

**QUALITY MANAGEMENT PRACTICES AND CUSTOMER
SATISFACTION IN MIDDLE LEVEL COLLEGES IN MACHAKOS
COUNTY, KENYA**

DAMARIS NZISA DAVID

D53/CE/25716/2014

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

NOVEMBER, 2018

DECLARATION

I declare that this research project is my original work and it has not been submitted for the award of any degree or diploma in any other institution. No part of the project should be reproduced without the authority of the author and/or Kenyatta University.

Signature _____

Date _____

Damaris Nzisa David

D53/CE/25716/2014

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

Signature _____

Date _____

Mr. Shadrack Bett

Department of Business Administration

School of Business

Kenyatta University

DEDICATION

I dedicate this work to my children Festus Muema and Stephen Ngoli who encouraged me to pursue this master's programme. I am grateful for your prayers and moral support. May God bless you.

ACKNOWLEDGEMENT

I sincerely thank the almighty God for the gift of life; good health and enabling me write this project. My gratitude goes to Mr. Bett my supervisor for his technical support in writing in writing this project. Lastly my gratitude goes to friends and classmates for giving me moral support and encouragement to complete this proposal. May God bless you.

TABLE OF CONTENTS

DECLARATION	ii
DEDICATION	iii
ACKNOWLEDGEMENT	iv
LIST OF FIGURES	ix
ABBREVIATIONS AND ACRONYMS	x
OPERATIONAL DEFINITION OF TERMS	xi
ABSTRACT	xii
CHAPTER ONE	1
INTRODUCTION	1
1.1 Background of the Study	1
1.1.1 Customer Satisfaction	2
1.1.2 Quality Management Practices.....	3
1.2 Statement of the Problem.....	5
1.3 Objectives of the Study	6
1.3.1 General Objective.....	6
1.3.2 Specific objectives.....	6
1.4 Research Questions	7
1.5 Significance of the Study	7
1.6 Scope of the study	8
1.7 Limitations of the Study.....	8
1.8 Organization of the Study	8
CHAPTER TWO	10
LITERATURE REVIEW	10
2.1 Introduction.....	10
2.2 Theoretical Literature Review	10
2.2.1 Quality Management Theory	10
2.2.2 Structural Contingency Theory	11
2.2.3 Systems Theory	12
2.2.4 Customer Relationship Management Theory.....	14
2.3 Empirical Literature Review.....	15
2.3.1 Training and Development on Customer Satisfaction	15

2.3.2	Customer Orientation and Customer Satisfaction.....	16
2.3.3	Continuous Improvement and Customer Satisfaction.....	17
2.3.4	Leadership Style and Customer Satisfaction.....	19
2.4	Summary of Empirical Literature Reviewed and Research Gaps	20
2.5	Conceptual Framework	22
CHAPTER THREE		23
RESEARCH METHODOLOGY		23
3.1	Introduction.....	23
3.2	Research Design.....	23
3.3	Target population	23
3.4	Sampling Design and Sample Size	24
3.5	Data Collection Instruments	25
3.6	Pilot Study.....	25
3.6.1	Validity of the Instrument	26
3.6.2	Reliability of the Instrument	26
3.7	Data Collection Procedure	27
3.8	Data Analysis and Presentation	27
3.9	Ethical Considerations	28
CHAPTER FOUR.....		29
RESEARCH FINDINGS AND INTERPRETATIONS		29
4.1	Introduction.....	29
4.2	Response Rate.....	29
4.3	Background Information.....	30
4.3.1	Gender	30
4.3.2	Age	30
4.3.3	Work Experience.....	31
4.3.4	Education Level.....	32
4.4	Training and Development on Customer Satisfaction	32
4.5	Customer Orientation on Customer Satisfaction	34
4.6	Continuous Improvement on Customer Satisfaction	36
4.7	Leadership Styles on Customer Satisfaction.....	37
4.8	Customer Satisfaction	39

4.9	Regression Analysis.....	40
CHAPTER FIVE		44
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS		44
5.1	Introduction.....	44
5.2	Summary of Findings.....	44
5.3	Conclusions.....	46
5.4	Recommendations for Policy and Practice	47
5.5	Recommendations for Further Studies.....	47
REFERENCES.....		49
APPENDICES		55
Appendix I: Transmittal Letter		55
Appendix II: Questionnaire.....		56
Appendix III: University Approval Letter		60
Appendix IV: Research Authorization.....		61
Appendix V: Research Permit		62

LIST OF TABLES

Table 2.1: Summary of Empirical Literature Reviewed and Research Gaps	20
Table 3.1: Target Population.....	23
Table 3.2: Sample Size	24
Table 4.1: Response Rate.....	29
Table 4.2: Respondents' Age.....	30
Table 4.3: Respondents' Education Level	32
Table 4.4: Training and Development on Customer Satisfaction.....	33
Table 4.5: Customer Orientation and Customer Satisfaction	34
Table 4.6: Continuous Improvement on Customer Satisfaction	36
Table 4.7: Leadership Styles and Customer Satisfaction.....	38
Table 4.8: Customer Satisfaction.....	39
Table 4.9: Results of Multiple Regressions	40
Table 4.10: ANOVA.....	41
Table 4.11: Coefficients.....	41

LIST OF FIGURES

Figure 2.1: Conceptual Framework	22
Figure 4.1: Respondents' Gender	30
Figure 4.2: Respondents' Work Experience	31

ABBREVIATIONS AND ACRONYMS

CSI	Customer Satisfaction Index
OPM	Organizational Process Model
QM	Quality Management
QMP	Quality Management Practices
SERVQUAL	Service quality
SPSS	Statistical Package for Social Sciences
TQM	Total Quality Management

OPERATIONAL DEFINITION OF TERMS

Continuous improvement	It is a recurring activity to increase the ability to fulfill requirements
Customer orientation:	customer orientation as a set of beliefs that puts the customers' interest first, while not excluding those of all other stakeholders such as owners, managers, and employees, in order to develop a long-term profitable organization.
Customer satisfaction:	customer satisfaction is an individual's feeling of pleasure or displeasure resulting from matching a product's perceived performance.
Leadership Styles	A leader's method of providing direction, implementing plans, and motivating people..
Quality management practices	They are methods that ensure project reaches its expected quality. It follows the concept of zero defects and stresses on doing the work right the very first time
Training	Is the action of teaching a person or animal a particular skill or type of behavior.
Middle level college	An institution that offers courses at diploma and certificate level

ABSTRACT

Customer satisfaction is an asset that should be guarded and maintained just like any other asset in an organization. The management needs to have practices that promote customer satisfaction in service provision in an organization, middle level colleges included. The general objective of the study was to determine the effect of quality management practices on customer satisfaction in middle level colleges in Machakos County, Kenya. The study's specific objectives were to establish how training and development, customer orientation, continuous improvement and leadership styles influences customer satisfaction in middle level College. The study adopted a descriptive research design. The study target population was Machakos Teachers Training College whereby the respondents were management and heads of departments, Tutors, support staff and students from first and second years. The total target population was 312 respondents. The study used stratified sampling method to ensure that all cases are well represented and use simple random sampling method to select the respondents. The sample size was 175 respondents. This study used questionnaire instrument to collect data. Descriptive statistical analysis such as mean and standard deviation were used to analyse quantitative and presented in terms of tables, frequencies, graphs and charts. Multiple regression analysis was used to show the relationship between study variables. The study established that training and development, customer orientation, continuous improvement and leadership styles had a positive and significant influence on customer satisfaction in Machakos teacher training college. The study concludes that the college undertakes training programs to its workforce to strengthen their skills that each requires to improve and development programs are carried out to raise the level of their employees so that they all acquire skills and knowledge that are similar. Customer orientation is essential for achieving customer satisfaction and customer orientation practices primarily affect time-based efficiency. Continuous improvement is an ongoing incremental improvements where the college continues normal business activities, while constantly seeking out new opportunities to add value to their products, services and processes. Leadership is an important function of management which helps to maximize efficiency and to achieve organizational goals. This study recommends that Machakos teachers training college should carry out training and development programs for tasks leading to leading to successful business operation, do an in-depth understanding of the institution environment, an insight regarding training and development options and career development approach to weld in employees into organizational effectiveness and knowledge sharing to improve customer satisfaction. Machakos teachers training college should ensure that employees to be great at customer service they create an institution culture focused on caring. Have a good understanding of what their customers want and establish good lines of communication. Machakos teachers training college need to continuously improve their products, services, and processes to remain competitive and be able to maintain a work space that is organised and clean, promoting enhanced functionality, efficiency, and productivity and Machakos teachers training college management should build upon the weaknesses and strengths of its leadership style by becoming more effective and balanced at leading others. Having this knowledge the managers will gain direction to develop goals and a training plan to become better leaders.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Quality management is a deliberate quality enhancement approach for extensive administration to improve execution as far as quality, efficiency, consumer loyalty, and productivity (Gharakhani *et al.* 2013). The implementation of value administration procedures empowers associations to enhance interior efficiencies, which is considered as an essential to end up aggressive in worldwide commercial center. Kaynak (2011) sees that TQM is a continuous, iterative process. It prevails to the degree that associations can figure out how to find issues and resolve them successfully.

Firms that embrace a quality administration methodology center around accomplishing and supporting a top notch yields utilizing administration rehearses as the data sources and quality execution as the yields (Flynn, Schroeder & Sakakibara, 2014). These authors further demonstrate that TQM is frequently utilized as a multidimensional way to deal with estimating authoritative execution, where both money related and non-budgetary measures accept parallel significance. The benefits of implementing quality management practices can be reflected on increased organizational effectiveness and enhanced efficiency in operational systems

The dynamic environment in which businesses operate characterized by emerging technologies, competitors new operating ways have forced companies to change for the better and sustain their business operations (Fine, 2014). Bergman & Klefsjo (2010) observe that the most important aspect in achieving customer retention is through identifying the customers, their needs and expectations, then meeting and

even exceeding the expectations. As a result, continuous improvement can be used to reduce wastages and effecting decisions for future alterations.

1.1.1 Customer Satisfaction

Customer satisfaction is the core of every business philosophy and objective which focuses on the creation of worth for customers, forestalling and managing customers' expectations and signifying capacity and responsibility that will satisfy customer needs. Dominic and Guzzo (2010) point out that the provision of good quality services and the satisfaction of customers is critical points in the growth and development of every organization. Therefore delivery of quality services is paramount to achieving sustainable organizational performance.

