

**TOTAL QUALITY MANAGEMENT PRACTICES AND CUSTOMER SATISFACTION
IN INSTITUTIONS OF HIGHER LEARNING IN KENYA
(CASE OF SELECTED UNIVERSITIES IN NAIROBI COUNTY)**

BY

WINNIE MUTHONI MUCHIRA

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

JULY 2018

DECLARATION

I hereby declare that this research project is my original work and has not been presented for award for a degree at this or any other university.

Signature

Date

WINNIE MUTHONI MUCHIRA

D53/OL/CTY/24678/2014

SUPERVISOR

This is to declare that this research project has been submitted for examination with my approval as the university supervisor.

Signature

Date

MR. SHADRACK BETT

LECTURER, DEPARTMENT OF BUSINESS ADMINISTRATION

SCHOOL OF BUSINESS

KENYATTA UNIVERSITY

TABLE OF CONTENTS

DECLARATION	ii
TABLE OF CONTENTS	iii
LIST OF TABLES	vi
LIST OF FIGURES	vii
DEDICATION.....	viii
ACKNOWLEDGEMENTS.....	ix
ABSTRACT	xii
CHAPTER ONE: INTRODUCTION.....	1
1.1. Background of the study.....	1
1.1.1 The Concept of Total Quality Management	2
1.1.2. Customer satisfaction in institution of Higher Learning	4
1.1.3. Institutions of higher learning in Kenya	6
1.2 Statement of the problem.....	7
1.3. Objective of the study.....	9
1.3.1. General Objective	9
1.3.2. Specific Objective	9
1.5. Significance of the Study.....	10
1.6 Scope of the Study.....	11
1.7. Limitations of study.....	11
CHAPTER TWO:LITERATURE REVIEW	12
2.0. Introduction.....	12
2.1. Theoretical Literature Review	12
2.1.1. Deming Theory	12
2.1.2. Kaizen Theory	14
2.1.3. System Theory	15
2.1.4. Expectancy Disconfirmation Theory.....	16
2.2 Empirical Literature Review.....	17
2.2.1. Customer Focus and its Effect on Customer Satisfaction	17
2.2.2. Management commitment and its Effect on Customer Satisfaction	19
2.2.3. Continual Improvement and its Effect on Customer Satisfaction.....	21
2.2.4. System /Process Approach and its Effect on Customer Satisfaction	23
2.2.5. Customer Satisfaction.....	25

2.3. Critical Review of Major issues	27
2.4. Summary of the knowledge gaps	28
2.5 Conceptual Framework	29
CHAPTER THREE: RESEARCH METHODOLOGY	32
3.1. Introduction.....	32
3.2. Research Design.....	32
3.3. Location of the study	32
3.3.1. Target Population	33
3.3.2. Sampling and Sampling Procedure	34
3.4. Data Sources and Collection Instruments.....	35
3.4.1. Pilot Survey.....	35
3.4.2. Reliability of Research instruments	36
3.4.3. Validity of Research instruments	36
3.5. Data Analysis and Presentation.....	37
3.5.1. Diagnostic Tests	38
3.6. Data Management and Ethical Consideration.....	39
CHAPTER FOUR: RESEARCH FINDINGS AND DISCUSSION.....	40
4.1 Introduction.....	40
4.2 Response Rate	40
4.3. Demographic Profile of the Respondents	41
4.3.1 Gender of Respondents.....	41
4.3.2 University of Study	41
4.3.3 Mode of Study.....	42
4.4 Responses on Specific Variables	43
4.4.1 Customer focus and Customer Satisfaction	43
4.4.2 Management Commitment and Customer Satisfaction	44
4.4.3 Continuous Improvement and Customer Satisfaction	46
4.4.4 System /Process Approach and Customer Satisfaction	47
4.4.5 Dependent Variable: Customer Satisfaction	48
4.5 Diagnostic Tests.....	49
4.5.1 Testing for Multicollinearity	49
4.5.2 Testing for Heteroscedasticity	50
4.5.3 Testing for Normality of Residuals	51
4.6 Inferential Analysis	52

4.6.1 OLS Regression Analysis	52
4.6.2 Coefficient of Determination	54
4.6.3 Analysis of Variance	54
4.6.4 Hypothesis Testing using the Multiple Regression Model.....	55
CHAPTER FIVE:SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS	57
5.1. Introduction.....	57
5.2. Summary of Findings	57
5.2.1. Effect of Customer focus on customer satisfaction.....	57
5.2.2. Effect of Management commitment on customer satisfaction.....	58
5.2.3. Effect of Continuous Improvement on customer satisfaction.....	58
5.2.4 Effect of system/Process approach on customer satisfaction	59
5.3. Conclusions.....	59
5.3.1. Customer focus.....	59
5.3.2. Management commitment	60
5.3.3. Continuous improvement.....	60
5.3.4. System/Process Approach.....	60
5.4 Recommendation for Policy and Practice	61
5.5 Suggestions for further studies.....	61
REFERENCES	62
APPENDICES	66
APPENDIX 1: RESEARCH QUESTIONNAIRE.....	66
APPENDIX II: INTROCUION LETTER	71

LIST OF TABLES

Table 3.1 Target Population	Error! Bookmark not defined. 3
Table 3.2 Sample Size	34
Table 3.3 Reliability Analysis	Error! Bookmark not defined.
Table 4.1 Response Rate	40
Table 4.2 Gender of Respondents	Error! Bookmark not defined.
Table 4.3 University of Study.....	Error! Bookmark not defined.
Table 4.4 Mode of Study	Error! Bookmark not defined.
Table 4.5. Customer focus and customer satisfaction.....	Error! Bookmark not defined.
Table 4.6. Management Commitment and customer satisfaction	Error! Bookmark not defined.
Table 4.7 Continuous improvement and customer satisfaction	Error! Bookmark not defined.
Table 4.8: System/ Process approach and Customer satisfaction	Error! Bookmark not defined.
Table 4.9. Customer Satisfaction	Error! Bookmark not defined.
Table 4.10 Testing for Multicollinearity	Error! Bookmark not defined.
Table 4.11. Testing for Heteroscedasticity	Error! Bookmark not defined.
Table 4.12 OLS Regression Analysis Coefficients.....	Error! Bookmark not defined.
Table 4.13 Coefficient of Determination	Error! Bookmark not defined.
Table 4.14 Analysis of Variance.....	Error! Bookmark not defined.

LIST OF FIGURES

Figure 2.1. Plan – do-Check-Act Model	Error! Bookmark not defined.
Figure 2.2. System/Process Approach Model	Error! Bookmark not defined.
Figure 2.3: Conceptual Framework	Error! Bookmark not defined.
Figure 4.1. Testing for Normality of Residuals	Error! Bookmark not defined.

DEDICATION

This research project is dedicated to my parents, my husband and children, friends for the support they have given me in my pursuit for further education.

ACKNOWLEDGEMENTS

I wish to express my sincere appreciation to Almighty God for being my guide in my academic journey. I also wish to thank the management, administrative staff and lecturers at Kenyatta University for their endless support and providing an environment for academic excellence. Special thanks to my supervisor, Mr. Shadrack Bett for his invaluable advice and motivation throughout the entire period of project writing.

Finally, I salute all my family and friends for their words of encouragement and for giving me strength in the whole process of writing the research study.

ACRONYMS AND ABBREVIATIONS

CPI - Continuous Process improvement

CUE - Commission for University Education

PDCA – Plan-Do-Check- Act

TQM - Total Quality management

USIU - United States International University

OPERATIONAL DEFINITION OF TERMS

Total Quality Management	Management philosophy that seeks to integrate all organizational functions to focus on meeting customer needs and organizational objectives.
Customers'	External customers who provide income for the organization through purchase of goods and services.
Customer satisfaction	Result achieved when service provided responds to customers' needs and when the company meets or exceeds customer's expectation.
Customer Focus	Extent to which an organization satisfies customer requirements and their expectations.
Management commitment	Concern shown by the management towards maintaining and improving quality system in an organization.
Continuous Improvement	Philosophy of continually seeking ways to improve the operations.
System/Process Approach	Application of a system of processes within an organization, together with the identification and interaction of these processes, and their management.
Higher Education Institutions	Higher education institutions in the Kenya comprises of public and private universities, polytechnics, institutes of technology and teachers training institutes.

ABSTRACT

Total Quality Management has been proposed to improve customer satisfaction and has received considerable attention in the recent studies. Despite the recent effort on Total Quality Management, little work has been done on the effect of TQM on Customer satisfaction in institutions of higher learning in Kenya. This study sought to establish the effect of Total Quality Management practices on Customer satisfaction in institutions of higher learning in Kenya. A case of selected universities in Nairobi County. The general purpose of the study was to investigate the effect of total quality management practices on customer satisfaction in institutions of higher learning and the specific objective was to examine the effect of customer focus, management commitment, continual improvement of products and services and systems/process approach on customer satisfaction in institutions of higher learning in Kenya. The findings were expected to be significant to all the stakeholders of higher learning institutions. The target population comprised of the undergraduate students pursuing Bachelor of Commerce in the Private and Public Universities. The scope of the study targeted selected universities in Nairobi County with a focus of KCA University and University of Nairobi. The theories that anchored the study included Deming Theory, Kaizen theory, System theory and Expectation Disconfirmation theory. This study used a descriptive research design. The unit of analysis in this study was registered Bachelor of Commerce degree students in University of Nairobi and KCA University. The study was based on primary data. The data was collected through a semi – structured questionnaires targeting full time and part time degree students in the two universities. Content Validity Index was used to establish whether the questionnaire measured what it was intended to measure. Test – Retest reliability was done where Cronbach's Alpha was used to measure reliability. The threshold for reliability was a Cronbach's alpha that was equal to or greater than 0.7 and the study instrument was found to be reliable. Both descriptive and inferential statistics were used in analysis of data. The data was presented in frequency tables and percentages. The coefficients of all the independent variables were positive and statistically significant. The study found customer focus to take the lead as the most significant variable for customer satisfaction ($\beta = 0.677$, $p = 0.000$). The system/process approach was the least significant variable for the study ($\beta = 0.049$, $p = 0.013$). The ANOVA F test p value was less than 0.05 to indicate that the overall model was significance. The analysis also indicated that the study variables were predictors of customer satisfaction. The study concluded that all the four independent variables of the study should be considered in the decision making of the institutions of higher learning with more emphasis on customer focus. The study recommends that higher learning institutions should strive to focus on the conformance to customer requirements and continuous improvement in order to gain customer satisfaction.

CHAPTER ONE

INTRODUCTION

1.1. Background of the study

This chapter displays an outline of Total Quality management and customer satisfaction. It gives authentic advancement of the higher education division in Kenya, outlines the research problem, research objectives and the significance of the investigation.

Total Quality Management has been received as administration paradigm by organization countrywide. Rawlins (2008) indicated that, TQM primary target is to change the general culture of the organization by dispensing with the view that mistakes are inescapable and that examination and firefighting are along these lines some portion of regular day to day existence. TQM is a method for figuring out how to enhance adequacy and adaptability of an organization. Total Quality Management suggests that organizations are fixated in meeting or surpassing client desires, with the goal that their clients are delighted. With a specific end goal to win new business and continue existing business, it is fundamental for organizations to comprehend their client needs and desire (Besterfiled, 2003).

Customer satisfaction has been characterized as a person's sentiments of delight or dissatisfaction coming about because of contrasting item's apparent performance in connection with his or her desire (Kotler and Keller, 2006). Customer satisfaction has likewise been characterized as the outcome accomplished when administration or item includes react to clients require and when the organization meets or surpasses client's desire over the lifetime of an item or administration (Juran, 1991). Bolton and Drew (1991) portrayed customer satisfaction as judgment influenced

in view of a particular administration to experience. The Higher education sector is one of the biggest developing ventures in Kenya (Economic Survey 2012). Higher education foundations in the Kenya includes open and private colleges, polytechnics and institutes of technology. Total Quality Management Practices in Higher education area is of incredible significance for guaranteeing upgraded customer satisfaction and retention.

1.1.1 The Concept of Total Quality Management

Total Quality Management is an administration reasoning that grasps all exercises that guarantee adjustment to the clients' needs and accomplishment of the hierarchical goals in a productive and powerful way by boosting the capability of all representatives in a proceeding with drive for development. TQM is an upgrade to traditional way of doing business. It is a demonstrated method for ensured survival in a focused market. TQM is the specialty of dealing with the entire to accomplish perfection which turns out to be a piece of the business procedure (Besterfiled, 2003). Total Quality Management is tied in with making a culture that is persistently arranged towards expanding customer satisfaction while limiting expense.

