FRANCIS WIJENJE MIHESO

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INSTITUTIONAL FACTORS INFLUENCING THE ADOPTION OF TOTAL QUALITY MANAGEMENT IN PUBLIC TERTIARY INSTITUTIONS IN KENYA: A CASE OF BUNGOMA COUNTY

BY

FRANCIS WIJENJE MIHESO

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DECLARATION

This research project is my original work and has never been presented for the award of any degree in any other university.

Signature..... Date.....

Miheso Francis Wijenje

Adm No: L50/6033/2017

This research project has been submitted for examination with my approval as the university Supervisor.

Signature..... Date.....

Name: Mr. Vincent Marani

Part Time Lecturer

ODeL Campus

University of Nairobi

DEDICATION

I dedicate this research project to my late parents: Dad Dr. Athanasius Atenya Miheso, Mum Mama Agnes Anyesi Nafula Miheso and my children: Cyrill Miheso, Mitchelle Miheso and Joe Miheso for their inspiration.

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I would like to further appreciate the effort and company of friends and classmates during this course. They are: Abraham, Bonface, Brenda, Emily, Erick, Florence, Margaret, Seracen and Zipporah.

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LIST OF ABBREVIATIONS AND ACRONYMS

CEO: Chief Executive Officer

IHRMK: Institute of Human Resource Management of Kenya

PTTIs: Public Technical Training Institutions

QC: Quality Circles

SPSS: Statistical Package for Social Scientists

SQC: Statistical Quality Control

TQM: Total Quality Management

ABSTRACT

This study sought to establish factors influencing the adoption of TQM in Public Technical Training Institutions (PTTIs) in Bungoma County. The study investigated the various independent factors which included; employee involvement, employee training, institutional communication and institutional culture. The study was guided by the following objectives; to examine the extent to which employee involvement influence the adoption of TQM, to determine the extent to which, staff training influence the adoption of TQM, to establish the extent in which institutional communication influence the adoption of TQM, and to establish how institutional culture influence the adoption of TQM. The study adopted a descriptive survey design. The target population of the study comprised three hundred eighty only (380) participants. The study sampled one hundred and ninety one (191) participants. Stratified random sampling and simple random sampling was used to select the sample from study elements (Trainers, Non-Teaching staff) to participate in the study. Questionnaires were used to collect both qualitative and quantitative data. Data analysis entailed the use of SPSS to run frequency distributions, percentages and correlations. The results noted that there was shortage in the policies that are meant to guide involvement of staff in the management process of public tertiary institutions. The study also found out that the institutions had meetings however, these meetings were not consistent or prescheduled on a calendar. It was also noted that institutions did not have policies to guide training neither did they have training & development programs. The study also concluded that though horizontal and vertical communications were well practiced, there was poor feedback mechanism. And lastly, the organizational culture was found not to be flexible to accommodate changes. Organizational communication had the strongest correlation. Horizontal and vertical communication had a correlation of 0 .703 and 0.798 respectively with continuous improvement. This meant that increase in these components of communication increased the adoption of TQM. This relationship was also not fond to be statistically significant. Communication feedback had a correlation of 0.802 with an item in continuous improvement. The study recommends increased monitoring of the implementation of TQM to support institutions to transform management processes.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Since its inception, Total Quality Management (TQM) philosophy has proved to be very popular with almost all organizations both in the private and public sectors. TQM has been very instrumental in the determination of the success or failure, growth or stagnation, survival or demise, competitiveness or non-competitiveness and expansion or decline of organizations. When applied carefully and effectively TQM philosophy has been responsible for increased, success, growths, competitiveness, expansion, prosperity and survival. Conversely when used haphazardly and ineffectively TQM results in more stagnation, failures and non-competitiveness (Boela, 2011). TQM has been used successfully in management of organizations where is has continued to register impressive results. It has been applied in planning, organizing, decision making, control and coordination functions with recorded cases of increased success. The use of TQM has equally been noticed in the key functional areas of human resources, marketing, productions, finance and administration where it has proved very critical and important in eliciting positive outcomes as in innovation, change, commitment, flexibility and production (Robbins, 2009).

TQM has received attention from scholars and researchers alike through their varied studies in different sets ups. A study conducted in USA by the General Motors Ltd, Chicago Plant (Kennedy, 2007) on the application of TQM principles in strategic human resources management practices established TQM philosophy to be important in the management of human resources functions such as training and development, employee reward system, employee relations,

recruitment and selection process. According to the study TQM has been successfully used in change, innovation, conflicts and stress management among other human resources functions with its application requiring the development of an appropriate organizational culture, adoption of training programs, huge resources and effective communication systems.