According to Kotler (2000), customer satisfaction is an individual's feeling of pleasure or displeasure resulting from matching a product's perceived performance. The level of satisfaction may differ though depending on customer's experiences and their immediate circumstances result. Changhong (2008) points out that satisfaction has several elements including but not limited to: friendliness, service quality, good value, courteousness, knowledgeable and helpful customers, competitive pricing, service quality and quick service.

Oluseye et al (2014) cite Hansemark and Albinson (2004) who define customer satisfaction as the overall customer attitude towards a service provider or the difference between customer expectation and customer perception concerning the fulfillment of some wants, needs, desires or goals. According to Fornel et al (1996) customer satisfaction is an outcome of purchase and use resulting from the buyer's

comparison of rewards and cost of the purchase in relation to the anticipated consequences.

1.1.2 Quality Management Practices

Quality management (QM) is a systematic quality improvement approach for firm-wide management for the purpose of improving performance in terms of quality, productivity, customer satisfaction, and profitability (Gharakhani, Rahmati, Farrokhi & Farahmandian, 2013). The implementation of quality management techniques enables organizations to improve internal efficiencies, which is considered as a prerequisite to become competitive in global marketplace. Sousa and Voss (2012) states that quality management are exhibited by the practices of the organization through which the managers use to achieve company improvements. The critical success factors in quality management strategy include customer satisfaction which leads to retention, enhanced employee engagement, quality leadership, process control and improvement.

Training and development is very important in today's scenario because the business world is becoming more competitive and posing new challenges in front of the organizations. Employee training remains one of the widely driven forces toward job satisfaction (Batool & Batool, 2012). According to Jehanzeb and Bashir (2012) organizations which are providing the training and development programs for their employees are achieving high level of employee satisfaction and low employee turnover. Employees get a lot of benefits from the employee training and development program.

Enhanced customer satisfaction is believed to be significantly associated with greater customer loyalty, increased sales and productivity, high new-product success and innovation leading to a more sustainable competitive advantage (Wang & Lo, 2013). According to Ooi, Lin, Tan and Chong (2011) organizations struggle to satisfy their customers by offering different products or services that fulfill their needs and exceed their expectations. In order to achieve that, organizations are required to be customer oriented.

Jha, Noori and Michela (2016) define continuous improvement (CI) as a collection of activities that constitute a process intended to achieve performance improvement. In service industries and the public sector, the focus is on simplification and improved customer service through greater empowerment of individual employees and correspondingly less bureaucracy. According to Cole (2012) the continuous improvement cycle consists of establishing customer requirements, meeting the requirements, measuring success, and continuing to check customers' requirements to find areas in which improvements can be made.

Flynn (2012) reveals that leadership style is a leader's method whereby one influences the behaviour of another through personality and intellect rather than violence or threat. Leaders are unique, and varying leadership styles may influence transformation differently, with some leaders being more effective than others. According to Naidu and Van Der Walt (2015) an effective leadership style influences change and creates the impetus for transformation. Leadership is viewed as one of the fundamental drivers of organizational success for both now and the future. Therefore, the role of a leader is pivotal to organizational success in the current climate.

1.2 Statement of the Problem

Customer satisfaction is an asset that should be monitored and managed just like any other asset in an organization. Middle level colleges are educational organizations whose main business is to satisfy their customers. Customer satisfaction index (CSI) indicates that where satisfaction abounds, quality service, variety of services and goods, complain handling tactfully and meeting expectations are a common thing. Kim (2016) note that organization where there are poor management practices, employees are not motivated eventually performance is not that good. This can lead to lethargy, retiring on the job, poor attendance of lessons, dissatisfaction, poor performance, annoyance to parents, students' and lectures' unrest among other negative issues.

Machakos Teachers Training College has been using quality management practices in a bid to enhance its customer satisfaction but have experienced a number of challenges such as high labour turnover, understanding customer expectations, reaching out to customers, lack of consistency, employing skilled customer service professionals and even low morale among employees. Despite the widespread use of quality management still the college has not achieved the expected level of customer satisfaction.

Nyamari (2017) study investigated on effect of total quality management practices on operational performance of commercial banks in Mombasa County, Kenya and found that effective total quality management produces high operational performance for commercial banks in Mombasa County. However, the study used purposive sampling and the focused on commercial banks. Ngambi and Nkemkiafu (2015) study

examined the impact of total quality management on firm's organizational performance and established that only employment training and empowerment has a significant impact on financial performance and corporate social responsibility. However, the study used explanatory research design.

Belay, Helo, Takala and Kasie (2011) study examined the effects of quality management practices and concurrent engineering in business performance and found that there exists a direct relationship between total quality management and concurrent engineering and company's business performance improvement. However, the study was qualitative in nature and used a case which does not provide conclusive findings. It is under this premise this study wishes to investigate how quality management practices such as customer orientation, training curriculum, leadership style, improvement of services, facilities and processes influences customer satisfaction in middle level colleges in Machakos County, Kenya.

1.3 Objectives of the Study

1.3.1 General Objective

The general objective of the study was to determine the effect of quality management practices on customer satisfaction in middle level colleges in Machakos County, Kenya.

1.3.2 Specific objectives

- i. To establish how training and development influences customer satisfaction in middle level colleges in Machakos County, Kenya.
- ii. To find out the effect of customer orientation on customer satisfaction in middle level colleges in Machakos County, Kenya.

- iii. To determine the relationship between continuous improvement and customer satisfaction in middle level colleges in Machakos County, Kenya.
- iv. To examine the extent to which leadership style influences customer satisfaction in middle level colleges in Machakos County, Kenya.

1.4 Research Questions

The research sought to address the following questions

- i. How does training and development influence customer satisfaction in middle level colleges in Machakos County, Kenya?
- ii. What is the effect of customer orientation on customer satisfaction in middle level colleges in Machakos County, Kenya?
- iii. What is the relationship between continuous improvement and customer satisfaction in middle level colleges in Machakos County, Kenya?
- iv. What extend does leadership style influence customer satisfaction in middle level colleges in Machakos County, Kenya?

1.5 Significance of the Study

This study would be able to generate information useful not only for the sake of the study but also to the management of middle level colleges in Machakos County, Kenya. The college would get useful feed back to gauge their effect of quality management practices that they have put in place and to what extent they have effected to the levels of satisfaction of the students and other stakeholders. This would go a long way in helping them to plan how to reinforce the useful quality management practices and generate new ones to match changing times. The government would

also get useful insights on where they can chip in and assist the college to be a brand on its own operating at a competitive advantage.

1.6 Scope of the study

This study focused on quality management practices applicable in Machakos Teachers Training College and how they influence customer satisfaction within the College. These quality management practices were training and development, customer orientation, continuous improvement and leadership style. The respondents were tutors, members of non-teaching staff, administrators and students of the college exclusively. The study used questionnaires to collect data.

1.7 Limitations of the Study

This study dealt with a very sensitive matter touching directly on management and foresees a challenge in getting fine details. It could also be challenging to fully exhaust the total population and get in-depth analysis of the phenomenon. It is not easy to tell if the respondents who will participate will have stayed in their positions for a period long enough to be fully aware of the customer satisfaction aspect of the institute.

1.8 Organization of the Study

This study was organized in five chapters. Chapter one comprise of the background to the study, research problem, objectives of the study, purpose of the study, research questions, significance of the study, scope of the study, limitation of the study and assumptions of the study. Chapter two comprise of the theoretical review, empirical review, conceptual framework, knowledge gaps and summary of the literature review. Chapter three comprise of the research methodology, that is, research design, target population, sampling and sample size, data collection instruments, pilot study, data

collection techniques, method of data analysis and ethical issues. Chapter four comprise of the research findings and discussion and finally, chapter five comprise of the summary of the findings, conclusion and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter deals with theoretical review, empirical review, summary of literature review and research gaps to be filled by the study and conceptual framework.

2.2 Theoretical Literature Review

This study was based on the customer satisfaction theories and quality management theories that influence customer satisfaction in Machakos Teachers College.

2.2.1 Quality Management Theory

The theory of Quality Management (QMT) was advanced by Deming (1986). The theory hypothesizes that an element of value administration regulation is that it places obligation regarding producing associations unequivocally at the entryway of best administration (Deming, 1986). The hypothesis expresses that the administration is in charge of the frameworks, and that the framework produces 80 percent of the issues in firms (Hill, 1995). Deming (1986) noticed that no quality administration framework could prevail without best administration duty; the administration puts resources into the procedures, makes corporate culture and furthermore chooses providers and grows long haul connections. Deming's Quality Improvement Theory gives business an arrangement to wipe out low quality control issues through successful administrative methods.

The theoretical essence of the Quality Management Theory concentrated on quality concerns in the making of an organizational framework that encourages participation and learning for encouraging the usage of process administration rehearses, which,

thus, prompts execution (Anderson, Potocnik and Zhou, 2014). Oakland (2014) focused on that the duties of best administration should lead the pack in changing procedures and frameworks. Administration assumes a pivotal job in guaranteeing the accomplishment of value administration since it is the best administration's obligation to make and impart the vision to push the firm toward execution enhancement.

Deming's Quality Management Theory is significant to examine in that quality administration rehearses is a quality administration framework which can be utilized to upgrade nature of items and administrations through ceaseless enhancement and which associations can use to acknowledge execution. TQM is exhibited as an all encompassing methodology which requires client introduction, engaged individuals, consideration regarding the procedure, a great quality framework, and constant enhancement (Deming, 1986). Progressively, County governments are perceiving the vital significance of value and quality administration that compelling quality administration can upgrade their focused capacities and give key favorable position. The theory was used to explain continuous improvement variable.

2.2.2 Structural Contingency Theory

Structural Contingency Theory (SCT) was developed by Donaldson (1996). The key component of auxiliary possibility hypothesis is that associations must accommodate their structure to the possibility factors with the end goal to keep up and enhance execution. Basic possibility hypothesis holds that there is no single, compelling structure for all associations. Rather, associations must adjust their structures to fit the possibility factors and the earth as they influence the association. Possibility factors include: procedure, measure, assignment, vulnerability, parent association, open responsibility, basic resources and innovation.