TQM as a reasoning depends on an arrangement of eight standards: duty of the best administration; strengthening of worker; Continuous change of procedures, items and administrations; Customer center and introduction; process and framework approach; genuine way to deal with basic leadership; culture creation or culture change; common advantageous provider relationship (Evans,2008). It is additionally a rationality in light of essential ideas, for example, top administration duty, Customer center, worker association, Continuous Process Improvement, Supplier organization and Performance measures. The principle segments of Total Quality Management rationality as distinguished by Khan (2003) is total client center, worker strengthening, proceeds with change and utilization of methodical administration. The TQM

theory enables the association to accomplish persistent increment of customer satisfaction at a consistently bring down cost. It additionally helps in guaranteeing viability and proficiency by urging organizations to design, plan items and create frameworks that convey items fit in with the desires of the client, Khan (2003).

For any organization to be successful, each and every piece of it must work appropriately together on the grounds that each individual and each action influence and are thusly influenced by others. TQM is a methodology and an operationalized procedure that looks to coordinate all the hierarchical capacities and goals in a concentration of addressing clients' needs (Kumar, 2008). TQM accentuates the part of inside and outer clients, providers and the contribution of workers in a journey for persistent change (Chang, 2006). TQM enables firms to fulfill clients' needs, acquire a high level of separation, reinforce mark picture and lessen costs by averting abandons. Sudha (2013) led an examination on impact of TQM standards in establishments of higher learning. He discovered that dedication of best administration, course conveyance, civility, grounds offices and client input and change greaterly affected customer satisfaction.

In the 1980s, the TQM procedure was connected effectively in ventures in the US. Many firms, for example, Xerox, IBM and Motorola could enhance their business positions by conquering dangers from worldwide rivalry by utilizing the TQM procedure (Lozier and Teeter, 2006). The achievement of these organizations and others in utilizing TQM to bring them out of emergency energized numerous US advanced education foundations to embrace it. Numerous establishments in the created nations started to actualize TQM in the 1990s and have been effective. The basic condition of instruction as far as student's evaluations, subsidizing and grumblings from business and guardians affected them to rehearse TQM. Through the TQM

endeavors, these establishments have profited in having enhanced student execution, better administrations, lessened expenses and customer satisfaction (Kanji and Tambi, 2009).

1.1.2. Customer satisfaction in institution of Higher Learning

Clients of higher learning institutions are separated into inside and outer gatherings relying upon whether they are situated inside or outside the organization. Inward clients work towards the fulfillment of outside clients. The outer gatherings involve the organization's partners to be specific existing and potential students, managers, government and industry. (Oakland, 2009).

Higher education foundations are starting to concentrate on meeting students desires as well as to surpass their desires until the point when they are enchanted. In the current years, the fulfillment among students as to the instructive administration offerings has turned out to be more critical for instructive establishments (Molesworth, 2009). It is essential to track, keep up, and enhance the instructive administration nature of the offered instructive units. Training establishments must comprehend the angles that can be utilized to convey large amounts of customer satisfaction.

The higher instructive framework is in a market arranged condition where surpassing the client desire is the lead of survival over the long haul (Sahney and Banwet 2004). In South Africa, the expansion in the dropout rate and low throughput rate at both open and private colleges is a major worry among nearby nationals and has made enthusiasm to insightful analysts Malele (2011); Letseka and Maile (2008). Their examination discovered that client mind affected client maintenance and on customer satisfaction. Customer satisfaction is viewed as the establishment for upgrading client reliability and expanding piece of the overall industry of an organization (Nimako and Azuman, 2009).

Joseph Juran, Edward Deming and Philip Kotler have all demanded client center and introduction for accomplishment of a business endeavor. Once the expressed and inferred needs are satisfied, at that point a client is said to be fulfilled. Once fulfilled, the client will keep on buying a similar item from a similar brand unless affected by an outer power. Outer power could be better value, administration or innovation. Whatever the outer power, fulfilled client will dependably oppose the changeover to another item. Proof of customer satisfaction is repurchase or rehash business and also winding up positive attitude diplomats for the association (Mukherjee, 2006). Clients that are fulfilled will increment in number by alluding others, influence rehash and regular to buy.

Customer satisfaction is a state of mind like judgment following an item/benefit utilization or various collaborations with the item offer (Lovelock and Wirtz, 2007). Fulfillment involves looking at how an item performs against the normal execution (Kotler and Kevin, 2006). For quality administration to be effective a cozy relationship should be kept up .with the clients. Conformance to client needs in an association influences piece of the overall industry and customer satisfaction. Research directed by Dimitriades (2006) demonstrate that fulfilled clients have a tendency to be less value touchy, less impacted by contenders, and remain faithful longer. It is of vital significance for association to give its clients quality items and administrations that fit in with their prerequisites at a sensible cost. Because of the national and overall rivalry, it is critical for associations' to guarantee that their clients are fulfilled. Customer satisfaction is the key factor in the association mission, vision articulation and quality arrangement (Besterfield, 2003).

1.1.3. Institutions of higher learning in Kenya

Higher education institution in the Kenya contains public and private colleges, polytechnics, institutes of technology. The first Kenya institution of higher learning set up in 1956 was Royal Technical college. This establishment was later renamed Royal college of Nairobi at that point moved up to University of East Africa. Every nation later centered around building up their own public and private colleges and disbanded the college of East Africa (Ngome, 2006). Through an act of parliament, the university college was later renamed University of Nairobi in 1970. The act was additionally responsible for the conceptualization of Kenyatta University that became independent in 1985, later Jomo Kenyatta University college of Agriculture was established (Davis and Eisemon, 2003).

In Kenya, Private higher education can be traced to the colonial time frame when missionaries built up schools and universities for their Converts. St. Paul's United Theological college (1955) and Scott Theological College (1962) were the first private institutions of higher learning. In 1970, the United States International University (USIU) set up grounds in Nairobi. The university offered degrees from the parent universities abroad. The government did not offer accreditation to these private colleges and universities. However, in the 1990's the expanded interest for university education drove the government to empower the foundation and accreditation of private colleges (Onsongo, 2007).

Higher Education ministry was entrusted with registration of these private colleges. In 1985, a Commission for Higher Education (CHE) was set up through the Higher Education Act (Cap210b of 1986) with an order to co-ordinate the advancement of higher education, accreditation of private colleges and post-secondary organizations. However, under Universities Education Act, 2012, CHE's command was extended to incorporate both private and public

university and subsequently its name changed to Commission for University Education (CUE). CUE duties include to accredit universities in Kenya; regulate university education in Kenya; authorize and assess university programs in Kenya; and advance quality research and development (Waweru, 2014). There are 18 Private authorize colleges in Kenya and 30 public licensed colleges in Kenya (CUE, March 2017).

1.2 Statement of the problem

Institutions of higher learning must enhance their conformance to client needs efforts to ensure customers' needs are met. This is by caring for the customers' desires and ensuring that the organization meets the client specifications. It is important because customers have expectations from the institutions they patronize and if the desires are not met, they get disappointed and they stop patronizing with the organization. Once the organization neglects to meet the desires of the clients, it cannot hold him//her. Institutions must ensure that they conform to customers' requirements to gain client faithfulness, referrals and retention. Mrig (2012), led an examination in United States on 79 institutions of higher learning on customer care. The examination discovered that the workers were more centered around fulfillment of tasks as opposed to accomplishment of students centered results and did not have the time and better ways of how to give better services to students. The study found interested parties in higher learning institutions complaining about the customer care which had a direct influence on customer satisfaction.

Shandadnejad and Alroaia (2013) conducted a study on the impact of TQM in customer satisfaction in higher learning organizations in Iran. The study concentrated on the five elements of TQM in particular; tangibles, attitude, dependability, content and method of conveyance. The discoveries of the investigation was that all the five elements had a great impact on customer

satisfaction. Sit, Ooi, Lin and Chong (2009), conveyed an exploration in Asia on Malaysia service sector where they researched on the connection between TQM practices and customer satisfaction. The investigation took a gander at six builds of TQM practices, for example, Process Management, Strategic Planning, Customer Focus, and Human Resource center, information and analysis. The study found a positive relationship of these builds with customer satisfaction, Human Resource center and Information sharing leading the in the service sector. Paneka (2013) also carried an exploration on the Total Quality Management and Customer satisfaction in education institution in South Africa. The study sought to determine the viability level of the Total Quality Management practices in Student services, infrastructure and Instruction. The investigation found no connection between the quality of the practices of the institutions and effectiveness level.

In Kenya, studies have been carried out on the relationship between quality and customer satisfaction among university students in Kenya. Owino (2013) carried a study on the influence of service quality on customer satisfaction among university students in Kenya. He found out that service quality fundamentally impacted customer satisfaction in organizations of higher learning. He discovered human element reliability greatly affected student satisfaction. Another research conducted by Arango (2014) on effect perceived quality on customer satisfaction, found the drivers of customer satisfaction among university students in Kenya to be perceived value, product and service quality. Mate (2011) also conducted a research on the connection between customer service strategies and customer satisfaction with an emphasis on service quality in the media transmission industry.

Based on the study background on the relationship between TQM Practice and customer satisfaction, knowledge gaps have been identified. Past research has taken a gander at the

connection between Total Quality Management and Customer satisfaction in institutions of higher learning in Kenya. Key among them is that past research has been done on the impact of TQM on customer satisfaction in light of the hypothetical system of Malcolm Baldrige National Quality Awards (MBNQA) (Keng and Bishan, 2011; Prajogo and McDermoth, 2005; Terziovski, 2006). Indeed, even the most known service quality method, SERVQUAL has been found to adjust the quality in the education context (Owino, 2013; Arango 2014; Parasuraman, Berry and Zeithaml, 1988; In'airat and Al-Kassem, 2014). This study therefore sought to establish the effect of TQM practice and Customer satisfaction on the theoretical framework of Deming Prize quality award model and European Foundation for Quality Management (EFQM) KM model. The investigation tried to discover the connection between Total Quality Management Practices and customer satisfaction in institutions of higher learning in Kenya.

1.3. Objective of the study

1.3.1. General Objective

The general purpose of the study was to investigate the effect of total quality management practices on customer satisfaction among selected universities in Nairobi County, Kenya.

1.3.2. Specific Objective

The study aimed at achieving the following specific objectives;

1. To examine the effect of customer focus on customer satisfaction among selected universities in Nairobi County, Kenya.
2. To determine the relationship between management commitment and customer satisfaction among selected universities in Nairobi County, Kenya.

3. To assess the extent to which continual improvement of products and services affects customer satisfaction among selected universities in Nairobi County, Kenya.

4. To find out how systems/process approach to quality affects customer satisfaction among selected universities in Nairobi County, Kenya.

1.4. Research Hypothesis

H₀₁: Customer focus has no significant effect on customer satisfaction among selected universities in Nairobi County, Kenya.

H₀₂: Management Commitment has no significant effect on customer satisfaction among selected universities in Nairobi County, Kenya.

H₀₃: Continuous improvement has no significant effect on customer satisfaction among selected universities in Nairobi County, Kenya.

H₀₄: System /Process Approach has no significant effect on customer satisfaction among selected universities in Nairobi County, Kenya.

1.5. Significance of the Study

The discoveries are expected to be pivotal and critical to all the partners of higher learning establishments. The directors and representatives are expected to know the significance of customer satisfaction. The discoveries of this study will help with enhancing customer satisfaction in the Higher learning establishments. It will be pertinent to administrators who effectively want to execute TQM in their organizations since it will help them in making their foundations ISO confirmed. The investigation will include to existing writing Total quality administration and customer satisfaction.

1.6 Scope of the Study

The study concentrated on Total Quality management and customer satisfaction of higher learning institutions in Kenya. In particular, the researcher considered Customer focus management commitment and continuous improvement and System/Process approach as aspects of quality management. Indicators of customer satisfaction included; eagerness to allude other students to the university, willingness to attend the same university for furthering of education and the willingness to be an active alumnus. The investigation concentrated on Bachelor of Commerce students of KCA University and University of Nairobi. Given that higher learning institutions work under similar standards and rules, the outcomes explained the effect of Total Quality Management practices on Customer Satisfaction on other institutions of higher learning in Kenya.

1.7. Limitations of study

Some of the limitations of the study were that the respondents were not accessible to respond to the questionnaire while others were not willing to respond. To overcome this, the researcher educated the respondents that the outcome was to be used for scholarly reason. The researcher also guaranteed the respondents that their identity would remain anonymous. The researcher also gave the respondents an introduction letter from the university to assure them that the research was being conducted for academic purpose only. Another limitation was that some of the reactions from the respondents were not valid to the study.

CHAPTER TWO

LITERATURE REVIEW

2.0. Introduction

This section looked at the previous researches done by various authors. The section covered theoretical framework, empirical review, and conceptual framework and research gaps.

2.1. Theoretical Literature Review

This section looked into theories that relate to Total Quality Management practices and Customer satisfaction.