According to Kerry (2005) on a study conducted at Harvard University in USA, the application of TQM philosophy in the running of training institutions is important in the management functions of planning, coordinating, organizing, decision making, control and institutional development processes. According to the study TQM had been successfully used in institutional change and innovation process and in the running of these institutes. Despite the benefits associated with it, TQM required the development of flexible culture, comprehensive training programs, and huge resources and open all round communication systems. According to a study conducted at the National Textiles of Malaysia (Ibrahim, 2008) on the effects of the application of TQM principles in the Textile sector, TQM has been responsible for the high levels of quality, productivity, commitment, loyalty, flexibility, increased morale and motivation. In the process TQM has proved very instrumental in the improvement of performance among organizations. Two other related studies conducted in Nigeria, at Shell Oil Company headquarters in the Niger Delta (Okafor, 2009) and in France at the ELF Oil Company in Paris (Jean, 2007) on the importance of TQM in the organization development processes established that TQM helps in the building of a sound climate, culture, environment and management of conflicts and change process which are critical to effective organizational development. According to Ojukwu (2006) on a study conducted at the Lagos state university about the challenges facing the education sector in Africa, TQM has been responsible for the high levels of quality, productivity, commitment, loyalty, flexibility, increased morale and motivation and

positive identification. However when applied carelessly TQM has the potential to cause confusion, conflicts and grievances, resulting in low grades, poor college rankings and inability to register superior developments. In other countries like Kenya for instance, the use of TQM remains minimal and is largely noticed among the emerging international organizations and companies. However the application of TQM is now creeping in among the public sector organizations more so in the service provision sector, including education, information, healthcare and tourism. In the education sector TQM is commonly used among the higher learning institutions. The use of TQM in these institutions has come under serious threat due to the managerial styles, organizational culture, technological orientation and the mode and system of communication (Oluyede, 2010).The application of TQM has been associated more with advance and open societies and countries. Its use is more prevalent in the private sector organization than in the public sector organization. In Kenya the application of TQM is now creeping in among the public sector organization more so in the service provision sector, including education, information, healthcare and tourism. In the education sector TQM is commonly used among the higher learning institutions as universities and colleges. The use of TQM in these institutions has come under threat due to the managerial styles, organizational culture, technological orientation and the mode and system of communication in use among these institutions (Wanjiru, 2011). Public Technical Training Institutions are spread all over the country and offer valuable training and development services in technical and non-technical field. The public technical training institutions are part of the tertiary intuitions under the management of the government of Kenya. Unlike the private technical training institutions, public technical training institutions operate on the guidelines of the government agencies, use technology as guided by the government organs and are managed on the state bureaucratic

cultural outfit and directed communication and management and leadership ideologies (Kihara, 2011). The private tertiary institutions operate on more flexible programs, open communications systems, state of the art technology, and more participative management styles making them sound for the adoption of TQM and associated programs.

While the public tertiary institutions continue to suffer lack of competitiveness, growth, developments, change and innovations due to their leadership/management styles and cultural approach, the opposite has been noticed in private tertiary institutions that continue to reap benefits of higher performance, positive growth, high expansion rates and favorable development efforts and high levels of stakeholder good will arising from their adoption of TQM and associated philosophies and principles (Okelo, 2012). Most companies are trying to satisfy their customer's needs and expectations. This can only be achieved through, improvement in product quality, increased customer satisfaction, and continuous improvement towards world class organizations.

These challenges prevailed upon companies around the globe to change their old traditional quality systems, and implement new quality approaches to deliver high quality goods and services. Companies that can deliver quality are the ones that were able to compete on the globalization era (Nkechi Eugenia, 2009). Quality improvement has become a considerable force throughout the world. Although methods to improve and manage quality are numerous, it can be said that TQM is a critical determinant in the success of manufacturing organizations. In most highly industrialized countries of the world, The United States, Japan, and the European Union, the implementation of total quality management has become a common practice and a preferred approach for improving quality (Krasachol, Willey, & Tannock, 1998).

Different authors have defined quality in different ways. For instance, Juran defined quality as ―fitness for use‖, Crosby defined it as ―conformance to requirement‖ while Taguchi defined it as ―variation from target‖ (Kenya Institute of Management, 2009). Quality Management generally is the process of ensuring that a product (good or service) continuously meets and even exceeds customer expectations. TQM can generally be looked at as a business management approach that attempts to maximize organizational competitiveness through continuous improvement of products, services, work force, processes and environment. It is an approach aimed at continuously improving the competitiveness, effectiveness and flexibility of the entire organization through total involvement of everyone in the organization led by the management (Kasongo & Moono, 2010).