In proposing the importance of the hypothesis to enhancing authoritative execution, Donaldson (2006) utilizes the 5-organize Structural Adaptation to Regain Fit (SARFIT) show. To begin with, association is in fit as it has acclimatized to its condition. In the second stage there is in possibility change where the hierarchical condition changes. Subsequently in the third stage, the association is in loner and execution endures. The fourth stage is the place the association does auxiliary adjustment to amend the condition of oddball and to reestablish its dimension of execution. In the last stage, the association accomplishes another fit and execution recuperates.

This theory is relevant to the study because it presents a major framework for County government design. It holds that the best authoritative auxiliary plan is the place the structure fits the possibilities (Donaldson, 2006). Key decision additionally assumes a job in the college in that they bow to the basic of embracing another structure that accommodates its new dimension of the possibility factor with the end goal to maintain a strategic distance from loss of execution from maverick. The hypothesis likewise demonstrates that the college social and condition is liable to change. Any rebel between the possibility factors and the structure prompts bring down execution. The move from nonconformist to fit is versatile change which is the substance of basic possibility hypothesis. The theory is used in the study to anchor the variable of leadership style variable.

2.2.3 Systems Theory

Systems theory was founded in the 1940's by the pioneer, biologist Ludwig von Bertalanffy and highly developed by Ross Ashby (1956). Bertalanffy during his life, emphasized that truthful frameworks are available to, and cooperate with, their

environment and that they can get hold of quantitatively new properties through rise, bringing about ceaseless advancement. The hypothesis recognizes the relationship of HR, effect of condition on authoritative game plan and work and the impact of outside partners on the association. Furthermore, the hypothesis centers around the environment and how it impacts the organization performance.

Schermerhorn (2009) defines the System Theory as a gathering of interrelated parts cooperating towards a reason. The creator sees associations as frameworks that accomplish incredible things by incorporating the commitments of people to accomplish the basic reason. The director's activity is to guarantee that all parts of the association are composed inside with the goal that the association can accomplish its objectives (Robbins, 2010). It relies upon the administrator to pick the administration approach that suits him/her with the end goal to have a powerful and proficient association that performs as per adequate models.

A firm is considered as a framework having incorporated parts that must be composed for productivity and adequacy. Framework just alludes to an arrangement of various autonomous parts cooperating in interrelated way to achieve an entirety. It is with this embodiment that synergism shows up. For example, an association is shaped by various divisions, segments, and units made out of people and gatherings which are autonomous, however cooperating to accomplish a shared objective with the point of transforming authoritative vision into the real world. Along these lines, the associations ought to adjust frameworks way to deal with upgrade corporate development and benefit. All together for the province to endure, the best administration authorities need to devise TQM systems that will empower them to

contend adequately in the dynamic condition. The theory is used to focus on training and development variable

2.2.4 Customer Relationship Management Theory

This study was guided by the customer relationship management theory by Laatuylhdistys (1995). As noted by Laatuylhdistys the key element in the theory of managing customer relationship is focusing on evaluating how an organization will oversee client contacts so productively that client relations will move forward. In the meantime it is likewise to assess how data on client needs would get to the association so much that it could recognize future desires for its clients, and henceforth holding them.

In postulating the relevance of the theory to improving customer quality focus practices, Prahalad and Ramaswamy (2014) properly inferred that clients are keen on buying a brand as well as feel like they ought to be treated as accomplices. In this way, it begins with discovering what the clients require and after that coordinating those prerequisites with merchandise or administrations. What the association at that point offers ought to have a dimension of "develop capacity", so the item can whenever be enhanced later on as per the prerequisites, way of life and use examples of the client.

Organizations strive to enhance consistently in accordance with the outline of nonstop enhancement of their separate nations, the primary spotlight being on guaranteeing that the clients remain center (Mann & Kehoe, 2014). The author also indicates that some organizations have even gone further as to incorporate these principles in their visions. They are guided by three principles, namely: Moving the client benefit

worldview by enhancing administration openness through administration focuses and innovation stages, utilizing innovation to improve benefit conveyance and advance consistence, changing staff state of mind to move from an emphasis on authorization towards building citizen trust through compelling assistance. The theory was used to explain customer orientation variable.

2.3 Empirical Literature Review

2.3.1 Training and Development on Customer Satisfaction

Cooney, Terziovski and Samson (2012) study examined employee training, quality management and the performance of Australian and New Zealand manufacturers. A mail survey of Australasian manufacturers was conducted. The survey was sent to 3,000 Australian and 1,000 New Zealand manufacturing sites that were randomly selected from manufacturing sites that employ more than 20 people and were registered with the Australian Bureau of Statistics or Statistics New Zealand. The study found that employee training is found to have a more significant impact upon organizational performance when combined with Total Quality Management.

Amadi (2014) carried out a study on the effect of training and development on Employees' performance; at Safaricom limited Call centre. he study adopted a case study approach where data was collected across a population through sampling of 340 employees at the Call Center which forms the Customer Care Division of Safaricom. The sample included managers, support/analyst and customer experience executives. Primary data was collected by use of both structured and unstructured questionnaire. The study concluded that there is need for continuous training and development taking into consideration the competition, market dynamics, customer satisfaction, and net promoter score among others.

Lee (2012) study investigated the firm size and the effectiveness of training for customer service. The study tested the moderation effect of firm size on the relationship between training and customer service among 735 firms. Unique elements include the placement of training within an overall high-performance HR system, customer service as an outcome, and the South African context. The benefits of training for customer service do increase significantly with firm size, with substantial benefit only occurring in large firms.

Abdul, Stephen and Erich (2013) study examined on the consequences of transfer of training for service quality and job satisfaction: an empirical study in the Malaysian public sector. Data for this study were collected through surveys of employees, their supervisors and their colleagues. Data were analysed using structural equation modeling. The findings reveal that transfer of training is positively and significantly associated with both service quality and job satisfaction.

2.3.2 Customer Orientation and Customer Satisfaction

Hawa (2015) study investigated the effect of customer orientation on customer satisfaction and examining the mediating effect of service quality. The study population consisted of the customers of pharmacy one in its 41 branches located in Amman; that offer different pharmaceutical services to customers when needed. The researcher chooses a convenience sample from the customers who will visit pharmacy one branches during the period of the study that is consisting of (248) respondents. The study established that there is a significant statistical effect of customer orientation on customer satisfaction as well as a significant statistical effect of service quality on customer satisfaction.

Kim (2014) study examined the mediated effects of customer orientation on customer relationship management performance. The study findings indicate that training orientation and customer information processing mediate the effect of customer orientation on Customer Relationship Management (CRM) performance. The empirical results suggest theoretical and managerial implications for CRM implementation and strategies.

Ming and Chung (2013) did a study on impacts of Customer Orientation, Service Orientation, Service Quality, Service Encounter Quality and Perceived Value towards Customers Satisfaction and Behavioural Intention: In Retail Context. Descriptive research design was used. Questionnaires were used to collect primary data. Pearson correlation and linear regression were employed. The study found that customer orientation and service orientation also held the key towards positive customers' behavioural intention.

Mokhtaran and Komeilian (2016) study explored the effect of customer orientation on Dana insurance performance considering the intermediary role of customer relations and service quality management. 80 Dana insurance representatives in Tehran, Iran were randomly sampled. A cross-sectional descriptive-survey design was used and data was collected through literature review and a questionnaire with 55 items which was validated through expert panel. The study revealed that customer orientation has a significant positive effect on Dana Insurance company's customer relationship management and service quality.

2.3.3 Continuous Improvement and Customer Satisfaction

Maletic, Maletic and Gomiscek (2012) study investigated on the relationship between continuous improvement and maintenance performance. The empirical data for this

study was drawn from a survey of Slovenian organizations in order to address the research problem. Several statistical methods including correlation analysis, regression analysis as well as principle component analysis (PCA) are utilized to accomplish the objective of the study. The findings suggest that continuous improvement significantly and positively relates to maintenance performance. In addition, findings advocate the importance of incorporation of quality management practices into maintenance processes.

Mohammed (2017) study examined the continuous improvement strategies for Nonprofit Organizations. The population for this study was leaders of nonprofit organizations in Delaware. Participants were purposefully selected for their successful experience in implementing continuous improvement strategies in nonprofit organizations. Data were collected through semi-structured face-to-face interviews from 4 nonprofit organization leaders. Data was analyzed using methodological triangulation through inductive coding of phrases and words. The study established that Nonprofit leaders could apply continuous improvement strategies to enhance performance and boost revenue.

Lizarelli and Toledo (2016) study investigated on practices for continuous improvement of the Product Development Process: a comparative analysis of multiple cases. Through a literature review, the main practices for CI in the PDP and investigate the level of implementation of these practices in four innovative Brazilian companies which perform product development activities in the country and have structured CI programs. The results showed that there is still difficulty in implementing some improvement practices in the PDP, especially those related to the

identification of barriers to implementation of CI, structuring improvement projects, and encouraging improvement actions in the PDP. Despite the difficulties, the implementation of practices for CI in the PDP has been identified as highly important for the companies studied.

2.3.4 Leadership Style and Customer Satisfaction

Pantouvakis and Patsiouras (2016) did an exploration study on the role of leadership style on the service quality-customer satisfaction link: Evidence from a B2B environment. A special survey instrument was developed and tested with the use of exploratory factor and regression analyses. Data from 118 small enterprises were collected through personal interviews, and results supported that the level of leadership style moderates the relationship between service quality and customer satisfaction despite what is commonly believed that leadership actually is a prerequisite of service quality.

Gashti, Torbehbar and Farhoudnia (2015) study investigated the relationship between leadership styles, employee satisfaction and loyalty. The method of data collection was questionnaire. Descriptive statistics and inferential statistics were used in this study. The results showed that traditional leadership styles in the Iranian automotive industry are used as dominant styles by managers and average level of employee satisfaction is low. The study confirms that leadership styles are important organizational antecedents of job satisfaction and loyalty in Asian automobile industries

Salahat and Majid (2016) study compared leadership styles to customer satisfaction of Palestinian insurance sector: Mediating role of employees performance. Using data

from a survey of 258 employees of insurance companies who have direct dealing with customers, this study tests a structural equation model that relates to leadership styles (i.e., transactional, and transformational), employees' performance and customer satisfaction. The evidence suggests that neither transactional, nor transformational leadership style impact customer satisfaction directly. On the other hand, the relationship between leadership styles and customer satisfaction is mediated partially by employees' performance.

