APPENDICES

Appendix I: Introductory Letter

Dear Sir/Madam

RE: REQUEST FOR YOUR PARTICIPATION IN THIS STUDY

I am a post graduate student in Kenyatta University in the school of business currently carrying out research on the ‘influence of quality management practices on the performance of public secondary schools in Garissa County, Kenya’.

You are kindly requested to take part in the study. All information given will be treated with a lot of confidentiality. Thanks in advance for your co-operation in the study.

Kind regards,

Ibrahim Dagane Sahal

D53/OL/GAR/28429/2019
Appendix II: Questionnaires

This questionnaire is designed to gather information on the influence of quality management practices on the performance of public secondary schools in Garissa County, Kenya. You are therefore kindly requested to give responses to all the questions. The information will be treated with a lot of confidentiality and will only be used for this study. Please tick (√) where appropriate. Thanks in advance.

Section A: Demographic Data

1. Gender: Male [ ] Female [ ]

2. State the age bracket you belong to?
   
   20 to 29 years [ ] 30 – 39 years
   40 – 49 years [ ] 50 years and above [ ]

3. How long have you worked in the current school?
   
   Less than 2 years [ ] 2 – 5 years
   6– 9 years [ ] 10 and above [ ]

4. What is your level of education?
   
   Diploma/College [ ] University Degree[ ]
   MBA/MA [ ] Post-graduate Diploma [ ]

Section B: Continuous improvement

The statements below relate to the influence of continuous improvement on the performance of public secondary schools in Garissa County, Kenya. Supplied also are five options corresponding to these statements.
**Key:** Strongly agree(SA)=5, Agree(A)=4, Undecided(U)=3, Disagree(D)=2, and Strongly Disagree(SD)=1

<table>
<thead>
<tr>
<th>Statements</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective systems and processes enables the schools to reduce costs,</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proper laid down systems and processes improves the image of the school for long-term benefits</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Development of curriculum has assisted training to determine what the students need to know</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Curriculum development has enabled the schools to embrace change that is considered quite critical for the school</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is proper use of appropriate measures in improving the quality of teaching and learning in public secondary schools</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is a well-established quality of different sets of standards for teacher empowerment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. In your own opinion, how does continuous improvement influence the performance of public secondary schools in Garissa County, Kenya?

..................................................................................................................................................

..................................................................................................................................................

**Section C: Employee Empowerment**

The statements below relate to the influence of employee empowerment on the performance of public secondary schools in Garissa County, Kenya. Supplied also are five options corresponding to these statements.

**Key:** Strongly agree(SA)=5, Agree(A)=4, Undecided(U)=3, Disagree(D)=2, and Strongly Disagree(SD)=1

<table>
<thead>
<tr>
<th>Statements</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-house training has enabled teachers to do their job more effectively and efficiently in a more convenient way.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In-house training has assisted teachers in addressing the school needs and learning objectives of the students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>External training has assisted teachers to gain a fresh</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
perspective on how things are done for better performance
External training has boosted teachers creativity and energy for better school performance
Professional growth and development has attracted and retained top talented teachers in public schools
Professional growth and development has helped teachers develop new knowledge and skills that will help them improve the performance of the school

6. In your own opinion, how does employee empowerment influence the performance of public secondary schools in Garissa County, Kenya?

........................................................................................................................................................................

........................................................................................................................................................................

Section D: Top Management Support

The statements below relate to the influence of top management support on the performance of public secondary schools in Garissa County, Kenya. Supplied also are five options corresponding to these statements.

**Key:** Strongly agree(SA)=5, Agree(A)=4, Undecided(U)=3, Disagree(D)=2, and Strongly Disagree(SD)=1

<table>
<thead>
<tr>
<th>Statements</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning has enabled the public secondary schools to make objectives more clear and specific</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Planning has facilitated existence of certain planned goals and standard of performance in public schools</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proper organization by the school management has improved efficiency in public secondary schools</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proper organization by the school management has helped the public secondary schools to harmonize employees' individual goals with the overall objectives of the school</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provision of adequate resources has enabled the public secondary schools to run their activities efficiently</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7. In your own opinion, how does top management support influence the performance of public secondary schools in Garissa County, Kenya?
Section E: Customer Orientation

The statements below relate to the influence of customer orientation on the performance of public secondary schools in Garissa County, Kenya. Supplied also are five options corresponding to these statements.

**Key:** Strongly agree(SA)=5, Agree(A)=4, Undecided(U)=3, Disagree(D)=2, and Strongly Disagree(SD)=1

<table>
<thead>
<tr>
<th>Statements</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focusing on the customer can help make activities more efficient, maximizing operational performance and expenses</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Customer focus helps public secondary schools to improve the performance of students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Satisfying the needs of students makes the perform better in their examinations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Customer focus enables the public secondary schools to maximize the quality of the customer experience</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Customer focus enables the public secondary schools to gain customers’ trust and confidence and increase its level of credibility and reputation.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

8. In your own opinion, how does customer orientation influence the performance of public secondary schools in Garissa County, Kenya?