The concept of TQM came into existence in 1970s when evolution of quality took a strategic shift from quality control to a strategic approach of quality to take care of the growing concern for quality. Quality management has evolved through Quality Inspection, to Quality Control, to Quality Assurance then to the current Total Quality Management (Kenya Institute of Management, 2009). Globally, a number of organizations have adopted quality initiatives. Toyota company for instance developed the philosophies of 'customer first' and 'quality first'. They set up quality assurance systems across various divisions and departments (Omware, 2013). They introduced statistical quality control (SQC) in 1949 followed by Total Quality Management (TQM) initiatives based on the unchanging principles of 'customer first' and 'total participation'. Through their quality initiatives, Toyota won the Deming Application Prize in 1965 and the Japan Quality Medal Award in 1970 (union of Japanese Scientists and Engineers, 2006). Sony Company set out to respect their customers' viewpoints and remain committed to deliver quality products and customer service that exceed their customers' expectations. To achieve this, Sony

implemented continuous, decisive efforts in enhancing product quality and continuously improves its quality management system (Sony Company, 2012). The Coca-Cola Company focused on developing consistency and reliability in their products. They for instance developed a new management system, Coca-Cola Operating Requirements (KORE) in place of the initial Coca-Cola Management System (TCCMS) in January 2010. The company created an integrated quality management program which is used in all operations of the organization to ensure they deliver quality to customers (Coca-Cola Company, 2012).

The manufacturing industry in Kenya, have been encouraged to adopt Total Quality Management (TQM) to ensure ability to meet customer demands as well as provide quality services in a manner that addresses their range of financial, environmental and social concerns (Oruma, 2014). TQM ensures maximum effectiveness and efficiency within a business and secures commercial leadership by putting in place processes and systems which will promote excellence prevent errors and ensure that every aspect of the business is aligned to customer needs and the advancement of business goals without duplication or waste of effort (Salaheldin, 2008).

Private investors are largely credited with the Edible Oil Manufacturing sub-sector's growth, with the government largely playing an advisory role. The public sector players include the Ministry of Agriculture, Ministry of Trade and Industry, Ministry of Finance and other government agencies such as HCDA and KARI. Bidco Oil Refineries Ltd. was founded in 1970 by Bhimji Depar Shah to manufacture garments. The company ventured into soap production in 1985 and launched edible oil manufacturing in 1991.

Currently, they market and distribute the largest and widest range of product categories in the East and Central African regions such as: Edible Oils, Cooking Fats, Margarine, Baking Products, Hygiene Products, Detergents, Laundry Bars and Animal Feeds.

1.2 Statement of the Problem

There have been several Kenyan Government initiatives since 2000 aimed at improving delivery of services in public learning tertiary institutions (Gok, 2000).Different strategies have been enacted in an attempt to increase the levels of quality service delivery, accountability and responsibility as well as to ensure client satisfaction. This is in tandem with the notion that what is measured gets done (Trivedi, 2000). Government Departments, among them, Technical Colleges are expected to implement these strategies in their operations in order to raise the standards of the services they offer (GoK, 2008). Despite the introduction of quality strategies in Technical Colleges, service delivery among Technical Colleges in Bungoma County indicates non compliance. This study therefore investigated the factors influencing the adoption of TQM in public technical institutions in Bungoma County. A number of studies that have been done on TQM have identified two focus areas: the factors within TQM and the critical factors for implementation of TQM (Yusof & Aspinwall, 1999). While many studies have looked at these factors, it is important to note that very limited research if any has been done in respect to TQM adoption in public tertiary public institution with none having been conducted in Bungoma County. This study aimed to bridge this gap by investigating institutional factors that influence adoption of TQM in public tertiary institutions in Kenya; a case of Bungoma County.

1.3 Purpose of the study

The purpose of this study was to contribute to improvement of institutional management by determining institutional factors influencing adoption of total quality management in tertiary institutions in Bungoma County.

1.4 Objectives of the Study

The study was guided by the following objectives:

(a) To examine the extent in which **staff involvement** influences the adoption of Total Quality Management in tertiary institutions in Bungoma County.

(b) To establish the extent in which **training** influences the adoption of Total Quality Management in tertiary institutions in Bungoma County.

(c) To determine if **institutional communication** influences the adoption of Total Quality Management in tertiary institutions in Bungoma County

(d) To investigate the extent in which **institutional culture** influences the adoption of Total Quality Management in tertiary institutions in Bungoma County.

1.5. Research questions

(a) How does staff involvement influence the adoption of Total Quality Management in tertiary institutions in Bungoma County?

(b) How does training influence the adoption of Total Quality Management in tertiary institutions in Bungoma County?

(c) How does institutional communication influence the adoption of Total Quality Management in tertiary institutions in Bungoma County?

(d) How does institutional culture influence the adoption of Total Quality Management in tertiary institutions in Bungoma County?

1.6. Hypothesis

H0: There is no significant relationship between the staff involvement and the implementation of Total Quality Management in tertiary institutions.

H0: There is no significant relationship between the training and the implementation of Total Quality Management in tertiary institutions.

H0: There is no significant relationship between the institutional communication and the implementation of Total Quality Management in tertiary institutions.

H0: There is no significant relationship between the institutional culture and the implementation of Total Quality Management in tertiary institutions.