2.4 Summary of Empirical Literature Reviewed and Research Gaps

Table 2.1: Summary of Empirical Literature Reviewed and Research Gaps

Author	Focus of the Study	Findings	Knowledge gap	Focus of the current study
Cooney et al. (2012)	Employee training, quality management and the performance	Employee training is found to have a more significant impact upon organizational performance when combined with Total Quality Management	The study focus was on Australian and New Zealand manufacturers	training and customer satisfaction in middle level colleges
Amadi (2014)	Training and development on Employees' performance;	Need for continuous training and development taking into consideration customer satisfaction	Safaricom limited Call centre context using case study approach	Training and customer satisfaction in middle level colleges using survey design
Lee (2012)	Firm size and the effectiveness of training for customer service	Benefits of training for customer service do increase	Exploratory research design	Descriptive research design

		significantly with firm size, with substantial benefit only occurring in large firms		
Hawa (2015)	Customer orientation on customer satisfaction	significant statistical effect of customer orientation on customer satisfaction	convenience sample from the customers	Stratified sampling technique
Mokhtaran and Komeilian (2016)	Customer orientation on Dana insurance performance	customer orientation has a significant positive effect on Dana Insurance company's customer relationship management and service quality	Random sampling and A cross-sectional descriptive-survey design	Stratified sampling and descriptive research design
Mohammed (2017)	Continuous improvement strategies for Nonprofit Organizations.	Nonprofit leaders could apply continuous improvement strategies to enhance performance and boost revenue	Nonprofit Organizations	middle level colleges
Pantouvakis and Patsiouras (2016)	role of leadership style on the service quality-customer satisfaction link	the level of leadership style moderates the relationship between service quality and customer satisfaction	Qualitative in nature	Quantitative in Nature

Source: Researcher (2018)

2.5 Conceptual Framework

Independent Variables

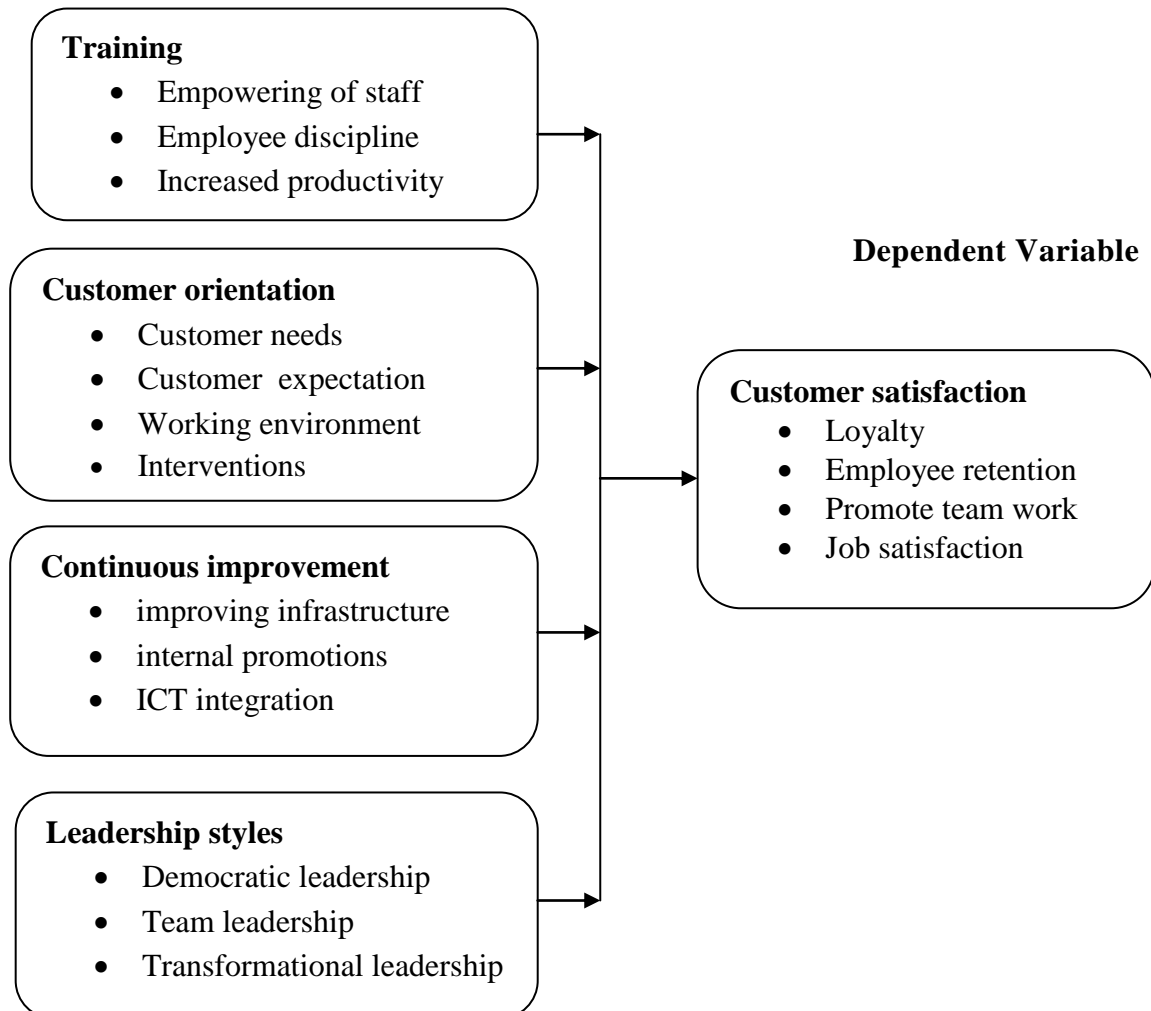


Figure 2.1: Conceptual Framework

Source: Researcher (2018)

Figure 2.1 shows that relationship between variables. The independent variables are training, customer orientation, continuous improvement and leadership style and the dependent variable in customer satisfaction.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter is organized under the following subheadings; the research design, target population, sampling techniques and sample size, data collection procedures and instruments, data analysis and ethical consideration.

3.2 Research Design

The study adopted a descriptive research design. Kothari (2004) recommend that the use of descriptive research design enables the researcher to make a certain predictions by narrating data and traits of the target population. Through the use of descriptive research the researcher was able to collect data from a larger population cheaply and faster with the use of questionnaires and get conclusive findings.

3.3 Target population

The study target population was Machakos Teachers Training College in Machakos County, Kenya whereby the respondents were management and heads of departments, Tutors, support staff and students from first and second years as shown in Table 3.1.

Table 3.1: Target Population

Strata	Population	Percentage
Management and heads of departments	12	38.5
Tutors	70	22.4
Support Staff	50	16.0
Students	180	57.7
Total	312	100

Source: Machakos Teachers Training College, HRM Department Report of 2018

The total target population was 312 respondents distributed unevenly in different strata. Table 3.1 shows that students form the highest percentage (57.7%) followed by management and heads of departments (38.5%), tutors (22.4%) and support staff (16.0%).

3.4 Sampling Design and Sample Size

The study used stratified sampling method to ensure that all cases are well represented and use simple random sampling method to select the respondents. The study used a sample size formula by Taro Yamane (1967) assuming an error term of 5%.

$$n = \frac{N}{1+N(e)^2}$$

$$n = \frac{312}{((1+312*(0.05)^2))}$$

$$n = 175$$

The sample size was 175 respondents which represent a 0.561(56.1%) of the target population (312). The proportionate distribution of sample size was obtained using a factor of 0.561 as shown in Table 3.2.

Table 3.2: Sample Size

Strata	Population	Factor	Sample Size	Percentage
Management and heads of departments	12	0.561	8	4.5
Tutors	70	0.561	39	22.3
Support Staff	50	0.561	28	16.0
Students	180	0.561	100	57.1
Total	312	0.561	175	100.0

3.5 Data Collection Instruments

This study used questionnaire instrument to collect data relevant to the study. According to Orodho (2009) points out that questionnaire confidential and this makes it possible to generate data from the respondents without fear of being revealed or victimized. Orodho 2009 and Kothari 2012 points out that questionnaire are free from bias and also those respondents who are not easily approachable can be reached conveniently.

The questionnaire was used because it provide a more comprehensive view than any other research tool and can reach a large sample especially the college student in this case. The results are more reliable and dependable. The questionnaire was formulated according to study objectives and research in a questions systematic procedure. The researcher administered the questionnaires personally to the respondents and thereafter the filled questionnaires were collected immediately for data analysis.

3.6 Pilot Study

Pilot study is a small test involving a small number of respondents to assist the researcher in checking for the quality of the questionnaires and identify any weaknesses before going for the final data collection process (Orodho, 2005). Questionnaires were piloted 10 respondents. In addition to that these respondents were not included in the final data collection process. The questionnaires were piloted to make sure that any error or missing item in it is identified and addressed so as to make sure they are valid and reliable.

3.6.1 Validity of the Instrument

According to best and khan (2005) instrument validity refers to the extent to which a research instrument accurately measures what it is designed to measure. Also Mugenda and Mugenda (2009) points out that validity is the degree to which will be achieved by ensuring results obtained from the analysis of the data that actually represent the phenomenon under study. Content validity was achieved by ensuring that there is a relationship between the questionnaire and research objective, questions are relevant, clear and that they are objective. Content validity as explained by Kothari (2004) is the extent to which a research instrument adequately covers the topic under study. For content validity the researcher made sure that the terms to be measured generate information on the specific management practices that are in place in the college and can be measured to show levels of satisfaction.

3.6.2 Reliability of the Instrument

Mugenda and Mugenda (2003) observe reliability as the consistence of an instrument to measure the same variable severally and yields similar results although this could be affected by the random error. In this case, a research instrument therefore was designed to replicate accurate and similar results over time while the same group is used in the investigation. Reliability can be enhanced through test and retesting methods. In this study the researcher tested instruments during the piloting and retest again in the actual study of the population reasonable amendments were done after pilot study to ensure that the research tool were standardized and structured in a manner to avoid ambiguity.