2.1.1. Deming Theory

Deming (1986) characterizes quality as "fulfilling the client, not only to live up to his desires, but rather to surpass them". Deming's theory consequently begins and completes with the clients. The best TQM programs start by characterizing quality from the client's point of view (Arusu and Paul, 2005). Customer satisfaction is accomplished when their desires are coordinated by what is offered to them by the association. The Deming Theory is composed with the goal that supervisors can take in however much as could be expected from each client collaboration and to enhance the way toward conveying an incentive to every future client. Deming showed that quality ought to be gone for satisfying present and future buyer needs.

Deming (1986) focused on the obligations of best administration to lead the pack in changing procedures and frameworks. He stressed the significance of upgrade of representative abilities, making of provider association, utilization of useful groups to distinguish and tackle quality

issue, recognizable proof and estimation of client necessities, investment of workers and quest for consistent change. Deming approach concerns the formation of an association framework that encourages participation and practices which thus prompts constant change of procedures, items and administrations and also representative satisfaction both which are basic to customer satisfaction and at last firm survival (Anderson, 2004). Ross (2002) demonstrated that quality begins in the meeting room. Quality administration should direct the battle for quality.

Deming logic is given in his fourteen focuses as takes after; Management must make the motivation behind the association; Top administration and everybody in the association must learn on the new logic in the association; comprehend the reason for assessment; Stop granting business in view of cost alone; administration must assume greater liability for issues by currently finding and adjusting issues with the goal that quality and efficiency are consistently and for all time enhanced; each worker must be situated to the association rationality of responsibility regarding nonstop upgrades; instruct and establish initiative; Management must empower open and compelling correspondence; Management must streamline cooperation to accomplish the reason for the association; wipe out urgings for the workforce and numerical standards for the work constrain; take out administration by destinations and furthermore evacuate boundaries that burglarize individuals ride of workmanship and everybody ought to be prepared as the association expects change to meet the evolving condition.

In studying the hypothesis, administration must acknowledge the essential duty regarding the persistent change of the procedure. Administration must be committed, included and accessible if the association is to prevail with regards to executing the new logic. This hypothesis is pertinent

to the investigation it portrays the significance of the customer focus and management responsibility in guaranteeing that the association fits in with the client prerequisites. This theory is relevant to the study it depicts the importance of the customer focus and management commitment in ensuring that the organization conforms to the customer requirements.

2.1.2. Kaizen Theory

The Kaizen theory was developed by Masaaki Imai in 1985. The theory is a long term approach to work that systematically seeks to achieve small and incremental changes in processes in order to achieve more efficiency and quality. This Japanese hypothesis is centered around a rationality revolved around continuous change in ventures, business procedures, and administration. Nonstop changes allude to steady refinement and change of items, administrations and hierarchical framework to yield enhanced an incentive to customers (Arusu and paul, 2005). It is a theory that accept that each part of our lives should be continually made strides. It characterizes administration part in constantly promising, and executing little enhancements including everybody.

Total Quality Management is a procedure that requires persistent advance of approaches, methodology and control composed by administration. Associations should attempt endeavors to consistently alter all points of their operation. With a specific end goal to accomplish consistent change, supervisors ought to guarantee enhanced competency levels. The kaizen technique for consistent change is a Japanese administration idea meaning incremental change. Association administrators and directors ought to guarantee that the procedure of ceaseless change is the step by step incremental that make the procedure more proficient and successful. Add up to Quality Management process endeavors consistent endeavors enhancements to all capacities in the association that outcomes in expanded customer satisfaction and enjoyment for clients (Yousaf,

2006). The significance of the this hypothesis to the investigation is that Kaizen hypothesis concentrates on the constant change of items and administrations with a specific end goal to guarantee customer satisfaction.

2.1.3. System Theory

System theory was proposed by Von Bertalanffy in 1946. System theory concentrates on interaction of components. Von Bertalanffy fosters systems thinking in all disciplines in order to find general principles valid to all systems. Von Bertalanffy (1956) defined a system as an interaction of complex components. Systems are either open or shut. Open systems involves exchange of people and information. Closed systems do not have trades with the external environment from the yield reactivates the framework. Social organization are open frameworks due to their exchanges with the environment, An open framework connects with its environment by way of inputs, throughputs, and outputs (Katz and Kahn 2003).

Quality managers should concentrate on the connection between system thinking and Total Quality Management (Senge and Sterman, 2005). Organizations that focus on TQM endeavors ought to accentuate on the relationship of the distinctive parts with a specific end goal to accomplish the association objectives and destinations. Supervisors should center their endeavors in guaranteeing every one of the workers think deliberately. With a specific end goal to ensure the survival of the entire framework, directors need to design basic changes by planning new plans, change and rethinking the authoritative structure (Mele and Colurcio, 2006). For an organisation to promote sustainable and long lasting performance, this adaptive and proactive conduct ought to be founded on system theory. This theory supports that system/process approach to quality management provides information to the organization by connecting inputs

to output. Organization can utilize this hypothesis to affirm achievement or to flag that a correction to the framework should be made.

2.1.4. Expectancy Disconfirmation Theory

Expectation is utilized to decide the customer satisfaction levels. A client experiences fulfillment if the product or services complies with his/her necessities and unsatisfied if there is non-conformance of the products and services (Edvardsson, 2005). At the point when the product or service execution surpasses the client desire, the client becomes delighted. Gronroos (2007), indicated that customer satisfaction is comparing perceived quality and perceived performance. Disconfirmatory hypothesis, leading hypothesis in customer satisfaction, expresses that fulfillment is because of satisfaction levels endless supply of a specific product or service (Ekinici, 2004). Fulfillment is as a result of comparing actual performance of the product or services against the set benchmarks. Mattila and O'Neill (2003) demonstrated that service delivery influences the result of an experience. Regardless of the product features and price, a mishandled client won't feel fulfilled since each client needs to feel valued.

Organizations uses input in order to measure a product performance. Input may be in type of chance cost, cost of procurement, energy and time. At the point when the inputs matches the yield got, at that point a client gets a positive disconfirmation. At the point when the client input surpasses the yield, at that point the client is said to get a negative disconfirmation. At the point when the yield surpasses the client input, the client is said to be highly fulfilled. Wang and Hing (2008) indicated that information about an organization products and services helps in guaranteeing customer satisfaction. Organization ought to ensure that they avail all the information about products and services to their customers with a specific end goal to empower them settle on rational choices and also for accomplishment of customer satisfaction. At the

point when the desires of the clients are not met, the clients stay unsatisfied. Organizations are required to guarantee that the product performance meets product desires. This will enable the organization to accomplish high levels of customer satisfaction. This theory supports the dependent variable by indicating that customer satisfaction is of paramount importance to customers that patronize in an organization.

2.2 Empirical Literature Review

This section looked at studies and other researches done by other authors in similar fields. The section looked also at the objectives of the study.

2.2.1. Customer Focus and its Effect on Customer Satisfaction

Zhang (2008) defined customer focus as the fundamental building piece of Total Quality Management. It is how much an organization ceaselessly meets client needs and desires. It includes deciding client needs and meeting the requirements with a specific end goal to accomplish customer satisfaction. Organizations must do it right the first time and every time for customer satisfaction to be accomplished. Customer Focus emphasizes on recognizing the client needs and prerequisites and fulfilling them to meet the organizational objectives. Client focus and fulfillment are essential ideas of quality management. Numerous researchers characterize quality as meeting client prerequisites and requirements until the point when they are fulfilled (Ishikawa, 2007 and Kanji, 1990). Customer focus and fulfillment ought to be viewed as the main thrust for the entire quality process.

In the present business environment, organizations are compelled to put customers as the main focus for the organization. The management have understood that the survival of the

organization is reliant on addressing the client's needs and guaranteeing that the client is fulfilled. Customer focus is one of the key target in an organization. There is need for management to allocate resources to meet clients' necessities and eventually customer satisfaction. In deciding quality, client is viewed as the king in the organization. Therefore, building the organization with the clients needs in mind will enable the organization to have products and services that conform to customers requirements (Deming, 1986).

Pekar (2005) showed that there are two types of clients. External clients give salary to the firm through buy of products and services while inner clients (workers) fulfill the necessities of the external clients. For firms to fulfill their external clients, they should treat the internal clients with care and consideration (Conduit and Mavodo, 2007). Client orientation applies to various aspects of the business from front line staff interaction with clients to top management staff relation with clients. Kennedy and Lassk, (2008), indicated that client focus is organization concern with past, present and future clients' needs, requirements and desires. Organization ought to have a solid sense of responsibility regarding understanding and fulfilling the clients in a proactive way for long term growth.

Pekar (2005) indicated that Managers must build up a state of mind that puts the client in each choice made. This is on account of the client is the motivation behind why a business is in presence. Without the clients, there are no necessities to meet and no activity to be finished. The higher education sector must focus on their clients in order to stay competitive in the market (Sahney and Banwet 2004). To completely comprehend the necessities of the clients and to meet their prerequisites, firms must keep up a healthy relationship with its clients. The way to

effective quality management practice is to acquire information about their clients' needs and requirements. Mallak and Lyth, (2003) showed that to be effectively centered around clients, firms must guarantee that there are being receptive to their clients' needs. Every one of the workers must be prepared and taught on significance of client responsiveness all through the firms' life. For firms to pick up a Customer centered culture, it should ceaselessly and always guarantee that it is fitting in with prerequisites of its clients.

2.2.2. Management commitment and its Effect on Customer Satisfaction

Besterfield (2003) defined top management as the individual who directs an organization at the highest level. Commitment can be defined as a state of attachment that explains the relationship between an actor and an entity. The actor may be a single individual, a group of persons (e.g. project team) or an organization. Unfortunately, commitment is not a substantial thing thus to make it certain, one must have solid systems. Commitment is a great social value, everyone top to bottom, wants to have this value (Yousaf, 2006). Management commitment is a continuous and active demonstrations that everybody in the organization needs to meet client expectations. Without strong management commitment, the organization will not have a successful quality management system (Sanjay and Shaughnessy, 2008). Top Management must think of a quality arrangement that demonstrates an organisation sense of duty regarding quality administration rehearses. Quality policy indicates top management sense of duty regarding quality, clients' prerequisites, organisation vision and mission, continual improvement of products and services and to education and training (Oakland, 2003).

For survival of todays' higher learning foundations, it is vital to address the clients' issues and prerequisites and to surpass their desires. Responsibility of top executives can help an organization to accomplish the goal of customer satisfaction. The contribution of quality gurus

demonstrates that organizations initiative majorly affects premise of value products, services and procedures. For any quality activity to be fruitful, management responsibility is required as it is viewed as a backbone for effective implementation. Management must convey to the employees on the significance of meeting customer requirements. Top administration must concentrate on its workers through training, empowering and providing rewards with a specific end goal to give quality service to the clients. Besterfield (2003) demonstrated that when administration are keen on enhancing quality, workers will be furnished with all the essential assets.

Top Management must practice the rationality of Management by Wandering around (MBWA). Administration ought to leave their workplace and visit the offices and plants inside the organizations. They should guarantee that the groups decision is lined up with the quality articulation of the firm. Management must give resources to train the workers. It is of significance that the administration reward the workers who have ceaselessly demonstrated quality endeavors. Client input is critical to the top management since it helps in quality decision making. Management must fit in with the necessities and prerequisites of the internal and external customers. They should have the capacity to breakdown barriers, drive fear out of the firm, minimize resistance to change. Senge (2008) led an investigation on duty of top management and changing the operational theory of the association. He discovered that dedication of best administration is of great significance to the achievement of any change to quality exertion.

When top management do not offer organizational support, the conduct of the workers is probably not going to change. When top management is focused on the firm, then change will likely be effectively actualized. Top management plays a key role in the continuous changes of critical areas such as customer focus, product advancement and development (Hoffman and Hagerty, 2004). For workers to progress up the corporate ladder they have to impress the top managers. Commitment of top management to a given technique empowers the employees to think of ways in which they can impress the senior administration. With the help of top administration, workers at all levels will probably contribute time and push to the arranged change program. Top management responsibility regarding the quality change makes the execution of quality to be successful and that the firms adjusts to the client prerequisites (Spector and Beer, 2004).

2.2.3. Continual Improvement and its Effect on Customer Satisfaction

Continual Improvement depends on a Japanese idea called Kaizen, which is a rationality of consistently looking for approaches to enhance the operations. It includes recognizing benchmark of the best practice and ingraining a feeling of worker responsibility for process. Constant Process change (CPI) is an endless exertion of finding and eliminating the main causes of problems in the organization. Continuous process improvement focuses on making things better and strives for perfection (Arasi and Paul 2005). Nonstop change is an idea that perceives that quality change is an endless procedure and there is need to persistently search for new methodologies for quality change. This idea of ceaselessly enhancing procedures and products empowers organizations to create quality products that prompt customer satisfaction. The competition pressure and the changing tastes and preferences of the clients incites the organizations to embrace proactive methodologies keeping in mind the end goal to retain and

gain market share. Organizations must consistently enhance their procedures to survive in an aggressive market.