1.7 Significance of the study

The findings of this study are of importance to a number of groups and individuals. The study may give College Principals and Heads of departments (HODs) responsible for TQM implementation an insight into institutional factors influencing the adoption of TQM in public Tertiary institutions. The policy makers may obtain knowledge of factors influencing the adoption of TQM. They may therefore obtain guidance from this study in designing appropriate policies that will enhance management of technical training institutions and the feedback obtained from the respondents may be used as measurement scale to assess the success of TQM in other Colleges.

1.8 Delimitation of the study

The study focused on investigating the factors that influence the adoption of TQM in Public Technical Colleges in Bungoma County. The units of analysis were the tutors and non-teaching staff selected from three different technical training institutes, all located in Bungoma County, Kenya. The target population for this research was the staff of 380 in target institutions and a sample size of 191 determined from Krejcie and Morgan table and randomly selected.

1.9 Limitations of the study

The research was affected by bad road network due to poor weather conditions. Time was alsoa constraint to predetermined research timelines. However, sufficient data was collected to represent a reliable finding.

Assumptions of the study.

The study was based on the following basic assumptions: That the respondents provided accurate and reliable information and that the sampled population represented the whole population studied. The study made assumptions that institutions were aware of the TQM policy and had opportunities to implement it.

1.11 Definition of significant Terms used in the study.

Employee Involvement: A system through which institutions allow direct or indirect employees participation and inclusion in key decision making processes and implementation

Institutional Communication: The system through which institutions use in transferring and sharing of ideas, knowledge, information and

understanding, among the various individuals, groups, units, or departments.

Employee Training: The process, continuous or one time, through which institutions equip employees with the necessary skills, knowledge, abilities, capabilities and competencies to enable them undertake their duties and responsibilities effectively. Resources availability: The abundance and readiness in utilization of the human, technical, financial and technological properties held by the institutions.

Tertiary institutions: Institutions such as youth polytechnics, institutes of technology, technical training institutes, and National Polytechnics that offer training of various courses at diploma and certificate levels.

Total Quality Management: It is a management philosophy that aims at continuous improvement and learning in an institution and focuses on employees' participation and involvement at all levels and satisfaction of customers and stakeholder requirements.

Institutional communication: The processes, systems and structures used to share information in an organization.

Organizational Culture: Organizational values, beliefs and practices that guide the operations of employees in an organization. Customer focus (serving clients' needs; ensuring all aspects of the company put customer

satisfaction first and maintaining effective customer relations), systems approach, teamwork, involved management and continuous improvement are the aspects that facilitate improved organizational success, growth, and competitiveness.

Institutional Factors: These are organizational aspects that should be considered for effectiveness of service delivery.

1.12 Organization of the study

This study was organized into five Chapters; Chapter One consisted of introduction of the study. It presented the background of the study, statement of the problem, purpose of the study, research objectives and questions, significance of the study and delimitations of the study. It concluded with the limitations and assumptions of the study and the significant terms used. Chapter Two presents literature review capturing employee involvement, employee training, institutional communication, and institutional culture. Chapter Three dwelt on research methodology. This included introduction, research design, Target population, sample size and sampling procedure, research instruments, data collection methods, pilot testing, validity and reliability and operational definition of variables. Chapter Four presents data analysis interpretation and discussions while Chapter Five presents summary, conclusion and recommendations arising from the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter contains discussions from related literature on how employee involvement, employee training, institutional communication, and institutional culture influence adoption of TQM in public tertiary institutions. Also, a theory that explained TQM and it application in the institutions has also been used. This chapter also had a conceptual framework that showed all variables and their indicators in the study objectives. Finally, the chapter also contained summary of literature and a knowledge gap.

2.2. Employee Involvement and adoption of TQM

Total Quality Management refers to the way of running activities in an organization in a flexible manner to produce goods and offer services competitively bearing in mind that continuous improvement to customer satisfaction and delight. As a practice, it requires sound employee involvement and participation. Employee involvement and participation programs in an organization work to increase the levels of morale, motivation and identification of the employee with the organizations strategies, goals and objectives. While lack or no involvement of employees in the business programs, operation and systems contributes towards increased apathy, low enthusiasm and negative viewing of the organizations programs in the process resulting in decreased effort, energy and interest. Adequate employee involvement through such programs as suggestion systems, quality circles, and group sessions are direct in approach and

influence the use of TQM programs in organizations (Kacmar, 2008).. Employee involvement especially among training institutions have had mixed results. Where the involvement has been direct and in line with the training policies the outcomes have proved favorable and positive. On the other hand those institutions where employee involvement is remotely practiced there have been more negative outcomes associated with strikes, go slows and general conflicts and complaints (Kacmar, 2008). Lectures' involvement in the management of institutions through either suggestion schemes, quality circles, task forces or special assignment groups works to improve their morale, motivation and commitment towards these institutions.