3.7 Data Collection Procedure

The management of Machakos Teacher Training College were contacted to seek permission to carry out the study. Because the population to be studied is large and dispersed the researcher employed assistants to take questionnaires to them and the same time explain the study purpose. To ensure high response rate the respondents were notified the date of collecting the questionnaires and one of the respondents from each stratum were appointed and given the responsibility of reminding the other respondents on the importance of filling the questionnaires

3.8 Data Analysis and Presentation

Data collected from the questionnaires was organized into a meaningful format and coded for easy analysis. Descriptive statistical analysis such as mean and standard deviation were used to analyse quantitative and presented in terms of tables, frequencies, graphs and charts. This was made possible by use of Statistical Package for Social Sciences (SPSS) version 20.0. Because the study involves more than three variables multiple regression analysis was used which resulted to a model as described below.

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

Whereby Y= Customer Satisfaction

 X₁= Training

 X₂= Customer Orientation

 X₃= Continuous Improvement

 X₄ = Leadership Styles

$\beta_1, \beta_2, \beta_3$ and β_4 are coefficients of determination

ε is the error term

3.9 Ethical Considerations

Kombo and Tromp (2006), note that researchers whose subjects are people or animals must consider the conduct of their research, and give attention to the ethical issues associated with carrying out their research. This study will deal with people as respondent. Therefore, the researcher ensured the respondents of confidentiality; made sure that they understand that the information is required for research purposes only by having a brief session shortly before administration of questionnaires. The researcher should observe public perspicuity which is meant to cast out doubts that the research is targeting their weaknesses or personal information. The respondent must be bonafide practicing tutors, support staff and students in the college.

The researcher acknowledged and ethnically respected all cited works, the respective author and their contribution to the study and observe any other ant-plagiarism rules in the writing of this proposal. Finally the researcher visited the college to book appointment and sought the consent of the respondents in order to carry out the research smoothly to avoid embarrassments.

CHAPTER FOUR
RESEARCH FINDINGS AND INTERPRETATIONS

4.1 Introduction

This chapter shows the research findings, presentation, interpretation and discussion of the findings obtained from the field. The chapter presents the background information of the respondents, findings of the analysis based on the variables of the study. Descriptive and inferential statistics have been used to discuss the findings of the study.

4.2 Response Rate

A total of 175 questionnaires were distributed to the respondents and the response rate is presented in Table 4.1.

Table 4.1: Response Rate

Category	Frequency	Percentage
Response	166	94.9
Non-response	9	5.1
Total	175	100

Source: Research Data (2018)

The results in Table 4.1 show that out of 175 questionnaires administered 166 responded giving a response rate of 94.9% while those respondents who failed to respond accounted for 5.1%. According to Mugenda and Mugenda (2003), a response rate of 50% is adequate for analysis and reporting; a rate of 60% is good and a response rate of 70% and over is excellent. Based on this assertion, the overall response rate of 94.9% was considered satisfactory to make conclusions for the study as it acted as a representative.

4.3 Background Information

The background information of the study was based on the respondents' gender, age, work experience and education level. The findings obtained are presented as follows:

4.3.1 Gender

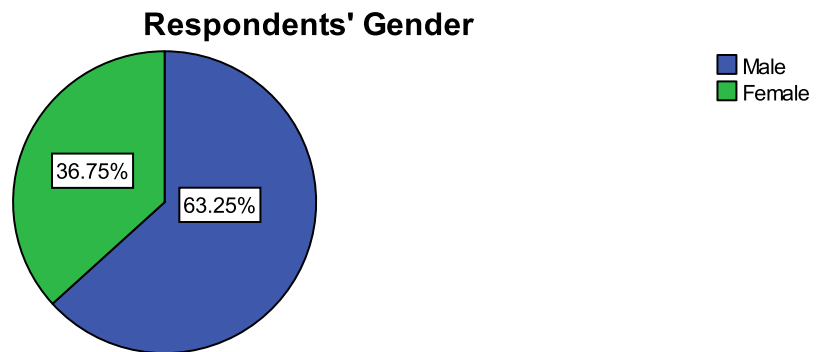


Figure 4.1: Respondents' Gender

Source: Research Data (2018)

Figure 4.1 shows that majority (63.25%) of the respondents were male and 36.75% female. These findings shows that both genders were involved in this study and thus the findings of the study did not suffer from gender biasness.

4.3.2 Age

Table 4.2: Respondents' Age

		Frequency	Percent	Cumulative Percent
Valid	Less than 25 years	18	10.8	10.8
	25 - 34 years	57	34.3	45.2
	35 - 44 years	45	27.1	72.3
	45 years and above	46	27.7	100.0
	Total	166	100.0	

Source: Research Data (2018)

The results in Table 4.2 show that majority (34.3%) of the respondents were aged between 25 to 34 years, 27.1% aged between 35 to 44 years and 45 years and above respectively and those respondents aged less than 25 years accounted for 10.8%. The cumulative frequency of 72.3% indicates that majority of the respondents were aged 35 years and above. These findings show that the respondents who were engaged in the study cut across different age gaps.

4.3.3 Work Experience

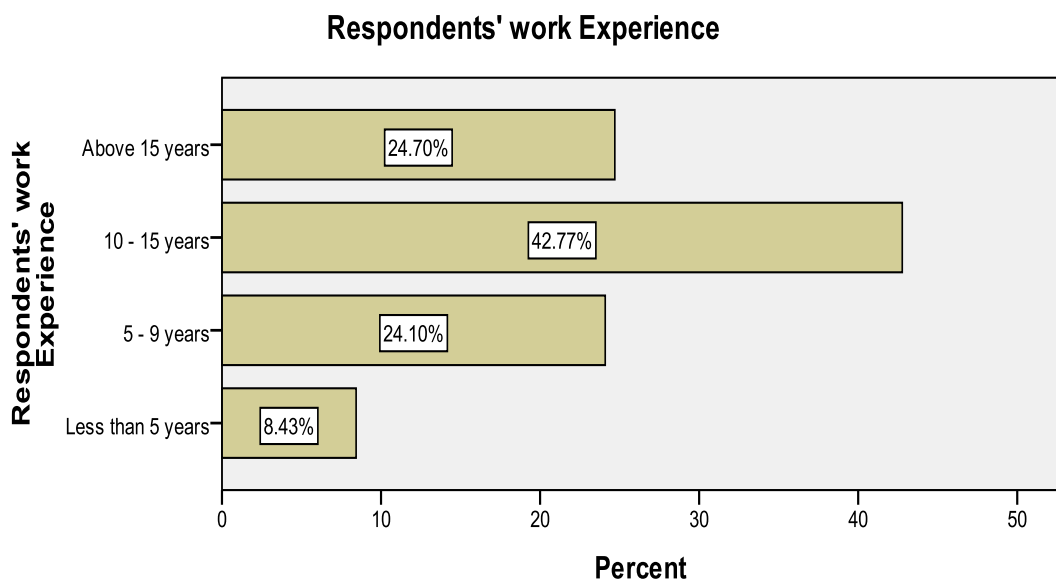


Figure 4.2: Respondents' Work Experience

Source: Research Data (2018)

The results in Figure 4.2 show that majority (42.77%) of the respondents had a work experience of between 10 to 15 years, 24.70% above 15 years, 24.10% between 5 to 9 years and 8.43% less than 5 years. This implies that majority of the respondents had worked with the organisation for a considerable period of time and thus they were in a position to give credible information relating to this study.

4.3.4 Education Level

Table 4.3: Respondents' Education Level

		Frequency	Percent	Cumulative Percent
Valid	Diploma	10	6.0	6.0
	Post Graduate Diploma	25	15.1	21.1
	Bachelors Degree	82	49.4	70.5
	Master's Degree	49	29.5	100.0
	Total	166	100.0	

Source: Research Data (2018)

The results in Table 4.3 show that majority (49.4%) of the respondents had attained a bachelor degree level of education, 29.5% Master's Degree, 15.1% Post Graduate Diploma and 6.0% Diploma certificate. The findings imply that the respondents were well educated which means that they were in a position to respond to research questions with ease.

4.4 Training and Development on Customer Satisfaction

The first research objective sought to establish how training and development influences customer satisfaction in Machakos Teachers Training College. The respondents were given a list of statements regarding the influence of training and development on customer satisfaction to indicate the extent to which they agree. The findings are shown in table 4.4.

Table 4.4: Training and Development on Customer Satisfaction

Statement	M	SD
Training and development leads to improved customer service skills	4.2	0.845
Improving the quality of your customer service through training leads to an increase in customer satisfaction	3.7	0.732
Training and development increases job satisfaction and morale among employees thus leading to customer satisfaction	3.9	0.711
Training and development leads to increased employee motivation thus leading to customer satisfaction	3.5	0.641
Training and development increases productivity and adherence to quality standards	4.0	1.241
Aggregate Score	3.9	0.834

Key: M – Mean; SD – Standard Deviation

Source: Research Data (2018)

The findings in Table 4.4 indicates that the respondents agreed that training and development influences customer satisfaction as shown by aggregate mean of 3.9 with a significant variance of 0.834. Majority of the respondents strongly agreed that training and development leads to improved customer service skills with a mean of 4.2 and a standard deviation of 0.845. This was followed by the statement that training and development increases productivity and adherence to quality standards with a mean of 4.0 and a standard deviation of 1.241, Training and development increases job satisfaction and morale among employees thus leading to customer satisfaction with a mean of 3.9 and a standard deviation of 0.711, Improving the quality of your customer service through training leads to an increase in customer satisfaction with a mean of 3.7 and a standard deviation of 0.732 and training and development leads to increased employee motivation thus leading to customer satisfaction with a mean of 3.5 and standard deviation 0.641.

These findings concur with the findings of Cooney, Terziovski and Samson (2012) study which examined employee training, quality management and the performance of Australian and New Zealand manufacturers and found that employee training is found to have a more significant impact upon organizational performance when combined with Total Quality Management. Amadi (2014) study also concluded that there is need for continuous training and development taking into consideration the competition, market dynamics, customer satisfaction, and net promoter score among others.