Section F: Performance of Public Secondary Schools

The statements below relate to the performance of public secondary schools in Garissa County, Kenya. Supplied also are five options corresponding to these statements.

**Key:** Strongly agree(SA)=5, Agree(A)=4, Undecided(U)=3, Disagree(D)=2, and Strongly Disagree(SD)=1
<table>
<thead>
<tr>
<th>Statements</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>The public secondary schools in Garissa County has attained better academic results</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is a higher teacher retention rate in public secondary schools in Garissa County</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is effectiveness in the public secondary schools in Garissa County</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix III: University Approval Letter

KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: dean-graduate@kuj.ac.ke
Website: www.ku.ac.ke

FROM: Dean, Graduate School

TO: Ibrahim Dagane Sahal
C/o Business Administration Dept.

DATE: 27th March, 2023

REF: D53/OL/GAR/28429/2019

SUBJECT: APPROVAL OF RESEARCH PROJECT PROPOSAL

We acknowledge receipt of your revised Project Proposal as per our recommendations raised by the Graduate School Board at its meeting of 16th March, 2023, Entitled, “Quality Management Practices and Performance of Public Secondary Schools in Garissa County, Kenya”.

You may now proceed with your Data Collection, Subject to Clearance with Director General, National Commission for Science, Technology and Innovation.

As you embark on your data collection, please note that you will be required to submit to Graduate School completed Supervision Tracking Forms per semester. The form has been developed to replace the Progress Report Forms. The Supervision Tracking Forms are available at the University’s Website under Graduate School webpage downloads.

Thank you.

ANNBELL MWANIKI
FOR: DEAN, GRADUATE SCHOOL

C.c. Chairman, Department of Business Administration
Supervisors:

1. Mr. Shadrack Bett
C/o Business Administration Dept.
Kenyatta University
KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke
Website: www.ku.ac.ke

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

Our Ref: D53/OL/GAR/28429/2019
DATE: 27th March, 2023

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

Dear Sir/Madam,

RE: RESEARCH AUTHORIZATION FOR IBRAHIM DAGANE SAHAL REG. NO.
D53/OL/GAR/28429/2019

I write to introduce Mr. Ibrahim Dagane Sahal who is a Postgraduate Student of this University. He is registered for M.B.A degree programme in the Department of Business Administration.

Mr. Sahal intends to conduct research for a M.B.A Project Proposal entitled, “Quality Management Practices and Performance of Public Secondary Schools in Garissa County, Kenya”.

Any assistance given will be highly appreciated.

Yours faithfully,

PROF. ELISHIBA KIMANI
DEAN, GRADUATE SCHOOL
Appendix IV: Research Permit

This is to certify that Mr. IBRAHIM DAGANE of Kenyatta University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Garissa on the topic: QUALITY MANAGEMENT PRACTICES AND PERFORMANCE OF PUBLIC SECONDARY SCHOOLS IN GARissa COUNTY, KENya for the period ending: 05/April/2024.

License No: NACOSTI/P/23/24960

Applicant Identification Number: 333948

Director General
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Verification QR Code

NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.

See overleaf for conditions
Appendix V: List of Public Secondary Schools in Garissa County

1. Shurie Secondary school.
2. County Council Secondary School
3. Ijara Secondary School
4. Yussuf Haji Secondary School
5. Alinjugur Secondary school
6. Borehole 5 Mix secondary school
7. Balambala Secondary School
8. Rahole Girls Secondary School
10. Sankuri Girls Secondary School
11. Sankuri Secondary School
12. Danyere Secondary School
13. Benaney Secondary school
14. Shantabaq Secondary school
15. Bura Boys Secondary school
16. Fafi Girls Secondary school
17. Nanighi Secondary school
18. Shill Secondary school
19. Galmagala Secondary school
20. Modogashe Girls Day Secondary School
21. Modogashe Boys Secondary School
22. Hulugho Boys Secondary school
23. Hulugho Girls Secondary school
24. Damajale Secondary school
25. Liboi Secondary school
26. Kulan Secondary school
27. Dadaab Secondary school
28. Dertu Girls Secondary school
29. Haji Idris Girls Secondary school
30. Nasib Mix Day And Boarding secondary school
31. Garissa High secondary school
32. Nep Girls' secondary school
33. County High secondary school
34. Boystown secondary school
35. Umu-Salama Girls’ secondary school
36. Iftin Girls' secondary school
37. Tetu Secondary school
38. Yathrib Girls' secondary school
39. Tumaini High secondary school
40. Sambul Boys secondary school
41. Gsa Special Secondary School 4 Deaf

Source: Ministry of Education, CDE Garissa County, Kenya Report of 2022