According to Mcshane (2008) the success of TQM programs in an organization depends on the degree of employee involvement programs practiced by an organization. Employee involvement may be direct or indirect in nature and whatever the nature, employee involvement program contributes towards increased innovation, creativity loyalty, commitment and effort among the employees. Involvement also contributes to increased satisfaction, positive attitude and increased identification with the organization. The ability of an organization to effect the changes, manage its programs and plan accordingly depends on the culture and nature of employee involvement practiced in an organization. Those organizations with direct involvement programs perform highly than those without.

According to Institute of Human Resource Management of Kenya (IHRMK 2012), employees' involvement direct or indirect contributes towards increased interest, energy, effort, and motivation and may be used as non-financial reward thereby positively resonating with TQM programs. Involvement further results in increased motivation, morale, positive attitude and perceptions towards the goals and objectives of the firms and works towards increased pace of change and innovation.

The real and perceived values of TQM and its associated programs and principles can be effectively and sufficiently be undertaken in an environment of openness, close attention, interest in the welfare and possible consideration of the individual good. According to Odongo (2011) on the role of employee involvement in the management of organization today, employee involvement results in more benefits, capabilities and advantages to those organizations practicing it. Most organizations in Kenya, especially public service organizations, do not value the doctrine of employee involvement in the management of their resources and programs. The study established that involvement programs are not easy to enforce requires a fundamental rethinking of culture, constant design and redesign of organization program and adoption of a more flexible structural approach.

2.3 Employee Training and use of TQM in management

The use of TQM in any organization depends much on the skills, knowledge, abilities, capabilities, capacities and competencies its Human resources. Training provides and equips the employees and other stakeholders with the right skills, abilities, capabilities competencies and knowledge to help them undertake their current duties and in the future. Effective training and development programs enhance the use of TQM in an organization and contributes to increased performance, growth, developments, survival prosperity and success for any organization. The capabilities accruing to an organization arising from training programs comprise of increased flexibility, productivity, quality, commitment, loyalty, satisfaction, positive viewing of the organization, effectiveness and efficiency. Training also works towards reduced conflicts, complaints, cost of operation, redundancy and wastages of time and resources. The mere dimension of training as an empowerment tool aid to communication and its ability towards

increased participation, quality and development of better attitudes and perceptions make it ideal as a source of TQM program (Torrington, 2008).

There is a unanimous concurrence that training and development systems form an essential ingredient in the use of TQM in the management of organizations. Training works to empower the employees and other stakeholders and creates a credible but interesting work atmosphere, climate and environment. The application of, rigid, narrow, onetime, non-objective based trainer centered and individual based training programs would be least useful in the adoption of TQM in organization this kind of training and development programs works towards reduced quality, satisfaction, productivity, and general interest of the employees and the other stakeholders in the process negating against the TQM programs. In this respect the development of all comprehensive programs that is trainee centered in approach and flexible in character demands huge resources, constant design and redesign programs and technology (Kinicky, 2012).

According to International Labor Organization (ILO 2011) the effective use of TQM programs is contingent on the level of skills, competencies, knowledge and capabilities among the employees. Organizations with adequate comprehensive and flexible, continuous and trainee centered training programs have excelled in their management and administrative duties and responsibilities and will eventually end up applying the principles of TQM. However many organization are not able to obtain the facilities, resources and technology required for the training and development efforts geared towards the requirements of TQM and associated principles. This can be attributed to lack of training resources and facilities that make them unable to use and adopt TQM principles in their management and administrative functions. This has contributed to failures of more TQM programs in the process making it vulnerable and unwanted (Armstrong, 2005).

Employee empowerment ensures employees are able to participate in managerial decision-making and improvement activities appropriate to their levels in the organization.

Since McGregor's Theory Y first brought to managers the idea of a participative management style, employee empowerment has taken many forms, including the job design approaches and special activities such as quality of work life programs. Ultimately there is only one thing that differentiates one company from another: its people. It is not the product, the service establishments, the process, nor the secret ingredients; ultimately any of these can be duplicated. The manufacturing firms have always recognized this and it is one of the reasons for their success in world markets, they place tremendous value on the integration of people with organizational objectives, equipment and processes.

Employees in an organization may acquire new knowledge and skills by participating in TQM. As they participate, it leads to lasting changes in behavior which results in quality improvement (Juran &Gryna, 1993). Some of the advantages of participation are that, it can alter some employees' negative attitudes, reduce conflict stemming from the working environment, and instill in them a better understanding of the importance of product quality and on tribute to the establishment of an organization-wide quality culture. TQM will do little to improve the performance of an organization unless all employees embrace it, and this often requires a change in an organization's culture.

According to Chapman (2001), employee empowerment can increase the understanding of organizational policies. It involves processes such as lower levels of decision making, adopt the experience, knowledge and the ideas for the advancement of the organization. One of the prominent examples is the Your Idea Pays (YIP) program whereby employees are provided the opportunity to contribute their insightful ideas to the firm to be implemented and are rewarded

for it (Harry & Kathy). It is a psychological process to develop confidence between the members of the organization and encourage them to make decisions and solve problems with each other.