4.5 Customer Orientation on Customer Satisfaction

The second research objective sought to find out the effect of customer orientation on customer satisfaction in Machakos Teachers Training College. The respondents were given a list of statements regarding the influence of customer orientation on customer satisfaction to indicate the extent to which they agree. The findings are shown in table 4.5.

Table 4.5: Customer Orientation and Customer Satisfaction

Statement	M	SD
Creation of customer value increases customers satisfaction	3.2	0.547
Understanding customer needs increases customer satisfaction	4.1	0.680
Strong commitment to the customer increases customer satisfaction	4.3	0.723
Through customer orientation management and employees align their individual and team objectives around satisfying and retaining customers	3.8	0.594
Through customer orientation employees focus on helping customers to meet their long-term needs and wants	3.9	0.703
Aggregate Score	3.9	0.649

Key: M – Mean; SD – Standard Deviation

Source: Research Data (2018)

The findings in Table 4.5 indicate that the respondents agreed that customer orientation influences customer satisfaction as shown by aggregate mean of 3.9 with a significant variance of 0.649. Majority of the respondents strongly agreed that strong commitment to the customer increases customer satisfaction with a mean of 4.3 and a standard deviation of 0.723. This was followed by the statements that Understanding customer needs increases customer satisfaction as indicated by the mean of 4.1 and a standard deviation of 0.680, Through customer orientation employees focus on helping customers to meet their long-term needs and wants with a mean of 3.9 and a standard deviation of 0.703, through customer orientation management and employees align their individual and team objectives around satisfying and retaining customers with a mean of 3.8 and a standard deviation of 0.594 and creation of customer value increases customers satisfaction with a mean of 3.2 and a standard deviation of 0.547.

These findings are in line with the findings of Hawa (2015) who established that there is a significant statistical effect of customer orientation on customer satisfaction as well as a significant statistical effect of service quality on customer satisfaction. Ming and Chung (2013) study found that customer orientation and service orientation also held the key towards positive customers' behavioural intention. Mokhtaran and Komeilian (2016) study revealed that customer orientation has a significant positive effect on Dana Insurance company's customer relationship management and service quality.

4.6 Continuous Improvement on Customer Satisfaction

The third research objective sought to find out the effect of customer orientation on customer satisfaction in Machakos Teachers Training College. The respondents were given a list of statements regarding the influence of continuous improvement on customer satisfaction to indicate the extent to which they agree. The findings are shown in table 4.6.

Table 4.6: Continuous Improvement on Customer Satisfaction

Statement	M	SD
Continuous improvement leads to more engaged employees who will ensure customer satisfaction.	4.3	0.512
Continuous improvement leads to better customer service who will ensure customer satisfaction	3.8	0.601
Continuous improvement culture has been shown to boost employee engagement and reduce turnover rates leading to customer satisfaction	4.0	0.655
Continuous improvement helps an organization by giving it the people, the processes and the tools needed to provide services in a way they were not capable	3.6	0.737
Continuous improvement gives the organization the capacity to serve a larger number of customers and expand their services beyond their existing capability	3.3	0.719
Aggregate Score	3.8	0.645

Key: M – Mean; SD – Standard Deviation

Source: Research Data (2018)

The findings in Table 4.6 indicate that the respondents agreed that continuous improvement influences customer satisfaction as shown by aggregate mean of 3.8 with a significant variance of 0.645. Majority of the respondents strongly agreed that Continuous improvement leads to more engaged employees who will ensure customer satisfaction as shown by mean of 4.3 and a standard deviation of 0.512. This was followed by the statements that Continuous improvement culture has been shown to

boost employee engagement and reduce turnover rates leading to customer satisfaction with a mean of 4.0 and a standard deviation of 0.655, Continuous improvement leads to better customer service who will ensure customer satisfaction with a mean of 3.8 and a standard deviation of 0.601, continuous improvement helps an organization by giving it the people and the processes and the tools needed to provide services in a way they were not capable with a mean of 3.6 and a standard deviation of 0.737. Continuous improvement gives the organization the capacity to serve a larger number of customers and expand their services beyond their existing capability as shown by mean of 3.3 and a standard deviation of 0.719.

These findings agree with the findings of Maletic *et al.* (2012) study which investigated on the relationship between continuous improvement and maintenance performance and suggest that continuous improvement significantly and positively relates to maintenance performance. In addition, findings advocate the importance of incorporation of quality management practices into maintenance processes. Mohammed (2017) study examined the continuous improvement strategies for Non-profit organizations and established that Nonprofit leaders could apply continuous improvement strategies to enhance performance and boost revenue.

4.7 Leadership Styles on Customer Satisfaction

The fourth research objective sought to examine the extent to which leadership style influences customer satisfaction in Machakos Teachers Training College. The respondents were given a list of statements regarding the influence of leadership styles on customer satisfaction to indicate the extent to which they agree. The findings are shown in table 4.7.

Table 4.7: Leadership Styles and Customer Satisfaction

Statement	M	SD
Leadership styles provides direction for the organization and lead employees towards achieving desired organizational goals	3.4	0.642
Democratic leadership style of managers creates strong spirit and motivation in the staff and raises their satisfaction with their job and profession	3.3	0.795
Authentic leadership results in both greater self-awareness and self-regulated positive behaviours fostering positive self-development	2.6	0.812
Transformational leadership raises the needs and motivations of employees and promotes dramatic change them promoting development	3.7	0.777
Aggregate Score	3.3	0.757

Key: M – Mean; SD – Standard Deviation

Source: Research Data (2018)

The findings in Table 4.7 indicate that the respondents were neutral that leadership styles influences customer satisfaction as shown by aggregate mean of 3.3 with a significant variance of 0.0.757. Majority of the respondents strongly agreed that transformational leadership raises the needs and motivations of employees and promotes dramatic change them promoting development with a mean 3.7 and a standard deviation of 0.777. This was followed by the statements that Leadership styles provides direction for the organization and lead employees towards achieving desired organizational goals with a mean of 3.4 and a standard deviation 0.642, Democratic leadership style of managers creates strong spirit and motivation in the staff and raises their satisfaction with their job and profession with a mean of 3.3 and a standard deviation of 0.795 and authentic leadership results in both greater self-awareness and self-regulated positive behaviours fostering positive self-development with a mean of 2.6 and a standard deviation of 0.812.

These findings concur with the findings of Pantouvakis and Patsiouras (2016) who did an exploration study on the role of leadership style on the service quality-customer satisfaction link: Evidence from a B2B environment and established that the level of leadership style moderates the relationship between service quality and customer satisfaction despite what is commonly believed that leadership actually is a prerequisite of service quality. Gashti, Torbehbar and Farhoudnia (2015) study investigated the relationship between leadership styles, employee satisfaction and loyalty and shows that leadership styles are important organizational antecedents of job satisfaction and loyalty in Asian automobile industries.

4.8 Customer Satisfaction

The stud sought to establish the extent to which quality management practices influence customer satisfaction in Machakos Teachers Training College. The findings are shown in table 4.8.

Table 4.8: Customer Satisfaction

Statement	M	SD
Quality management practices promotes employee loyalty	4.2	0.714
Quality management practices promotes employee retention	4.0	0.697
Quality management practices promotes team work	4.3	0.762
Quality management practices leads to job satisfaction	3.9	0.786
Aggregate Score	4.1	0.739

Key: M – Mean; SD – Standard Deviation

Source: Research Data (2018)

The aggregate mean score of 4.1 indicates that quality management practices in Machakos Teachers Training College to great extent influences their customer satisfaction. Majority of the respondents strongly agreed that quality management practices promotes team work (M=4.3, SD=0.762), followed by the statements that

quality management practices promotes employee loyalty (M=4.2, SD=0.714), quality management practices promotes employee retention (M=4.0, SD=0.697) and quality management practices leads to job satisfaction (M=3.9, SD=0.786). Sousa and Voss (2012) states that quality management are exhibited by the practices of the organization through which the managers use to achieve company improvements. The critical success factors in quality management strategy include customer satisfaction which leads to retention, enhanced employee engagement, quality leadership, process control and improvement.

4.9 Regression Analysis

Regression analysis was used to model, examine, and explore the relationships between customer satisfaction against the four independent variables (training and development, customer orientation, continuous improvement and leadership styles) used for the study.

Table 4.9: Results of Multiple Regressions

Model	R	R Square	Adjusted R Square	St. Error of the Estimate
1	0.802	0.643	0.634	0.2415

Source: Research Data (2018)

The four independent variables (training and development, customer orientation, continuous improvement and leadership styles) that were studied, explain 63.4% of customer satisfaction as represented by the adjusted R square. This therefore means that other factors not studied in this research contribute 36.6% of the customer satisfaction. Therefore, further research should be conducted to investigate the other factors (36.6%) that affect customer satisfaction.

Analysis of Variance (ANOVA) was used to determine the linear relationship among the variables under investigation. Using this method, the sum of squares, degrees of freedom (df), mean square, value of F(calculated) and its significance level was obtained. The results are shown in Table 4.10.

Table 4.10: ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	4.121	4	1.548	5.23	0.002
	Residual	7.412	160	1.123		
	Total	11.533	166	2.671		

Source: Research Data (2018)

The significance value is 0.002 which is less than 0.05, thus the model is statistically significant in predicting how training and development, customer orientation, continuous improvement and leadership styles influenced the customer satisfaction in Machakos teachers training college. The F calculated at 5% level of significance was 5.23. Since F calculated is greater than the F critical (p value = 2.671), this shows that the overall model was significant.

Table 4.11: Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
Constant	0.612	0.645		3.231	0.004
Training and development	0.781	0.082	2.135	3.321	0.002
Customer orientation	0.863	0.214	4.051	2.438	0.001
Continuous improvement	0.697	0.234	1.001	4.475	0.000
Leadership styles	0.512	0.542	3.013	1.532	0.002

Source: Research Data (2018)

The established regression equation by the study was $Y = 0.612 + 0.781X_1 + 0.863X_2 + 0.697X_3 + 0.512X_4$.

Where Y = Customer satisfaction

X_1 = Training and development

X_2 = Customer orientation

X_3 = Continuous improvement

X_4 = Leadership styles

From the above regression model, holding the independent variable constant (training and development, customer orientation, continuous improvement and leadership styles) constant, customer satisfaction would be 0.612.