Firms that exercise consistent change always enhance their client benefit and organizational performance. This helps in reinforcing the organization competitive position and ability to be receptive to clients' needs. For consistent change to be practiced, an organization needs to comprehend where it is and where it is going. Organizations has to know the basic execution indicators that measure customer satisfaction. Consistent change can not happen inside an organization unless employees are undertaken through training. Worker contribution assumes a key part in constant change program. It is a rationality of a ceaseless change that does not reach an end when the set target has been accomplished. Nonstop change is a procedure that management needs to perceive that however much the firm enhances, the competitors will likewise enhance their operations and clients will expect more from the firm. Kanji (2007) demonstrated that the point of firms that desire to attempt this training ought to comprehend that ceaseless change is an incremental change not a noteworthy leap forward.

Besterfield (2003) characterized Deming cycle as an intuitive four-step management strategy utilized as a part of business for the control and ceaseless change of procedures and items. Association needs to design the goals and procedures to address clients' issues and association arrangements, execute the progressions, screen and measure the procedures and announcing comes about lastly adjust enhance and change the procedures. The quality administration framework depends on the Deming wheel of Plan-Do-Check-Act Khan (2003).

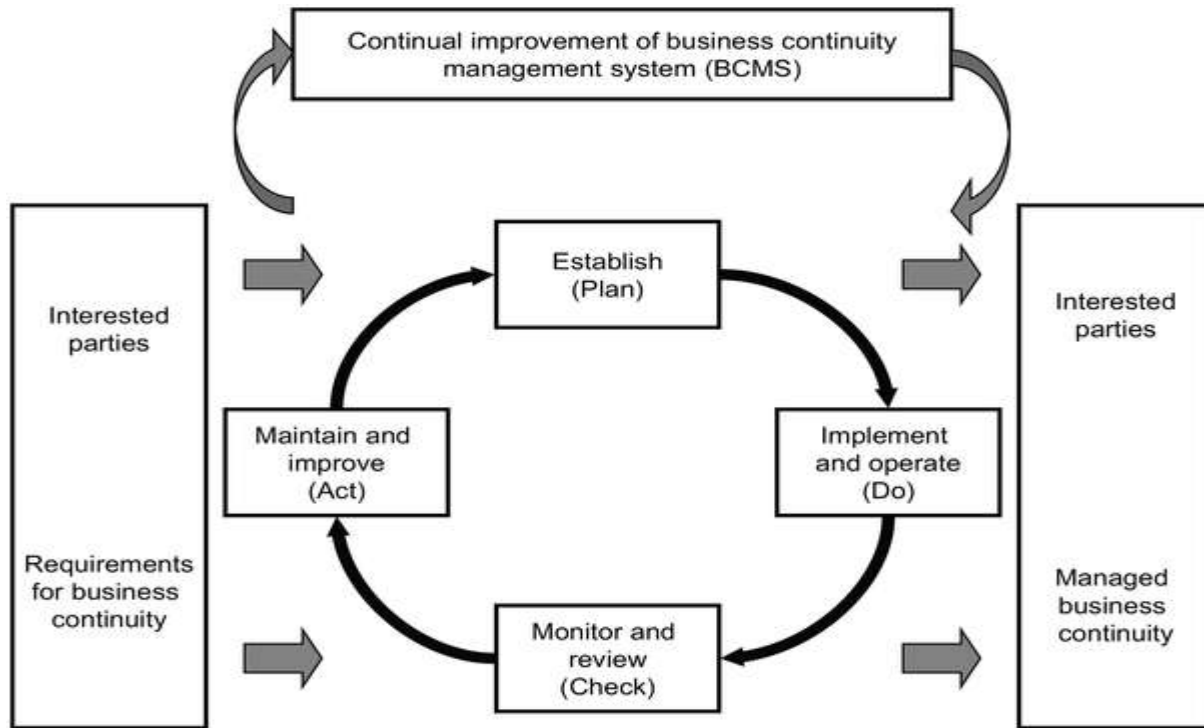


Figure 2.1. Plan – do-Check-Act Model

Source: (Janakiraman and Gopal, 2006)

2.2.4. System /Process Approach and its Effect on Customer Satisfaction

System Approach is characterized as an arrangement of interrelated parts cooperating in interrelated way to accomplish an arrangement of goals (Rue and Brays, 2008; Schermerhorn, 2005). System approach comprises of interdependent factors that include individuals, groups, attitudes, motives, formal structure, interaction goal status and self-management (Robbins, 2008). Organization is seen as a system with parts, for example, employees, resources, information and assets that form a complex framework. Firms accomplishes great things by coordinating the commitments of individual to accomplish the common objectives (Schermerhorn, 2005). Rue and Brays (2008) indicated that appropriation of PDCA Cycle as a

managerial function prompts the idea of process approach that partitions the whole business operations as an interrelated linkage of procedures.

A process transforms input into value added output through managing the organizational resources. Process approach rethinks the functions and organizational structure in various points of view (Kanji and Tambi, 2009). Process Approach expresses that when activates and related resources are managed as a process, the firm goal and objectives are accomplished all the more effectively.

Process approach allows an organization to accomplish its objectives and goals viably and through the effective utilization of resources. Robbins (2008) demonstrated that process approach is an effective method for organizing and managing activities keeping in mind the end goal to create value for the clients and other partners. One of the driving forces in the present higher education sector is to meet the desires of the clients. Organization can adequately and proficiently accomplish this by utilizing systematic and sound critical thinking approaches.

.

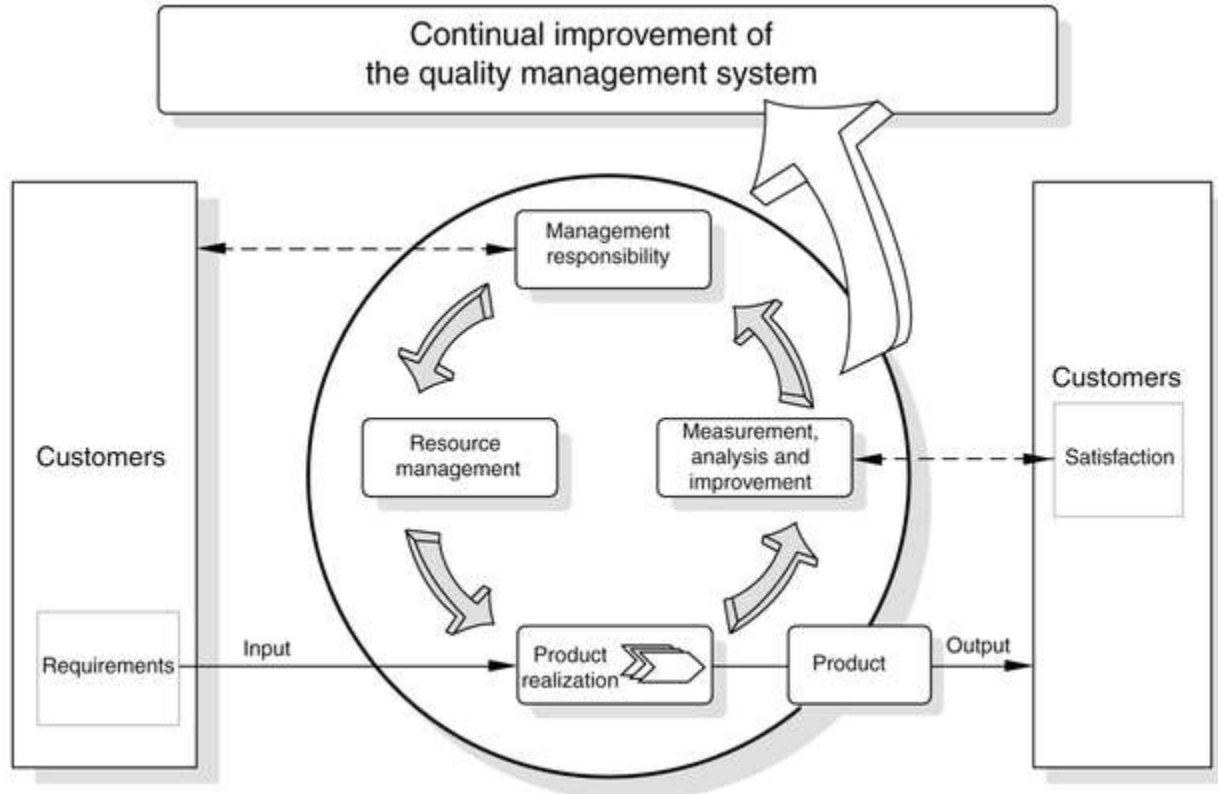


Figure 2.2. System/Process Approach Model

Source: (Kanji and Tambi, 2009)

2.2.5. Customer Satisfaction

Kotler (2006) defined customer satisfaction as the level of comparing a product perceived performance in relation to customer expectations. Satisfaction is the difference between perceived performance and expectations. Managers ought to guarantee they concentrate on the requirements on the clients in their basic leadership. Client gives firms motivation to be in business. Without customers, there is no activity to perform and no prerequisites to be met. Khan (2003) indicated that for any organization to accomplish sustainable competitive advantage, clients' ought to be pleased about the services given. An organization needs to concentrate on offering some incentive to the clients in a more target way than the rivals keeping in mind the

end goal to hold and to allure new clients. At the point when the desires of the clients are met, and surpassed, customer satisfaction is changed into customers delight.

It is of vital significance to guarantee that the firm's clients are fulfilled and enchanted. Enchanted clients influence rehash to buy and offer referrals to the organization. TQM advocates managers and workers to be so client situated that they ceaselessly meet and surpass client desires by finding better approaches to enhance their products, services and procedures. Organizations ought to make a competitive environment that brings customer satisfaction. Kanji (2007) showed that many organizations manage internal challenges and overlook the necessities of the external clients. Higher learning organizations ought to request that their clients set client fulfillments goals and measure their execution against the clients' desires Sahney and Banwet (2004). Geysken (2009) discovered that customer satisfaction is essential in growing long haul promoting objectives. Client disappointment ought not be overlooked by an association that needs to construct a steadfast client base. Anderson and Fornell (2008) demonstrated that client fulfillments gives an organisation favorable position of bringing down the cost of low quality.

Naumann (2007) pointed out that attention to customer satisfaction ought to be considered when creating key plans for the business. At the point when the clients are fulfilled, the organisation encounters market growth and development. Ingram and Chung (2007) detailed that receiving TQM program moves moderately fulfilled clients of the organization to maximally fulfilled clients. Dimiatriades (2006) revealed that it is lethal for business organization working in exceedingly competitive business condition not to be client oriented. Organizations all through the world are endeavoring to create products and services of superior value in order to

accomplish customer satisfaction. In an aggressive market, organizations that are client focused and that deliver superior value to their clients will get by in the vicious business field. Fulfilled clients have a tendency to be less impacted by contenders, less value delicate and remain faithful longer.

2.3. Critical Review of Major issues

The study took a gander at the hypothetical system that assembled the empirical evidence on the influence of Total Quality Management practices on customer satisfaction. The investigation helped to enhance knowledge on Total Quality Management Practices especially in Kenya's higher learning organizations with the emphasis on customer satisfaction. The study gave an experimental examination where the primary goal was to research the idea of the TQM practice and its relationship with clients fulfillment.

Through the review of TQM literature, four builds of TQM practices in particular customer focus Management commitment, continuous improvement and process/system approach were selected to represent the core of TQM practice in this study. This was on the grounds that they had been very much acknowledged by Deming Prize quality award model and European Foundation for Quality Management (EFQM) KM model. Different builds that could influence customer satisfaction incorporated the hypothetical structure for Malcolm Baldrige National Quality Award, for example, Leadership, Strategic Planning and Information investigation (Arumugam, 2009). The exploration sought to discover information that would assist experts in higher learning institutions with corrective measures on the identified areas of concern. The investigation brought the significance of total quality management practices on customer satisfaction.