Bahri et al. (2012) maintained that employee empowerment could be produced in the outer and inner self. Internal empowerment is influenced by its own commitment. It involves defining the duties of employees entrusted with any evaluated behavior shown by the employee. Empowerment also enables management, employees share the resulting performance and member understanding of the employees will work goals. It is important because without employee empowerment, an organization cannot function properly. It is able to provide satisfaction, especially on the quality of working life and increase employee commitment to continuous quality improvement process.

Employee empowerment is a necessary condition for the successful implementation of TQM within an organisation and it is a critical element because it galvanizes employees to provide better job quality and participate more in the new business process. Moreover, it has been shown that employee empowerment results in increased productivity, customer satisfaction and increased employee satisfaction (Moono & Kasongo, 2010).

Successful implementation of a TQM environment or culture requires a committed and skilled workforce to fully participate in the activities carried out to improve the quality (Oruma, 2014). All the employees at all levels within the organization should be encouraged to take responsibility and communicate effectively toward improving the quality at all production stages. Managers and supervisors must consider the employees as being intelligent and having effective ideas (Prakash & Smith 2004; Sayeh et al. 2005; Yang, 2004). All employees within the organization are considered as internal customers and should be well satisfied if the organization desires to achieve a full satisfaction for its external customers.

The preceding literature asserts that in a TQM setting, both delegation and empowerment are essential. People must share responsibility for the success or failure of their work. Employees are the strength of the organization and are the prime contributors to its success (Subburaj, 2005). Employees can make a major contribution when an organization wants to expand its business or increase profits. A major aspect of organizational improvement is by means of employee involvement in TQM.

2.4 Institutional communication and TQM adoption of TQM

Although communication is inextricably linked in the quality process, some executives still find it difficult to tell others about the plan in a way that was understood. Additionally, communication is affected by difficulty in filtering of information. As top management's vision of quality filters down through the ranks, the vision and the plan can lose both clarity and momentum. Thus, top management as well as managers and supervisors at all level serve as translators and executors of top management's directive. The ability to communicate is valuable skill at all levels from front-line supervisor to CEO.

According to Drucker (1974), a true guru of management thought and practice, the communication gap in terms of feedback within institutions and between groups in society has been widening steadily to a point where it threatens to become an unbridgeable gulf of total misunderstanding. This gap is the stands in the way of quality service delivery. Having said that, he provides an easily understood and simple approach to help communicate the strategy, vision and action plans related to TQM. Communication is defined as the exchange of information and understanding between two or more persons or groups. According to Schmidt Finnigan (1993), the factor of communication helps to give others confidence as well as provide encouragement

and share the risks. Apart from that, what needs to be in communication is the willingness to listen and learn. According to Apgar (1999), a system able to compete is informative, voice operated, involving two-way communication between employees and management and between organizations with the consumer.

According to Chase (1993), good communication will result in reducing ones fear as this will allow TQM to be more approachable. According to Deming (1986) most management systems do not embrace TQM due to fear of its outcomes. Driving out fear will therefore enable the management to change towards supporting TQM implementation. Kanji et al. (1993) indicated that communication is a part of the cement that holds together the bricks of the total quality process. Good communication and feedback systems are very important in conveying ideas to management and to incorporate the necessary change required (Sanders, 1994). According to Larkin and Larkin (1994) the best way to communicate is through: Direct Communication between employees and supervisors through face-to-face communication.

2.5. Organizational Culture and TQM adoption

Oruma (2014) defines organizational culture as a wider and deeper concept that refers to something that an organization 'is' rather than what it has. It comprises the attitudes, experiences, beliefs and values of an organization (Oruma, 2014). In support of this assertion, Salaheldin (2009) defines organizational culture as the specific collection of values and norms that are shared by people and groups in an organization and that control the way they interact with each other and with stakeholders outside the organization.

Organizational values are beliefs and ideas about what kinds of goals members of an organization should pursue and ideas about the appropriate kinds or standards of behavior organizational members should use to achieve these goals (Salaheldin, 2009). These ideas are key to the achievements of principles that define TQM

Once an organization has defined its values, they beget the organizational norms, guidelines or expectations that prescribe appropriate kinds of behavior by employees in particular situations and control the behavior of organizational members towards one another (Black, 2003). Corporate culture in most cases is driven by the senior management of the firms. While every employee might need to subscribe to certain culture deeming appropriate for the firm, it is the senior management that may determine the corporate culture (Oruma, 2014). The senior management may wish to impose corporate values and standards of behavior that specifically reflect the objectives of the organization (Bahri et al. 2012). However it is also important to note that an existing internal culture also exists within the workforce.

Work-groups within the organization have their own behavioral quirks and interactions which, to an extent, affect the whole system (Salaheldin, 2009).