As shown in table 4.11 training and development, customer orientation, continuous improvement and leadership styles had a positive and significant effect on customer satisfaction as indicated by t-values. The relationships ($p < 0.05$) are all significant with training and development ($t = 3.321$, $p < 0.05$), customer orientation ($t = 2.438$, $p < 0.05$), continuous improvement ($t = 4.475$, $p < 0.05$) and leadership styles ($t = 1.532$, $p < 0.05$). Customer orientation was found to have a greater (86.3%) influence on customer in Machakos teachers training college, followed by training and development (78.1%), continuous improvement (69.7%) and leadership styles (51.2%).

According to Jehanzeb and Bashir (2012) organizations which are providing the training and development programs for their employees are achieving high level of employee satisfaction and low employee turnover. Employees get a lot of benefits from the employee training and development program. According to Cole (2012) the continuous improvement cycle consists of establishing customer requirements, meeting the requirements, measuring success, and continuing to check customers'

requirements to find areas in which improvements can be made. Wang and Lo (2013) observe that enhanced customer satisfaction is believed to be significantly associated with greater customer loyalty, increased sales and productivity, high new-product success and innovation leading to a more sustainable competitive advantage.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

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

5.2 Summary of Findings

The general objective of the study is to determine the effect of quality management practices on customer satisfaction in Machakos Teachers Training College. The study focused on how training and development, customer orientation, continuous improvement and leadership styles influence customer satisfaction. The study used descriptive research design. The sample size of the study was 175 respondents and data was collected using questionnaires whereby descriptive statistics were used to analyse data and the findings are presented as follows:

The first research objective sought to establish how training and development influences customer satisfaction in Machakos Teachers Training College and established that training and development influences customer satisfaction to a great extent. It was also established that training and development leads to improved customer service skills, increases productivity and adherence to quality standards and increases job satisfaction and morale among employees thus leading to customer satisfaction.

The second research objective sought to find out the effect of customer orientation on customer satisfaction in Machakos Teachers Training College and found that customer orientation influences customer satisfaction to a great extent. Most of the

respondents strongly agreed that strong commitment to the customer together with understanding customer needs increases customer satisfaction and through customer orientation employees focus on helping customers to meet their long-term needs and wants.

The third research objective sought to find out the effect of continuous improvement on customer satisfaction in Machakos Teachers Training College and revealed that continuous improvement greatly influences customer satisfaction. Most of the respondents strongly agreed that continuous improvement leads to more engaged employees who will ensure customer satisfaction, continuous improvement culture has been shown to boost employee engagement and reduce turnover rates leading to customer satisfaction and leads to better customer service who will ensure customer satisfaction.

The fourth research objective sought to examine the extent to which leadership style influences customer satisfaction in Machakos Teachers Training College and established that leadership styles moderately influences customer satisfaction. Leadership styles provides direction for the organization and lead employees towards achieving desired organizational goals, transformational leadership raises the needs and motivations of employees and promotes dramatic change them promoting development, democratic leadership style of managers creates strong spirit and motivation in the staff and raises their satisfaction with their job and profession and authentic leadership results in both greater self-awareness and self-regulated positive behaviours fostering positive self-development.

5.3 Conclusions

The study concludes that:

Training and development has positive and significant influence on customer satisfaction in Machakos teacher training college. The college undertakes training programs to its workforce to strengthen their skills that each requires to improve and development programs are carried out to raise the level of their employees so that they all acquire skills and knowledge that are similar.

Customer orientation has positive and significant influence on customer satisfaction in Machakos teacher training college. Customer orientation is essential for achieving customer satisfaction and customer orientation practices primarily affect time-based efficiency. Effective and participative management that focus on customers' needs could contribute towards a high level of customer satisfaction.

Continuous improvement has positive and significant influence on customer satisfaction in Machakos teacher training college. Continuous improvement is an ongoing incremental improvements where the college continues normal business activities, while constantly seeking out new opportunities to add value to their products, services and processes.

Leadership styles have positive and significant influence on customer satisfaction in Machakos teacher training college. Leadership is an important function of management which helps to maximize efficiency and to achieve organizational goals. Knowing the right leadership style enables leads to an enabling relationship margin, creates and sustains momentum and builds leadership momentum.

5.4 Recommendations for Policy and Practice

This study recommends that:

Machakos teachers training college should carry out training and development programs for tasks leading to successful business operation, do an in-depth understanding of the institution environment, an insight regarding training and development options and career development approach to weld in employees into organizational effectiveness and knowledge sharing to improve customer satisfaction.

Machakos teachers training college should ensure that employees to be great at customer service they create an institution culture focused on caring. Have a good understanding of what their customers want and establish good lines of communication.

Machakos teachers training college need to continuously improve their products, services, and processes to remain competitive and be able to maintain a work space that is organised and clean, promoting enhanced functionality, efficiency, and productivity.

Machakos teachers training college management should build upon the weaknesses and strengths of its leadership style by becoming more effective and balanced at leading others. Having this knowledge the managers will gain direction to develop goals and a training plan to become better leaders.

5.5 Recommendations for Further Studies

This study focused on how training and development, customer orientation, continuous improvement and leadership styles influence customer satisfaction in

Machakos teachers training. Therefore, further studies should be carried out focusing on other variables not studied in different organizational sector.

REFERENCES

- Abdul, R. Z. & Stephen, B., & Erich, C. F. (2013). The consequences of transfer of training for service quality and job satisfaction: an empirical study in the Malaysian public sector. *International Journal of Training and Development*, 17(4), 279 - 294
- Abraham, M., Crawford, J., & Fisher, T. (1999). Key factors predicting effectiveness of cultural change and improved productivity in implementing total quality management. *International Journal of Quality & Reliability Management*, 16(2), 112-132.
- Amadi, E. J. (2014). The effect of training and development on Employees' performance at Safaricom limited Call centre. *Unpublished (MBA) project, University of Nairobi*.
- Armstrong, M. (2006). *A handbook of human resource management practice*. Kogan Page Publishers.
- Arum, R., Roksa, J., & Cho, E. (2011). Improving undergraduate learning: Findings and policy recommendations from the SSRC-CLA longitudinal project. *Social Science Research Council*.
- Barsky, J. D. (1992). Customer satisfaction in the hotel industry: meaning and measurement. *Hospitality Research Journal*, 16(1), 51-73.
- Batool, A. & Batool, B. (2012). Effects of employees training on the organizational competitive advantage: Empirical study of Private Sector of Islamabad, Pakistan. *Far East Journal of Psychology and Business*, 6(1), 59-72
- Belay, A. M., Helo, P., Takala, J., & Kasie, F. M. (2011). Effects of quality management practices and concurrent engineering in business performance. *International Journal of Business and Management*, 6(3), 45.
- Changhong, B., & Wei, L. (2001). A Study of Customer's Satisfactions Based on Customer Perceived Value [J]. *Nankai journal*, 6, 001.
- Cohen, L. Manion. L., & Morrison, K.(2007). *Research methods in education*. London. Routledge.

- Cole, R. E. (2012). From continuous improvement to continuous innovation. *Total Quality Management & Business Excellence*, 13(8), 1051 - 1059.
- Cooney, R., Terziovski, M., & Samson, D. (2012). *Employee training, quality management and the performance of Australian and New Zealand manufacturers*. Monash University Faculty of Business and Economics.
- Dahlgaard, J. J., Dahlgaard-Park, S. M., & Chen, C. K. (2015). Quality excellence in Taiwan: theories and practices.
- Edinyang, S. D., & Ubi, I. E. (2013). Effect of strike action on human development among social studies secondary school students in Uyo Local Government Area of Akwa Ibom State, Nigeria. *Global Journal of Human Resource Management*, 1(2), 1-8.
- Fornell, C., Johnson, M. D., Anderson, E. W., Cha, J., & Bryant, B. E. (1996). The American customer satisfaction index: nature, purpose, and findings. *the Journal of Marketing*, 7-18.
- Gashti, A. H. M., Torbehbar, V. S., & Farhoudnia, B. (2015). The relationship between leadership styles, employee satisfaction and loyalty. *International Journal of Human Research & Industrial Research*, 1(2), 36-45.
- Gharakhani, D., Rahmati, H., Farrokhi, M. R., & Farahmandian, A. (2013). Total quality management and organizational performance. *American Journal of Industrial Engineering*, 1(3), 46-50
- Hansemark, O. C., & Albinsson, M. (2004). Customer satisfaction and retention: the experiences of individual employees. *Managing Service Quality: An International Journal*, 14(1), 40-57.
- Harel, G. H., & Tzafirir, S. S. (1999). The effect of human resource management practices on the perceptions of organizational and market performance of the firm. *Human resource management*, 38(3), 185-199.
- Hawa, H. N. S. (2015). *The Effect of Customer Orientation on Customer Satisfaction and Examining the Mediating Effect of Service Quality* (Doctoral dissertation, Middle East University).

- Heeler, R. M., Okechuku, C., & Reid, S. (1979). Attribute importance: contrasting measurements. *Journal of Marketing Research*, 60-63.
- Jehanzeb, K., & Bashir, N. A. (2012). Training and Development Program and Its Benefits to Employees and Organizations: A Conceptual Study. *Far East Journal of Psychology and Business*, 9(2), 58-71
- Jha, S, Noori, H., & Michela, J. L., (2016). The Dynamics of Continuous Improvement: Aligning Organisational Attributes and Activities for Quality and Productivity. *International Journal of Quality Science*, 1(1), 19-47.
- Kim, B. Y. (2014). Mediated effects of customer orientation on customer relationship management performance. *International Journal of Hospitality & Tourism Administration*, 9(2), 192-218.
- Kothari, C. R. (2004). *Research methodology: Methods and techniques*. New Age International.
- Kotler, P. (2000). *Marketing Management, Milenium Edition*. New Jersey: *HumanKinetics*.
- Lee, G. J. (2012). Firm size and the effectiveness of training for customer service. *The International Journal of Human Resource Management*, 23(12), 2597-2613.
- Lizarelli, F. L., & Toledo, J. C. D. (2016). Practices for continuous improvement of the Product Development Process: a comparative analysis of multiple cases. *Gestão & Produção*, 23(3), 535-555.
- Maletic, D., Maletic, M., & Gomiscek, B. (2012). The relationship between continuous improvement and maintenance performance. *Journal of Quality in Maintenance Engineering*, 18(1), 30-41.
- Mbeche, G. C. (2010). *Developing strategies for teaching aural musicianship in Kenyan secondary schools* (Doctoral dissertation).
- McCollough, M. A., Berry, L. L., & Yadav, M. S. (2000). An empirical investigation of customer satisfaction after service failure and recovery. *Journal of service research*, 3(2), 121-137.