2.4. Summary of the knowledge gaps

Researcher	Focus	Findings	Knowledge gap	Addressing knowledge gap in the current study
Sit, Ooi, Lin and Chong (2001)	Relationship between TQM practice and customer satisfaction	Positive correlation between Human Resource focus and Information sharing	The study concentrated on Malcolm Bridge Awards constructs only	The study looked at the Deming Prize quality award model and European Foundation for Quality Management (EFQM) KM model.
Paneka (2003)	TQM and Customer satisfaction	No relationship between quality of the practice and level of effectiveness	Focus on institution infrastructure and student service	The study focused on the principles of TQM
Owino (2013)	Service quality and customer satisfaction	Service quality has significant influence on the Human element reliability	Focused on SEVQUAL	Focused is on TQM principles
Arango (2014)	Perceived value and customer satisfaction	Perceived quality has an impact on customer satisfaction	The study used convenience sampling method hence a possibility of non-representative sample	Study used stratified random sampling to increase representativeness

Sudha (2013)	TQM and customer satisfaction in institutions of higher learning	Commitment of top management, course delivery, customer feedback and campus facilities have an impact on customer satisfaction	Used convenience sampling procedure. Possibility of non-representative sample	Study used stratified random sampling to increase representativeness
Shandadnejad and Alroaia (2013)	TQM and customer satisfaction	Significant influence of the five components of TQM namely; tangibles, attitude, reliability, content and mode of delivery on customer satisfaction	Need to identify more constructs of TQM	Study determined the adequacy of other constructs of TQM

Source: Literature review, 2018

2.5 Conceptual Framework

This section presented the independent and dependent variables in a diagram to show the relationship between the variables. The independent variables were the customer focus, Employee empowerment, continuous improvement and System/Process approach while the dependent variable was the customer satisfaction. The conceptual framework is presented in Figure below.

Independent Variable

Dependent Variable

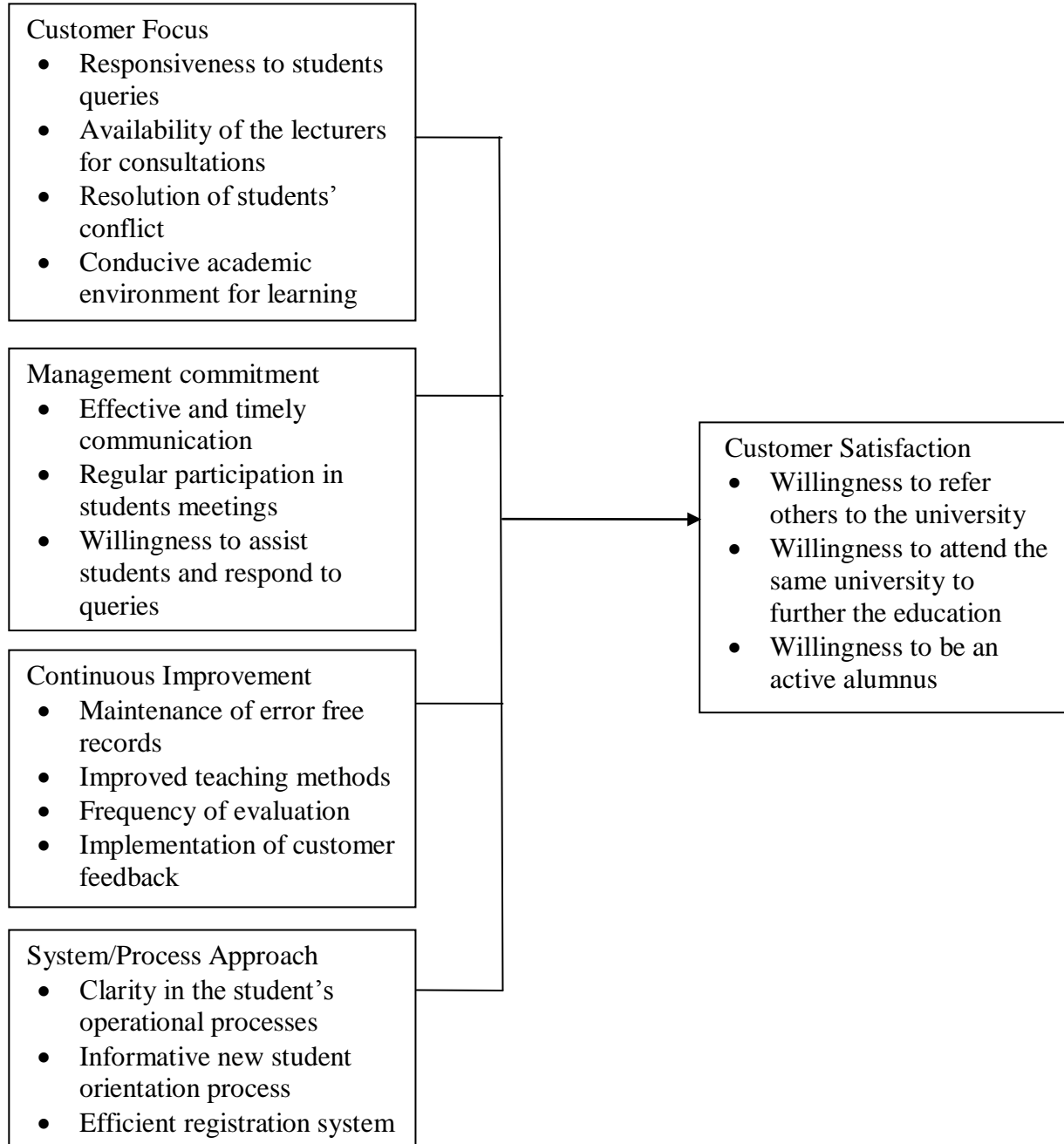


Figure 2.3: Conceptual Framework

Source: Author (2018)

The review was conducted to determine if there was any relationship of the four factors of independent variable and customers' satisfaction. It was expected that customer focus had a positive correlation with customer satisfaction since it was the customers who determined whether a company had conformed to their requirements (Sahney and Banwet, 2004). Management commitment was expected to have a positive correlation to customer satisfaction since the commitment of management in ensuring quality services was delivered to the customers (Khan, 2003). Continuous improvement was also expected to have a positive correlation to customer satisfaction because it ensured to have better products and services that met the customers' needs (Arasi & Paul, 2005). System and Process approach was also expected to have a positive correlation because the desired result was achieved more efficiently when the activities and related resources are managed as a process (Robbins, 2008).

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Introduction

This section identified the techniques and procedures to be adopted in conducting the study. It explained the research design for the study, sampling and data collection procedures as well as reliability and validity of the study. The section also explained how data was presented and analyzed.

3.2. Research Design

Descriptive research design was chosen as it described the characteristics and association between TQM practices and Customer satisfaction among selected universities in Nairobi county, Kenya. Descriptive research design helped to demonstrate how the information was gathered, measured and examined to accomplish the exploration goals (Cooper and Schindler 2006). It was also adopted to address the inquiries of when, what, who and how (Kuada, 2012). The research design described the existing phenomena by asking individuals about their perceptions, attitudes or values. Descriptive study helped to determine the relation of the variables and allowed analysis of the data quantitatively (Mugenda and Mugenda, 2003).

3.3. Location of the study

The study was carried out in Nairobi county where the Main campuses for University of Nairobi and KCA University were based.

3.3.1. Target Population

The target populace for the study comprised of respondents from University of Nairobi and KCA University. Unit of observation was the enrolled Bachelor of Commerce degree students from the two universities. Owino (2013) and Arango (2014) showed that the degree students are ideal since they were prompt in encountering the organization service. University of Nairobi was favored on the preface that it had the biggest number of students in the 2016/2017 academic year. KCA University was favored in light of the fact that it was most proximate to the researcher. Kombo and Trump (2006) demonstrated that sampling frame helped in selecting individuals from target populace that was utilized in conducting the study. The sampling frame was acquired from the university registrar in the two universities. The aggregate number of students pursuing Bachelor of Commerce degree from the University of Nairobi and KCA University was 4,124 and 1,419 respectively. Therefore, the aggregate populace size of students pursuing degree in Bachelor of Commerce in both universities in the 2016/2017 academic year was 5,543 students as indicated by the University Registrars records.

Table 3.1 Target Population

University Category	Full time students	Part Time Students	Total Number of students per Category
University of Nairobi	3108	1016	4124
KCA University	872	547	1419
Total	3980	1563	5543

Source: University Registrars' office (2017)

3.3.2. Sampling and Sampling Procedure

Sampling is the process of selecting a number of individuals from the target population to form a representative sample of the whole population (Mugenda and Mugenda, 2003). Sampling guaranteed that the study conclusion was summed up to the entire populace. Stratified random sampling procedure was used to group the students into public university students and private university students. The students were then stratified into full time students and part time students. The part time students included evening and weekend students. To help pick the respondents year of study, the study applied stratification. With a specific end goal to keep away from any biasness, the study applied systematic random sampling. The aggregate sample decided the size of the strata sample. The representative sample was sufficiently large to limit sampling error. Mugenda and Mugenda (2003) indicated that a good sample was between 10%-30% of the available populace. In this study, 10 percent of the accessible population constituted the sample size. These therefore formed a sample of 554 degree students as presented in Table 3.2 below.

Table 3.2 Sample Size

Category of Students	Frequency from both universities	Sampling Ration	Sample Population (10%)
University of Nairobi (Full Time)	3108	0.10	311
University of Nairobi (Part time)	1016	0.10	102
KCA University (Full time)	872	0.10	87
KCA University (Part time)	547	0.10	54
Total	5543		554

Source: Researcher (2018)

3.4. Data Sources and Collection Instruments

Kumar (2009) indicated that data collection methods were the approach that the researcher takes to collect data that relates to the study. The researcher utilized primary data to conduct the study. The primary data was gathered utilizing semi – structured questionnaires focusing on full time and part time students in the two universities. Creswell (2003) demonstrated that questionnaires were research tools that assembled information over a large sample. Questionnaires were utilized to acquire information from the full time and part time students in the two universities. The questionnaires were self-administered to the Bachelor of Commerce students in different classes in each university. The students were asked to take fifteen minutes in filling in the questionnaire after which the researcher collected the filled questionnaire. This strategy for data collection helped in increasing the response rate. It additionally extricated the required data from the respondents and gave the researcher superior comprehension of the outcomes (Creswell, 2003). To enable the data collection procedures, the researcher sought for a introduction letter from Kenyatta University and also sought permission to carry out the research from relevant authorities at the University of Nairobi and KCA University.

3.4.1. Pilot Survey

Borg and Gall (2006) recommended research instrument pretesting to check on its reliability and validity. A few questionnaires were administered at United States International University (USIU) that were not to form study sample. USIU was preferred because it was most proximate to the researcher. This was to check for questions clarity and enable modifications where necessary to allow proficiency and viability of the gathered information. The questionnaires were revisited for correction before issuing to the study respondents.

3.4.2. Reliability of Research instruments

An instruments level of reliability depends on its ability to produce same results when used repeatedly (Babbie & Mouton, 2007). Reliability of the questionnaire was achieved by ensuring that the questionnaire was clear, well defined and administered to the right sample population. Reliability test was done on the instrument to measure the degree to which the questionnaire yielded consistent results. Test – Retest reliability was done where Cronbach’s Alpha was used to measure reliability. The criterion used is the Cronbach alpha of 0.7 and above (Cooper & Schindler, 2008). As shown in table 3.3. below, all four independent variables had a Cronbach’s alpha which exceeded this threshold and this assured the reliability of the data.

Table 3.3 Reliability Analysis

Variable	Cronbach’s Alpha	Acceptable?
Customer Focus	0.851	Yes
Management Commitment	0.874	Yes
Continuous Improvement	0.886	Yes
System/ Process approach	0.832	Yes

Source: Author (2018)

3.4.3. Validity of Research instruments

Validity is the accuracy and meaningfulness of inferences that are based on research results. Since the study used descriptive research design approach, the findings can be generalized throughout the institutions of higher learning in Kenya hence have external validity. The face validity was that nature of an indicator that influenced it to appear a sensible measure of some variables. Content validity index was used to establish whether the questionnaire measured what it was intended to measure. The researcher ensured that the research instruments to be used measured the variables intended to measure by asking questions appropriate to answer the

research questions. The researcher sought for expert opinion to find out if the questionnaire was appropriate for the study. The chosen respondents were guided on the most proficient method to fill in the questionnaire.

3.5. Data Analysis and Presentation

To facilitate statistical analysis of the data, the questionnaire was coded and entered in using statistical packages for social sciences (SPSS). Multi Linear regression analysis helped in depicting the connection between the dependent and independent variables. The model is as shown below.

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \mathcal{E} \dots\dots\dots \text{equation (i)}$$

Where:

Y= Customer Satisfaction

X₁ = Customer focus

X₂ = Management Commitment

X₃=Continuous improvement of products and services

X₄=Process/system approach

β₀ = Constant

ℰ=Error term

β= Slope. They indicate the level of change in customer satisfaction for every one unit increase of X₁ , X₂, X₃, X₄

ε = Error term. it shows the amount of variation between the estimated Y = customer satisfaction. The lower the error, the better the estimates.

The researcher used inferential statistics techniques that allowed generalizations of the populations from which the samples were drawn. Descriptive statistics that included a mean score analysis, minimum, maximum, standard deviation and variance analysis were used to help in describing and summarizing data for ease of interpretation. Results were presented in frequency tables and percentages for ease of understanding.