There are numerous research papers where organizational culture is seen to be one of the major causes of failure in a TQM program (Erkutlu, 2011). According to Wali and Boujelbene (2011) organizational culture defines the innovation orientation of the firm. With an orientation that is not supportive of innovations such as those proposed under TQM, there are challenges in implementation. Additionally other aspects of organizational culture such as stability orientation, results/outcome orientation, people orientation and communication orientation, will determine the adoption of TQM. Based on the expected outcomes of TQM, an organizational culture that is outcome oriented will easily adopt TQM measures (Wali & Boujelbene, 2011). It is based on this

relationship that Oruma (2014) suggests that an organization must come up with quality culture that must be integrated with other dimensions of culture if it has to succeed in TQM management. Organizational quality culture influences TQM implementation process as it communicates quality practices and norms that employees are expected to engage in.

According to Jamali et al. (2010), organization quality culture affects the employee's beliefs in implementation of TQM. An organization needs to create organization culture where employees understand and are encouraged to participate in quality management programs. In support of this assertion, Sallys (2012), through his study on TQM in education in USA, found that TQM requires a change of culture which is notoriously difficult to bring about and takes time to implement. It requires a change of attitudes and working methods. Staff needs to understand and live the message if TQM is to make an impact. Strong organizational culture is said to exist where staff respond to stimulus because of their alignment to organizational values (Moono & Kasongo, 2010).

Conversely, there is weak culture where there is little alignment with organizational values and control must be exercised through extensive procedures and bureaucracy (Moono & Kasongo, 2010). Where culture is strong, people do things because they believe it is the right thing to do.

2.6. Theoretical Framework

Total Quality Management theories are a set of guiding principles aimed at bringing out the best in an organization and its employees. Rather than focusing on traditional benchmarks, such as low prices and numerical goals, TQM emphasizes an ongoing collective learning process geared toward ongoing improvement and pursuit of a broad company vision. TQM emphasizes genuine quality and heartfelt work rather than mechanical, stagnant operations, spurring employees and

managers to create a better company through teamwork, trust and communication. Deming's theory of profound knowledge is a management philosophy grounded in systems theory. It is based on the principle that each organization is composed of a system of interrelated processes and people which make up system's components. The success of all workers within the system is dependent on management's capability to orchestrate the delicate balance of each component for optimization of the entire system (Bowen & Headley 1993). The system of profound knowledge is based on system appreciation to understand the company's processes and systems, variation knowledge to understand the occurrence of variation and their causes, knowledge theory to understand quality programs and psychology knowledge to understand human nature. In his fourteen points, he proposed that among other points, management commitment, positive corporate culture, employee's education and training and proper communication system is paramount in implementation of TQM. The Quality Circles (QC) concept is an extension of participative management. The essence of QC is that a small group of employees study and discuss work problems, and then plan and implement solutions to the problems.

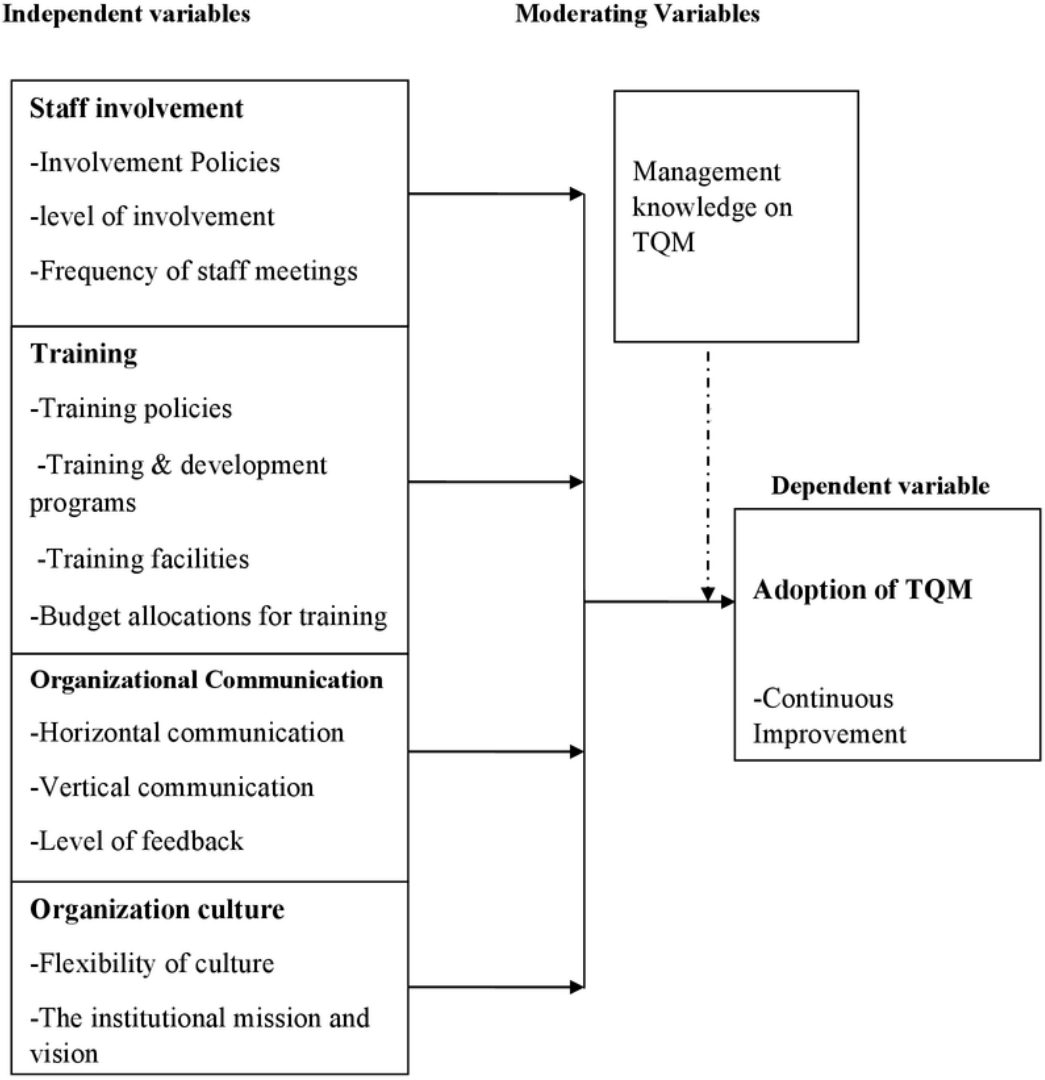
The guiding premise is that the real expertise of an organization is in its employees and that QC can help focus this expertise on real problems. The first objective of QC is to focus initially on improving the quality levels of products and services. This concept relies on a long-term approach to improve productivity with a focus on the quality of the organization's work effort (Patchin, 1983).