- Ming, L. W., & Chung, H. L. V. (2013). Impacts of Customer Orientation, Service Orientation, Service Quality, Service Encounter Quality and Perceived Value towards Customers Satisfaction and Behavioural Intention: In Retail Context.
- Mohammed, K. (2017). *Continuous Improvement Strategies for Nonprofit Organizations* (Doctoral dissertation, Walden University).
- Mokhtaran, M., & Komeilian, B. (2016). Exploring the effect of customer orientation on Dana insurance performance considering the intermediary role of customer relations and service quality management. *International Review*, (3-4), 51-61.
- Mugenda, O. M., & Mugenda, G. A. (2003). *Research methods Quantitative and Qualitative Approaches*. Nairobi: ACTS.
- Mutembei, G. C., & Tirimba, O. I. (2014). Role of Human Resource Management Strategy in Organizational Performance in Kenya. *International Journal of Scientific and Research Publications*, 4(10), 1.
- Narver, J. C., & Slater, S. F. (1990). The effect of a market orientation on business profitability. *The Journal of marketing*, 20-35.
- Ngambi, M. T., & Nkemkiafu, A. G. (2015). The impact of total quality management on firm's organizational performance. *American Journal of Management*, 15(4), 69
- Nyamari, P. M. (2017). *Effect of Total Quality Management Practices on Operational Performance of Commercial Banks in Mombasa County, Kenya* (Doctoral dissertation, University Of Nairobi).
- Ogula, P. A. (1998). A handbook on Educational Research. Nairobi: New Kemit Publishers.
- Oh, H., & Parks, S. C. (1997). Customer satisfaction and service quality: a critical review of the literature and research implications for the hospitality industry. *Hospitality Research Journal*, 20, 35-64.
- Oliver, R. L. (1980). A cognitive model of the antecedents and consequences of satisfaction decisions. *Journal of marketing research*, 460-469.

- Ooi, K, Lin, B, Tan, B. & Chong, A. Y, (2011). Are TQM practices supporting customer satisfaction and service quality? *Journal of Services Marketing*, 25(6), 410–419.
- Orodho, J. A. (2009). Elements of education and social science research methods. *Nairobi/Maseno*, 126-133.
- Pantouvakis, A., & Patsiouras, C. (2016). Exploring the role of leadership style on the service quality-customer satisfaction link: Evidence from a B2B environment. *International Journal of Quality and Service Sciences*, 8(1), 88-101.
- Salahat, M. A., & Majid, A. H. B. A. (2016). Linking leadership styles to customer satisfaction of Palestinian insurance sector: Mediating role of employees performance. *International Journal of Advanced and Applied Sciences*, 3(11), 73-82.
- Sentance, S., & Csizmadia, A. (2017). Computing in the curriculum: Challenges and strategies from a teacher's perspective. *Education and Information Technologies*, 22(2), 469-495.
- Soutar, G. N. (2001). Service quality, customer satisfaction and value: An examination of their relationships. *Service quality management in hospitality, tourism and leisure*, 97-110.
- Tolman, E. C., Hall, C. S., & Bretnall, E. P. (1932). A disproof of the law of effect and a substitution of the laws of emphasis, motivation and disruption. *Journal of Experimental Psychology*, 15(6), 601.
- Wang, X. H. F., Kim, T. Y., & Lee, D. R. (2016). Cognitive diversity and team creativity: Effects of team intrinsic motivation and transformational leadership. *Journal of Business Research*, 69(9), 3231-3239.
- Wang, Y. & Lo, H. (2013). Customer-focused performance and the dynamic model for competence building and leveraging. *Journal of Management Development*, 22(6), 483-526.

Wu, L. (2013). The antecedents of customer satisfaction and its link to complaint intentions in online shopping: An integration of justice, technology, and trust. *International Journal of Information Management*, 33(1), 166-176.

Zeithaml, V. A., Parasuraman, A., & Berry, L. L. (1990). *Delivering quality service: Balancing customer perceptions and expectations*. Simon and Schuster.

APPENDICES

Appendix I: Transmittal Letter

Damaris Nzisa David
Kenyatta University
P.O Box 43844-00100
Nairobi
.....2018

The Principal
Machakos teachers college
Po Box124-90100
Machakos

Dear Sir/Madam,

RE: PERMISSION TO ADMINISTER QUESTIONNAIRE

I kindly seek your permission to administer questionnaires in your school. I am a postgraduate student at Kenyatta University (School of Business) carrying out a research on **“Quality Management Practices and Customer Satisfaction in Middle Level Colleges in Kenya: A Case of Machakos Teachers Training College.”**

I assure you of maximum confidentiality on any information given to support my research work and any information given will only be used for the purposes for the research only.

Thank you.

Yours faithfully,

Damaris Nzisa David

D53/CE/25716/2014

Statement	Strongly agree	Agree	Not sure	disagree	Strongly disagree
Training and development leads to improved customer service skills					
Improving the quality of your customer service through training leads to an increase in customer satisfaction					
Training and development increases job satisfaction and morale among employees thus leading to customer satisfaction					
Training and development leads to increased employee motivation thus leading to customer satisfaction					
Training and development increases productivity and adherence to quality standards					

Section C: Customer Orientation

The statements below relate to the influence of customer orientation on customer satisfaction in Machakos Teachers Training College.

Statement	Strongly agree	Agree	Not sure	disagree	Strongly disagree
Creation of customer value increases customers satisfaction					
Understanding customer needs increases customer satisfaction					
Strong commitment to the customer increases customer satisfaction					
Through customer orientation management and employees align their individual and team objectives around satisfying and retaining customers.					
Through customer orientation employees focus on helping customers to meet their long-term needs and wants					

Section D: Continuous Improvement

The statements below relate to the influence of continuous improvement on customer satisfaction in Machakos Teachers Training College.

Statement	Strongly agree	Agree	Not sure	disagree	Strongly disagree
Continuous improvement leads to more engaged employees who will ensure customer satisfaction					
Continuous improvement leads to better customer service who will ensure customer satisfaction					
Continuous improvement culture has been shown to boost employee engagement and reduce turnover rates leading to customer satisfaction					
Continuous improvement helps an organization by giving it the people, the processes and the tools needed to provide services in a way they were not capable					
Continuous improvement gives the organization the capacity to serve a larger number of customers and expand their services beyond their existing capability					

Section E: Leadership Styles

The statements below relate to the influence of leadership styles on customer satisfaction in Machakos Teachers Training College.

Statement	Strongly agree	Agree	Not sure	disagree	Strongly disagree
Leadership styles provides direction for the organisation and lead employees towards achieving desired organizational goals					
Democratic leadership style of managers creates strong spirit and motivation in the staff and raises their satisfaction with their job and profession.					


Authentic leadership results in both greater self-awareness and self-regulated positive behaviours fostering positive self-development					
Transformational leadership raises the needs and motivations of employees and promotes dramatic change them promoting development					

Section F: Customer Satisfaction

The statements below relate to the influence of quality management practices on customer satisfaction in Machakos Teachers Training College.

Statement	Strongly agree	Agree	Not sure	disagree	Strongly disagree
Quality management practices promotes employee loyalty to the organization					
Quality management practices promotes employee retention					
Quality management practices promotes team work					
Quality management practices leads to job satisfaction					

Appendix III: University Approval Letter


**KENYATTA UNIVERSITY
GRADUATE SCHOOL**

E-mail: dean-graduate@ku.ac.ke P.O. Box 43844, 00100
Website: www.ku.ac.ke NAIROBI, KENYA
Tel. 810901 Ext. 4150

Internal Memo

FROM: Dean, Graduate School DATE: 16th July, 2018
TO: Damaris Nzisa David REF: D53/CE/25716/2014
C/o Business Administration Dept.


SUBJECT: APPROVAL OF RESEARCH PROJECT PROPOSAL

This is to inform you that Graduate School Board at its meeting of 4th July, 2018 approved your Research Project Proposal for the M.B.A Degree Entitled, "Quality Management Practices and Customer Satisfaction in Middle Level Colleges in Kenya: A Case of Machakos Teachers Training College".

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

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

Thank you.


ANNBELL MWANIKI
FOR: DEAN, GRADUATE SCHOOL

c.c. Chairman, Business Administration Department.

Supervisors:

1. Mr. Shadrack Bett
C/o Department of Business Administration
Kenyatta University

Ann Bell

Appendix IV: Research Authorization



**NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION**

Telephone: +254-20-2213471,
2241249, 2210771, 2219420
Fax: +254-20-318245, 318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

NACOSTI, Upper Kabete,
Off Wangari Way,
P.O. Box 30623-00100
NAIROBI, KENYA

Ref. No: **NACOSTI/P/18/97310/24435** Date: **31st August, 2018**

Damaris Nzisa David
Kenyatta University
P.O. Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Quality management practices and customer satisfaction in middle level colleges in Kenya: A case of Machakos Teachers Training College"* I am pleased to inform you that you have been authorized to undertake research in **Machakos County** for the period ending **17th August, 2019.**

You are advised to report to **the County Commissioner and the County Director of Education, Machakos County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.


BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Machakos County.

The County Director of Education
Machakos County.

Appendix V: Research Permit


THIS IS TO CERTIFY THAT:
MS. DAMARIS NZISA DAVID
of **KENYATTA UNIVERSITY, 43844-100**
Nairobi, has been permitted to conduct
research in **Machakos County**

Permit No : **NACOSTI/P/18/97310/24435**
Date Of issue : **31st August, 2018**
Fee Recieved : **Ksh 1000**

on the topic: **QUALITY MANAGEMENT
PRACTICES AND CUSTOMER
SATISFACTION IN MIDDLE LEVEL
COLLEGES IN KENYA: A CASE OF
MACHAKOS TEACHERS TRAINING
COLLEGE**

for the period ending:
17th August, 2019

.....
**Applicant's
Signature**


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