3.5.1. Diagnostic Tests

Diagnostic tests provided the researcher with tools for assessing the quality and reliability of regression estimates.

Multicollinearity test

Multicollinearity test was used to determine if a data set of two or more independent variables in a multiple regression model were highly correlated (Matthew & Ross, 2014). Variance Inflation Factors (VIF) was done to identify multi collinearity problem in the model from the study variables. If any two variables have high correlation, usually $r > 0.8$, that showed an indication of multicollinearity. One of the variables with the highest standard deviation in the descriptive was to be dropped (William, 2008).

Normality of residual test

According to the Gauss Markov Theorem, for the coefficients of the regression analysis to be the best linear unbiased estimators, the residuals must be normally distributed with a constant

variance and a mean of zero. P-P plot was done to test for normality of residuals. If the plot is linear, this implies that the residuals follow a normal distribution.

Heteroscedasticity test

Heteroscedasticity test was used determine if all random variables in the sequence or vector had the same finite variance (Creswell, 2013). Breusch – Pagan test was done to test for heteroscedasticity. If there was heteroscedasticity, it was treated by fitting the model using Robust Standard Errors.

3.6. Data Management and Ethical Consideration

Prior to field activities, the researcher acquired an introduction letter from Kenyatta University.

The researcher likewise looked for consent from the pertinent experts to carry out the study.

The respondents consent was sought and confidentiality was observed. The respondents were made to understand that the information was for academic purpose only.

CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSION

4.1 Introduction

This chapter presents the results of the study based on the objectives and research questions presented. It analyzes the responses of the study specific variables and estimates their relationship. Inferential analysis is performed on specific variables. The chapter shows the relationship of the study variables in the regression model. Finally, there is interpretation of the analyzed results.

4.2 Response Rate

As indicated in Table 4.1, out of 554 questionnaires administered, 452 were correctly filled and returned. This constitutes a response rate of 81.6%.

Table 4.1 Response Rate

	Frequency	Percent
Questionnaires Returned	452	81.6
Questionnaires Not Returned	102	18.4
Total	554	100.0

Source: Author (2018)

According Saunders *et al.*, (2007), a response rate of 50% is adequate, a rate of 60% is good and a response rate of 70% and over is very good. This therefore implies that the response rate in this study was considered to be very good. This was because the questionnaires were administered in person by the researcher who waited for respondents to fill in and collected immediately. This ensured that the respondents were a good representative of the target population.

4.3. Demographic Profile of the Respondents

This section discussed the demographic profile of the respondents. It outlined the respondents' gender, university of study, year of study, and mode of study.

4.3.1 Gender of Respondents

The results presented in Table 4.2 show that 54.2% of the respondents were male (245) and 45.8% (207) were female. This shows that in the two universities, there were more male students than females.

Table 4.2 Gender of Respondents

	Frequency	Percent
Male	245	54.2
Female	207	45.8
Total	452	100.0

Source: Author (2018)

4.3.2 University of Study

From table 4.3, the study showed that 73.9% (408) of the respondents were University of Nairobi students, while 26.1% (144) were KCA university students. This indicates that university of Nairobi students had a higher representation, which is in line with the fact that it's the larger of

the two institutions in terms of students' population. This is also due to the fact that public universities have the highest number of student population.

Table 4.3 University of Study

	Frequency	Percent
University of Nairobi	408	73.9
KCA University	144	26.1
Total	452	100.0

Source: Author (2018)

4.3.3 Mode of Study

From table 4.4, 315 of the respondents were attending on the full time mode of study; this was represented by 69.7% of the total respondents, whereas those who attended weekend classes were represented by, 20.1% of the total respondents. Part time students were represented by 10.1% of the total respondents. From the prognosis, fulltime students were the larger group in both universities. This is in line with the fact that most students in universities prefer to undertake their study through full time mode of study.

Table 4.4 Mode of Study

	Frequency	Percent
Part Time	46	10.1
Full Time	315	69.7
Weekend	91	20.1
Total	452	100.0

Source: Author (2018)

4.4 Responses on Specific Variables

This part summarizes the responses that were received in relation to each of the four independent variables and on the dependent variable.

4.4.1 Customer focus and Customer Satisfaction

The researcher sought to find out the relationship between customer focus and customer satisfaction. The findings are reported in table 4.5 below.

Table 4.5. Customer focus and customer satisfaction

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	S.D
My university collects extensive complaint information from customers.	6.20%	11.10%	14.40%	44.20%	24.10%	3.69	1.14
My university has greater concern for quality products and services	6.40%	7.50%	19.20%	44.70%	22.10%	3.63	1.09
My university has concern for quick resolution for student conflict	6.90%	9.70%	11.10%	41.80%	30.50%	3.79	1.18
Employees understand customer needs and deliver products /service beyond customer expectations	5.10%	7.30%	12.60%	43.60%	31.40%	3.89	1.09
The university regularly solicits feedback from the customers to improve products and services	8.80%	10.60%	18.10%	32.30%	30.10%	3.64	1.26
The employees have customer best interest at heart	8.20%	14.40%	19.50%	36.90%	21.00%	3.48	1.21

Source: Author (2018)

It is evident from the table that on average, the respondents agreed that their university collected extensive complaint information from customers (mean = 3.69). Moreover, there was widespread consensus with the statement that the university had greater concern for quality products and

services (mean =3.63). With a mean of 3.79, the respondents additionally indicated an acceptable degree of assent with the statement that their university has concern for quick resolution for student conflict. The statement that employees understand customer needs and deliver products /service beyond customer expectations also received popular support ((mean =3.89). Furthermore, the respondents registered a considerable level of approval of the statement that the university regularly solicited feedback from the customers to improve products and services (mean = 3.64). Finally, the respondents mainly agreed with the statement that the employees have customer best interest at heart (mean =3.48).

4.4.2 Management Commitment and Customer Satisfaction

The researcher appraised the relationship between management commitment and customer satisfaction. The respondents mainly expressed either agreement or strong agreement with respect to the questions that were posed under this variable. This is as per table 4.6 below:

Table 4.6. Management Commitment and customer satisfaction

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	S.D
The university communicates effectively on any development	8.40%	17.00%	16.80 %	34.50 %	23.20%	3.47	1.25
The management of the university have regular meetings with the students	8.40%	13.70%	12.40 %	39.60 %	25.90%	3.61	1.24
There is a written quality policy	8.20%	13.70%	20.10 %	34.50 %	23.50%	3.51	1.22
The Employees are quick in making decisions regarding student's queries.	7.50%	15.30%	16.80 %	37.80 %	22.60%	3.53	1.21
I believe the university gives quality education	9.70%	11.10%	21.50 %	37.80 %	19.90%	3.47	1.21
Employees are committed to delivering quality and conforming to customer requirements	13.50%	18.10%	35.20 %	16.40 %	16.80%	3.05	1.25
Management act on the student's evaluation feedback to ensure conformance to customer requirements	9.10%	19.00%	26.30 %	25.40 %	20.10%	3.29	1.24

Source: Author (2018)

There was agreement that the university communicated effectively on any development (mean = 3.47), On average, the respondents also agreed with the statements that the management of the university had regular meetings with the students (mean=3.61), there was a written quality policy (mean = 3.51), employees are quick in making decisions regarding student's queries (mean = 3.53), I believe the university gave quality education (mean =3.47), employees were committed to delivering quality and conforming to customer requirements (mean =3.05), and management act on the student's evaluation feedback to ensure conformance to customer requirements (mean =3.29).

4.4.3 Continuous Improvement and Customer Satisfaction

To investigate the relationship between continuous improvement and customer satisfaction, the researcher collected data using the constructs in table 4.7 below:

Table 4.7 Continuous improvement and customer satisfaction

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	S.D
The course curriculum is continuously revised based on market needs.	22.10%	22.10%	17.50%	23.90%	14.40%	2.86	1.38
The university registrar's office maintains error free records	8.00%	17.90%	29.90%	28.30%	15.90%	3.26	1.16
The lecturers ensure that the teaching methods are continuously improved for quality enhancement	13.30%	11.10%	26.50%	27.20%	21.90%	3.33	1.3
My academic results have no errors	11.50%	16.40%	29.90%	27.00%	15.30%	3.18	1.21
The Quality assurance departments conducts frequent evaluations to help in improvement of services offered.	16.20%	9.30%	27.20%	25.90%	21.50%	3.27	1.34
The customer feedback provided in the evaluations is implemented in making future decisions	4.20%	11.30%	28.50%	33.80%	22.10%	3.58	1.08

Source: Author (2018)

On average, the respondents either disagreed or were neutral on the statement that their course curriculum was continuously revised based on market needs (mean =2.86). However, they expressed support for the statements that the university registrar's office maintained error free records (mean =3.26), lecturers ensured that the teaching methods were continuously improved for quality enhancement (mean =3.33), their academic results had no errors (mean =3.18), the quality assurance departments conducted frequent evaluations to help in improvement of services

offered (mean =3.27), and that the customer feedback provided in the evaluations was implemented in making future decisions (mean =3.58).

4.4.4 System /Process Approach and Customer Satisfaction

On the relationship between System /Process Approach and Customer Satisfaction, the respondents' responses to this variables' constructs are as outlined in table 4.8 below:

Table 4.8: System/ Process approach and Customer satisfaction

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	S.D
The process followed to get admission to the university is clear	18.6%	17.5%	25.2%	26.5%	12.2%	3.96	1.293
The process followed to register as a student is adequate	6.0%	11.5%	27.0%	42.0%	13.5%	3.46	1.053
The process followed for making payment to the university is convenient	7.5%	8.6%	16.8%	42.9%	24.1%	3.67	1.152
The system in use at the university is effective and efficient to the students	9.3%	10.2%	17.3%	37.8%	25.4%	3.59	1.230
I am well informed of the examination procedures	6.9%	11.5%	21.9%	38.7%	21.0%	3.55	1.145
My university provides extensive orientation of new students	6.9%	12.6%	18.8%	40.0%	21.7%	3.57	1.159

Source: Author (2018)

The respondents strongly agreed with the statement that the process followed to get admission to the university was clear (mean=3.96). Moreover, they also expressed concurrence, albeit with varying degrees, with the statements that the process followed to register as a student was adequate (mean=3.46), the process followed for making payment to the university was convenient (mean=3.67), the system in use at the university is effective and efficient to the students (mean=3.59), they are well informed of the examination procedures (mean=3.55), and that the university provides extensive orientation of new students (mean=3.57).

4.4.5 Dependent Variable: Customer Satisfaction

Customer satisfaction was the dependent variable of this study. The responses that were received from the respondents in relation to this variable are summarized in table 4.9 below:

Table 4.9. Customer Satisfaction

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	S.D
I have experienced a positive relation with the university	2.20%	4.40%	11.30%	39.20%	42.90%	4.16	0.95
I am willing to be an active alumnus of the university	2.20%	9.10%	20.60%	52.40%	15.70%	3.7	0.92
I am satisfied with the quality of service provided by the administration staff	2.20%	4.40%	34.30%	34.30%	24.80%	3.75	0.95
I am willing to come back for further studies in this university.	4.60%	8.80%	23.70%	42.50%	20.40%	3.65	1.05
I am willing to recommend this university to someone else.	3.80%	6.60%	11.50%	46.00%	32.10%	3.96	1.02
Overall, I am satisfied by this university	5.80%	8.20%	10.80%	42.50%	32.70%	3.88	1.13

Source: Author (2018)

There was a strongly consensus with the statement that they had experienced a positive relation with the university (mean=4.16). They also strongly expressed their willingness to be active alumni of the university (mean=3.70). Moreover, they said that they were satisfied with the quality of service provided by the administration staff (mean=3.75) and they were willing to come back for further studies in the university (mean=3.65). They also strongly indicated that they were willing to recommend their university to someone else (mean=3.96). Finally, they expressed a strongly level of satisfaction with their university (mean=3.88).

4.5 Diagnostic Tests

The researcher undertook diagnostic testing to ensure that the data conforms to the classic linear regression assumptions. The researcher tested the data for multicollinearity, heteroscedasticity, and normality of residuals. Results of this analysis are discussed below.

4.5.1 Testing for Multicollinearity

According to Keith (2006), multicollinearity arises when two or more independent variables that are jointly used to estimate a regression model have a strong linear relationship. The researcher tested for multicollinearity using the variance inflation factors. If the variance inflation factor for any variable exceeds 5, this is an indicator of the existence of multicollinearity and therefore the problem should be remedied before any further analysis is undertaken.

Table 4.10 Testing for Multicollinearity

Variable	VIF	1/VIF
C_Focus	1.32	0.758979
C_improvement	1.31	0.762660
P_SApproach	1.02	0.982116
M_Commitment	1.01	0.991061
Mean VIF	1.16	

Source: Author (2018)

As per table 4.10 above, all the Variance Inflation Factors were less than 5. As such, the deduction is that there was no multicollinearity in the data and hence it was fit for analysis.

4.5.2 Testing for Heteroscedasticity

The researcher tested the data for heteroscedasticity using the Breusch Pagan test. Heteroscedasticity is present when the variance of the error terms is not constant, and it a major problem since it tends to inflate the standard errors. This increases the probability of committing a type two error in hypothesis testing, i.e. failing to reject a false hypothesis. If the p value of the Breusch Pagan test is greater than 5%, this is an indicator of the presence of heteroscedasticity.

Table 4.11. Testing for Heteroscedasticity

Breusch- Pagan /Cook-Weisberg test for heteroskedasticity Ho: Constant variance Variables: fitted values of C_ Satisfaction Chi2 (1) = 2.00 Prob > chi2 = 0.1573

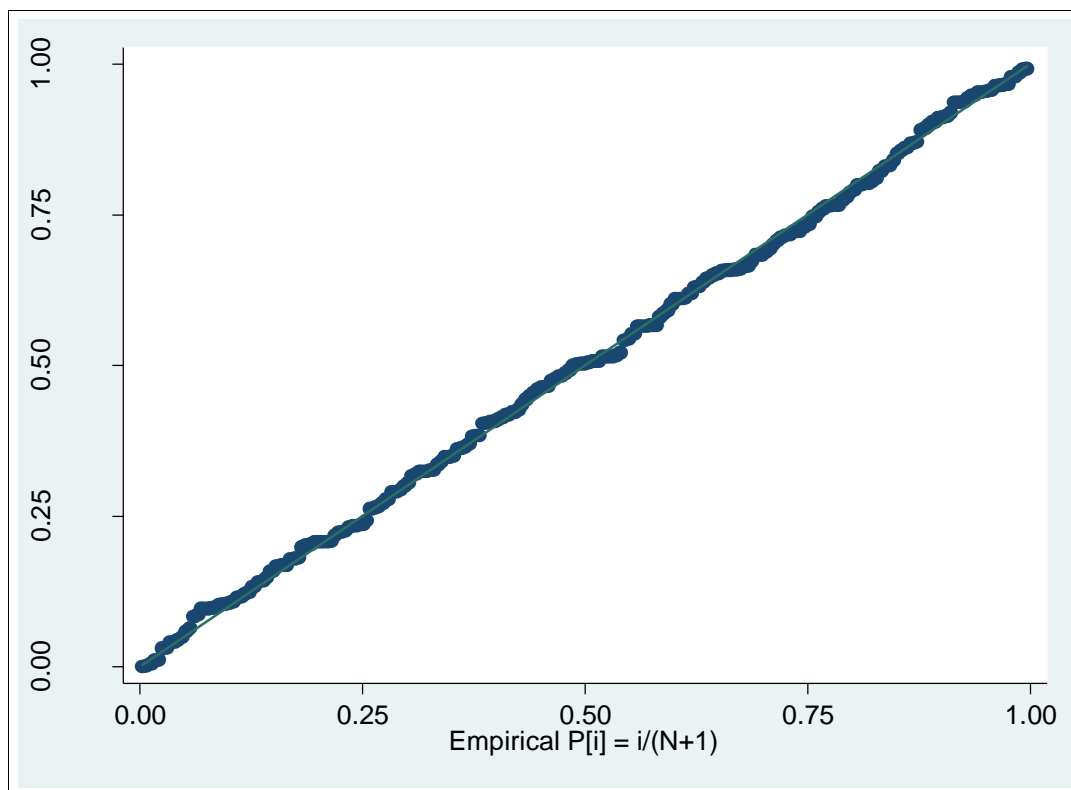
Source: Author (2018)

As evident in table 4.11, the null hypothesis of constant variance should not be rejected since the p value was greater than 5%. As such, the conclusion was that there was no heteroscedasticity in the dataset.

4.5.3 Testing for Normality of Residuals

According to the Gauss Markov Theorem, for the coefficients of the regression analysis to be the best linear unbiased estimators, the residuals must be normally distributed with a constant variance and a mean of zero. To evaluate normality of residuals, the researcher used the p-p plot shown in figure 4.1 below. If the plot is linear, this implies that the residuals follow a normal distribution.

Figure 4.1. Testing for Normality of Residuals



Source: Author (2018)

According to the P-P plot, the residuals are normally distributed since the plot is approximately linear.

4.6 Inferential Analysis

To compute the strength between dependent variable and the independent variables the researcher conducted several forms of inferential analysis on the study data. In particular, the researcher conducted a multiple regression analysis, an Analysis of Variance (ANOVA), and evaluated the study's coefficient of determination.

4.6.1 OLS Regression Analysis

The research undertook a multivariate ordinary least squares regression analysis in order to quantify the relationship between the independent variables and the dependent variable. The results of this analysis are shown in table 4.12 below.

Table 4.12 OLS Regression Analysis Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.337	.078		4.328	.000
	Customer Focus	.677	.017	.843	40.820	.000
	Management Commitment	.051	.021	.043	2.395	.017
	Continuous Improvement	.130	.019	.140	6.814	.000
	System /Process Approach	.049	.020	.045	2.486	.013

a. Dependent Variable: Customer Satisfaction

Source: Author (2018)

The regression analysis table showed that all the independent variables had a positive and significant impact on the dependent variable. These results can be summarized in the following model:

$$Y = 0.337 + 0.677X_1 + 0.051X_2 + 0.130X_3 + 0.049X_4 \dots\dots\dots(ii)$$

Where:

Y = Customer Satisfaction

0.337 = Constant

X₁ = Customer Focus

0.677= Coefficient of X₁

X₂= Management Commitment

0.051= Coefficient of X₂

X₃= Continuous Improvement

0.130 = Coefficient of X₃

X₄= System /Process Approach

0.049 = Coefficient of X₄

According to the regression equation, the level of customer satisfaction was 0.337 in the absence of the effect of all the independent variables. The findings also imply that a unit increase in customer focus led to a 0.677 increase in customer satisfaction; a unit increase in management commitment led to a 0.051 increase in customer satisfaction; a unit increase in continuous improvement led to a 0.130 increase in customer satisfaction; and a unit increase in System /Process Approach led to a 0.049 increase in customer satisfaction. It can be noticed that all four

independent variables had a positive and significant effect on the dependent variable, with customer focus having the highest effect and system /process approach the least effect.

4.6.2 Coefficient of Determination

The coefficient of determination was used to evaluate the explanatory power of variance in the independent variables on variance in the dependent variable. The data analysis yielded a coefficient of determination of 85.5%, which illustrates an acceptable goodness of fit. This implied that 85.5% of variability in customer satisfaction can be attributed to variability in customer focus, management commitment, continuous improvement and system /process approach.

Table 4.13 Coefficient of Determination

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.925 ^a	.855	.854	.33310
a. Predictors: (Constant), System /Process Approach, Management Commitment, Continuous Improvement, Customer Focus				

Source: Author (2018)

4.6.3 Analysis of Variance

The study used the ANOVA F test to evaluate the significance of the overall model. The result of this analysis, as shown in table 4.14 below, indicated that the overall model was significant since the p value was less than 5%. As such, system /process approach, management commitment, continuous improvement, and customer focus are jointly deemed as significant predictors of customer satisfaction.

Table 4.14 Analysis of Variance

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	293.481	4	73.370	661.264	.000 ^b
	Residual	49.597	447	.111		
	Total	343.077	451			
a. Dependent Variable: Customer Satisfaction						
b. Predictors: (Constant), System /Process Approach, Management Commitment, Continuous Improvement, Customer Focus						

Source: Author (2018)

4.6.4 Hypothesis Testing using the Multiple Regression Model

Going by the results outlined in the regression table, we can see that the coefficients of all independent variables were positive and statistically significant. The conclusion therefore was to *reject* all null hypotheses and conclude that the four independent variables had a significant effect on customer satisfaction as discussed below:

H₀₁: Customer focus has no significant effect on customer satisfaction in institutions of higher learning in Kenya.

The results of regression analysis showed that customer focus had a positive and significant effect on customer satisfaction in institutions of higher learning in Kenya ($\beta = 0.677$, $p = 0.000$). As such, the hypothesis that customer focus had no significant effect on customer satisfaction in institutions of higher learning in Kenya was rejected.

H₀₂: Management Commitment has no significant effect on customer satisfaction in institutions of higher learning in Kenya.

The results rejected the hypothesis that management commitment had no significant effect on customer satisfaction in institutions of higher learning in Kenya. Contrary to this hypothesis, management commitment was found to have a positive and significant effect on customer satisfaction in institutions of higher learning in Kenya ($\beta = 0.051$, $p = 0.017$).

H₀₃: Continuous improvement has no significant effect on customer satisfaction in institutions of higher learning in Kenya.

The hypothesis that continuous improvement has no significant effect on customer satisfaction in institutions of higher learning in Kenya was also rejected, since the effect of continuous improvement on customer satisfaction in institutions of higher learning in Kenya was positive and significant ($\beta = 0.130$, $p = 0.000$).

H₀₄: System /Process Approach has no significant effect on customer satisfaction in institutions of higher learning in Kenya.

Analysis showed that the effect of system /process approach on customer satisfaction in institutions of higher learning in Kenya was positive and significant ($\beta = 0.049$, $p = 0.013$). As such, the hypothesis that system /process approach had no significant effect on customer satisfaction in institutions of higher learning in Kenya was consecutively rejected.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1. Introduction

This chapter presented the summary of research findings from the data analyzed. It also gave a detailed conclusion on the study variables and recommendations.

5.2. Summary of Findings

5.2.1. Effect of Customer focus on customer satisfaction

From the regression analysis, the study found customer focus taking the lead as the most influential variable for customer satisfaction. The regression indicated that a unit increase in customer focus led to 0.677 increase in customer satisfaction. The correlation analysis also pointed out a positive relationship between the two. This is supported by (Ishikawa, 1985 and Kanji, 1990) who indicated that customer focus and satisfaction is regarded as the driving force for the whole quality process. Deming (1986) also indicated that the survival of organization is dependent on meeting the customers' needs and ensuring that the customer is satisfied. The descriptive statistics demonstrated that there was consensus on the respondents agreeing on the significance of having quick resolution for conflict. This is supported with the highest mean of 3.79 of the respondents' responses. It is consistent with Mallack and Lyth (2003) who indicated that organization must be responsive to customers' needs and requirements.

5.2.2. Effect of Management commitment on customer satisfaction

The study found management commitment to have significant effect on the customer satisfaction. From the regression analysis, this is the third most significant variable. A unit increase in management commitment, led to 0.051 increase in customer satisfaction. The descriptive analysis indicated the significance of management commitment in enhancing effective communication and regular meetings with customers. This statement is supported by having the highest mean of 3.61 of the responses. The respondents also agreed on the significance of quality policy in an organization that is committed to ensure customer satisfaction. In overall, the respondents agreed that management commitment influences customer satisfaction. This is supported by (Oakland, 2003) who stated that Quality policy shows that top management is committed to quality services and fulfilment of customer needs. It is also consistent with Besterfield (2003) who indicated that top management commitment to quality improvement makes the implementation of quality efforts to be successful.

5.2.3. Effect of Continuous Improvement on customer satisfaction

The study found continuous improvement to have a significant effect on the customer satisfaction. This is the second most significant variable as per the regression analysis. The regression analysis indicated that a unit increase in continuous improvement led to a 0.130 increase in customer satisfaction. The descriptive statistics indicated that the respondents agreed that organizations used customer feedback in making future decisions. This is supported with a highest mean of 3.58 of the responses. The respondents also agreed that the delivery of service is continually improved for quality enhancement. The respondents agreed on the significance of continual improvement of the curriculum based on the market needs. This is consistent with Arasi and Paul (2005) who indicated that firms that practice continual improvement constantly

improve their customer service and internal performance. Organizations must continually improve their processes to be able to survive in a competitive market. This also agrees with Yousaf (2006) who found out that continual improvement efforts lead to increased customer satisfaction and delight.

5.2.4 Effect of system/Process approach on customer satisfaction

From the regression analysis, the study found system/process approach to have a significant effect on customer satisfaction. This is the fourth most significant variable from the regression output. The regression model showed that a unit increase in system/process approach led to a 0.049 increase in customer satisfaction. The correlation analysis also points to a positive relation between the two. The descriptive statistics showed that the process followed to get admission in the university was clear. This is supported with the highest mean of 3.96 of the responses. The respondents also agreed that the students were taken through orientation in to the university processes. This is supported by Robbins (2008) who indicated that process approach is a powerful way of organizing and managing activities in order to create value for the customers and other stake holders. It is consistent with Senge and Sterman (2005) who stated that organizations that focus on TQM efforts should emphasize on the relationship of the different parts in order to achieve the organization goals and objectives.

5.3. Conclusions

5.3.1. Customer focus

The study concluded that customer focus was the most significant variable for customer satisfaction. The study concluded that the most significant aspect of customer focus were having

quick resolution for customer conflict, management great concern for quality products and services, understanding customers' needs and requirements and collecting customer complaints. The study concluded that organizations need to have quick solutions to customer conflicts. Having customers' best interest at heart and soliciting feedback were fundamental in ensuring customer satisfaction.

5.3.2. Management commitment

The study concluded that regular meetings with students, ability for employees to make quick decisions, and effective communication to clients were the most significant aspect of management commitment. The study also concluded that quality policy statement was key in ensuring customer fulfillment.

5.3.3. Continuous improvement

The study concluded that the key aspects of continual improvement were use of customer feedback in decision making and maintaining error free records. Other fundamental aspects for continual improvement are continuous improvement of teaching methods and conducting frequent evaluation of services for quality enhancement.

5.3.4. System/Process Approach

The study concludes that system/process approach was the least significant variable for customer satisfaction. Specifically, these aspects emerged to have the most significant aspect; clear admission procedure, adequate and convenient process for registering for units, making payment and student orientation in to the system. The study further concludes that efficient and effective examination system was fundamental in ensuring customer satisfaction.

5.4 Recommendation for Policy and Practice

From the findings of this research, the following are the recommendations;

Higher learning institutions should strive to focus on the customers' requirements and needs in order to gain customer satisfaction. They should conduct market research so as to be aware of the customers' requirements.

Management of higher learning institutions should participate and be committed in the day to day running of the organization. Management should endeavor to conform to customers' needs and requirements and also empower their employees.

For organization to remain competitive, they should ensure they continually improve their products, services and processes. Management should use the solicited customer feedback to help in making future decisions that enhances quality improvement.

The other variable of interest from this research is process/system approach. Management should ensure their organization processes and system are effective and efficient. Orientation of new students to the system is important for customer's fulfillment and satisfaction.

5.5 Suggestions for further studies

The study recommends further studies be done on customer satisfaction in the higher education institutions. Other constructs or determinants for Total Quality Management could be examined such as employee empowerment, management by fact and culture. Future studies could also be done to include a large number of higher learning institutions.

REFERENCES

- Arango. V. 2014. Effect Of Perceived Value On Customer Satisfaction In Kenya: Comparative Analysis Of Public And Private University Students.
- Arusu B. S. and Paul J. p. (2005) *Total Quality Management*, 2nd edition. Scitech Publications India Chennai.
- Ayup, Kartinah, & Chung, then Hsio (2010). Empowerment: Hotel Employees' Perspective. *Journal of Industrial Engineering and Management*, pp 561-575
- Babbie, E & Mouton, J., (2007). *The practical of social research*. South African Edition, Cape Town.
- Bulgarella C.C. (2005) Employee Satisfaction and Customer satisfaction. *Is there a relationship*. Guide star Research White paper
- Capra, F. 2007. *The web of life*. New York: Doubleday-Anchor Book.
- Cooper, D.R., & schindler, P.S. (2008). *Business research methods*. 10th Edition; McGraw-Hill International Edition; Singapore (ISBN: 978-007-12633-7)
- Degner, L. (2005). Knowledge translation in palliative care: Can theory help? *Canadian Journal of Nursing Research*, 37(2), 105-113.
- Deming, W.E. (1986), *Out of the Crisis*, Massachussetts Institute of Technology, Centre for Advanced Engineering Study, MIT Press, Cambridge, MA.
- Dimitriades, A.S. (2006), "Customer Satisfaction, Loyalty and Commitment in service organization: Some evidence from Greece", *Management Research News*, Vol. 29 No. 12, pp 782 – 800.

Edvardsson. (2005) GURU'S VIEW, Service quality: beyond cognitive assessment Service Sweden. *Managing Service Quality*, 15 (2), pp. 127-131q

Gronroos, C.,(2007) The Perceived Quality Concept: a mistake? *Managing Service Quality* 11(3), pp. 150-152.

Hasan, A. F., et al. (2008). Service Quality and Student Satisfaction: A Case Study at Private Higher Education Institutions. *International Business Research*, 1(3), 163-175.

Hoffman, R.C. and Hagerty, H. (2004), "Top management influence on innovation: effects of executive characteristics and social culture", *Journal of Management*, Vol. 19 No. 3, pp. 549-74

Ishikawa, K. (1985), *What is Total Quality Control? The Japanese Way*, Prentice Hall, Englewood Cliffs, NJ.

Jamshed K. Khan, (2003), "Impact of total Quality Management on Productivity", *The TQM Magazine*, Vol. 15 Iss 6. Pp 374 – 380.

Juan Jose Tari (2005), *Components of Successful TQM*, *The TQM Magazine*, Vol 17, Issue 2, PP 182-194.

Juran, J.M. and Gryna, F.M. (1993), *Quality Planning and Analysis*, 3rd ed., McGraw-Hill, New York, NY.

Katz, D., Kahn, R.L. 2003. *The Social Psychology of Organizations*, II ed. New York: Wiley

Keng and Boom (2011), " Are TQM practices supporting customer satisfaction and service quality?" *Journal of service Marketing*, Vol 25, Issue 6: Pp 410 -419.

Kennedy, K.N., Lassk, F.G. and Goolsby, J.R. (2008), "Customer mind-set of employees throughout the organisation", *Journal of the Academy of Marketing Science*, Vol. 30 No. 2, pp. 159-71.

Kuada, J. (2012). *Research Methodology: A Project Guide for University Students*. Frederiksberg : Samfundslitteratur.

Kotler P.(2006). *Marketing Management; managing service quality* 12thedition. NY: Prentice Hall. Lin J.S.C., & Wu, C.Y (2011) 21(5) 535-551

Lovelock CH, Wirtz J (2007). *Services marketing: People, Technology, strategy*, 6th ed., Upper Saddle River, N.J.: Pearson/Prentice Hall.

Mallak, L.L., Lyth, D.M., Olson, S.D., Ulshafer, S.M. and Sardone, F.J. (2003), "Culture, the built environment and healthcare organisational performance", *Managing Service Quality*, Vol. 13 No. 1, pp. 27-38.

Mugenda M.O. & Mugenda, G. A. (2003) *Research Methods. Quantitative and Qualitative Approach*: Nairobi. Laba Graphics Services.

Mele, C., Colurcio, M. 2006. The evolving path of TQM: towards business excellence and stakeholder value. *International Journal of Quality and Reliability Management*. 23(5).

Menon, Sanjay T (2007). *Employee Empowerment : An Integrative Psychological Approach*. International Association for Applied Psychology.

Mukonyo, F. M. (2014), "Effect of Total Quality Management implementation performance in Micro Finance Institutions in Kenya. A case of K-REP Development Agency (KDA), Masters Project, Kenyatta University Library.

Nimako S. J. and Azuma F. K. (2009) '*An Assessment and Analysis of Customer Satisfaction with Service Delivery of Mobile Telecommunication Networks Within Ghana*'.

Nafula F. (2012), "Effects of Implementation of Total Quality Management on Organizational Performance. A case of Post Bank., Masters Project, Kenyatta University Library.

Oakland, J. S, (2003), *TQM texts with cases*; Butterworth Heinemann, 3rd Ed. Amsterdam, Boston.

Orsini Joyce, (2013) *The Essential Deming: "Leadership Principles from the Father of Quality."* McGraw Hill, New York, 2013, pp. 325

Senge, P.M., Sterman, J. 2005. *System Thinking and Organizational Learning: acting locally and thinking globally in the organization.* Working Paper n.03.009. Cambridge: MIT.

Senge, P.M. (1990), "The leader's new work: building learning organizations", *Sloan Management Review*, Vol. 32 No. 1, pp. 7-23.

Sanjay L. Ahire, K.C. O'Shaughnessy, (2008) "The role of top management commitment in quality management: an empirical analysis of the auto parts industry", *International Journal of Quality Science*, Vol. 3 Issue: 1, pp.5-37.

Sit, Ooi, Lin and Chong, (2009), "TQM and customer satisfaction in Malaysia Service sector, *Industrial Management and Data Systems*, Vol. 109 Iss 7pp 957 -975

Sudha (2013), "TQM in institutions of Higher Learning", *International journal of social science and interdisciplinary Research*, Vol. 2 (6) June 2013.

Wang Y. and Hing-Po L. (2008.) *Service quality, customer satisfaction and behaviour intentions: Evidence from China's telecommunication industry*, 4(6), 50-60.

Waweru, S. N. (2013) *The role of Private Universities in Meeting the demand of higher Education in Kenya.* *International Journal of Education and Research* Vol. 1 No. 12 December 2013

Von Bertalanffy, L. (1956). *General System Theory*, in Emery, F.E. (eds.). *General System*, Yearbook of the Society for the Advancement of General System Theory.

Yousaf, N. (2006) *Top management commitment for TQM – A process model.* Pakistan's 10th international convention on quality improvement. Nov 27 -28, 2006.

APPENDICES

APPENDIX 1: RESEARCH QUESTIONNAIRE

I am a student at Kenyatta University pursuing MBA in Strategic Management. For successful completion of my course, I am required to conduct a research. My research topic is “*Total Quality Management Practices and Customer Satisfaction in Institutions of Higher Learning in Kenya (Case of Selected Universities in Nairobi County)*”. Please fill in the below questionnaire. The information collected will be confidential and used for academic purposes only.

Section A: General information

1. Please indicate your gender? Use a (√)

Male () Female ()

2. Your University of study?

KCA University University of Nairobi

3. Please indicate your Mode of study

Full time Part time weekend

SECTION B: CUSTOMER SATISFACTION

To what extent do you agree or disagree with the following statements

	CUSTOMER SATISFACTION	1	2	3	4	5
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
4	I have experienced a positive relation with the university					
5	I am willing to be an active alumnus of the university					
6	I am satisfied with the quality of service provided by the administration staff.					
7	I am willing to come back for further studies in this university.					
8	I am willing to recommend this university to someone else.					
9	Overall, I am satisfied by this university					

SECTION C: CUSTOMER FOCUS

To what extent do you agree or disagree with the following statements

	CUSTOMER FOCUS	1	2	3	4	5
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	My university collects extensive complaint information from customers.					
2	My university has greater concern for quality products and services					
3	My university has concern for quick resolution for student conflict					
4	Employees understand customer needs and deliver products /service beyond customer expectations					
5	The university regularly solicits feedback from the customers to improve products and services					
6	The employees have customer best interest at heart					

SECTION D: MANAGEMENT COMMITMENT

To what extent do you agree or disagree with the following statements

	Management commitment	1	2	3	4	5
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	The university communicates effectively on any development					
2	The management of the university have regular meetings with the students					
3	There is a written quality policy					
4	The Employees are quick in making decisions regarding student's queries.					
5	I believe the university gives quality education					
6	Employees are committed to delivering quality and conforming to customer requirements					
7	Management act on the student's evaluation feedback to ensure conformance to customer requirements					

SECTION E: CONTINUOUS IMPROVEMENT OF PRODUCTS AND SERVICES

To what extent do you agree or disagree with the following statements

	CONTINUOUS IMPROVEMENT	1	2	3	4	5
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	The course curriculum is continuously revised based on market needs.					
2	The records in the university registrar's office are properly maintained.					
3	The university provides me with quality education					
4	The lecturers ensure that the teaching methods are continuously improved for quality enhancement					
5	My academic results have no errors					
6	The Quality assurance departments conducts frequent evaluations to help in improvement of services offered.					
7	The customer feedback provided in the evaluations is implemented in making future decisions					

SECTION F: SYSTEM/PROCESS APPROACH

To what extent do you agree or disagree with the following statements

	SYSTEM/PROCESS APPROACH	1	2	3	4	5
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	There is clear process for making an admission in the university					
2	The registration process to be a student is adequate					
3	The university payment process is convenient					
4	The system in use at the university is effective and efficient to the students					
5	Examination procedures are clearly outlined					
6	My university provides extensive orientation of new students					

Thank you for the cooperation

APPENDIX II: INTROCUATION LETTER



**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/CTY/24678/2014

DATE: 18th January, 2018

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

Dear Sir/Madam,

RE: RESEARCH AUTHORIZATION FOR WINNIE MUTHONI MUCHIRA – REG. NO.
D53/OL/CTY/24678/2014.

I write to introduce Ms. Winnie Muthoni Muchira who is a Postgraduate Student of this University. She is registered for M.B.A degree programme in the Department of Business Administration.

Ms. Winnie Muthoni intends to conduct research for a M.B.A Project Proposal entitled, “Total Quality Management Practices and Customers Satisfaction in Institutions of Higher Learning in Kenya (Case of Selected Universities in Nairobi County)”.

Any assistance given will be highly appreciated.

Yours faithfully,

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