The second objective of Quality Circles is that all Quality Circles members supposedly function as equals. An organization's leadership provides the opportunity for participation (Follett, 1940). Decision making is by consensus. The QC chooses its own agenda, analyzes and studies the problems; suggests solutions; then implements them.

Lack of this function can be a major deterrent to the accomplishment of objectives. Productivity enhancement is an effort for an organization to produce viable, optimal results with a minimum of outside interference. QC is not a high tech approach to productivity enhancement. In the essence of Follett's concept of "circular response" in which integration is achieved, the major idea of QC is to constantly evaluate what works and how well it works within the organization and its environment.

2.7. Conceptual framework

The study was guided by a conceptual framework in a diagrammatic representation containing all variables and indicators.



2.8 Summary of literature review

The chapter looked at the factors that influence the adoption of TQM such as staff involvement, staff training, organizational communication and organizational culture. Also, various scholars have been discussed about their opinions and researches on the study topic. The chapter also focused a theory that relate to the topic and a conceptual framework of a diagram.

2.9 Knowledge gap

The concept of TQM and how it influences the performance of different organizations/institutions is well documented in literature. Moreover, most of this literature indicates that most studies carried out in the area used qualitative approach making it descriptive. However, little literature can be found about the institutional factors that influence the adoption of TQM in tertiary institutions and specifically how staff involvement, staff training, institutional communication and institutional culture influence the adoption of TQM. This study is also most unique because it introduced empirical evidence based on inferential statistics that was used in the data analysis of this topical area.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter comprised of the research methodology that was used in the study, this included research design, target population, sample size, sampling procedures, research instruments, validity and reliability of research instruments, data collection procedures, data analysis techniques, ethical issues and operational definition of variables.

3.2 Research Design

This study adopted descriptive research design. A descriptive study is a study concerned with describing the characteristics of a particular individual, or of a group (Kothari, 2004). The design was suitable for the study because it attempted to determine the current status of the phenomenon. Orodho (2005) affirms that surveys are useful in describing opinions, beliefs and knowledge of certain phenomenon in society. This study therefore, sought to find out and analyze the opinions, attitudes, beliefs and knowledge on the factors influencing the adoption of TQM in public technical institutions.

3.2 Target Population

According to Mugenda and Mugenda (2003) a target population is that population which the researcher wants to generalize results. The target population for this study was 240 Tutors, 130 non-teaching staff from the three Technical Colleges in Bungoma County

Table 3.1 Target Population

Category	Sang'alo	Kisiwa	Matili	TOTAL
Tutors	**140**	**40**	**70**	250
Non-Teaching	**70**	**20**	**40**	130
Total	210	60	110	380

Source: Respective Technical Training Colleges

3.3 Sampling procedure and sample size

All the three Technical Colleges used in the study were purposively sampled. Stratified sampling was used to select the teaching, non-teaching staff from the three Technical Training Colleges. Proportional allocation was used to enable the researcher to get a correct representation of participants from each stratum. Then a simple random sampling procedure was used to randomize the selection of participants which was 126 tutors and 65 non-teaching staff from the three colleges. Simple random sampling was used because it allowed generalization of research

findings to a large population with a margin of error that is statistically determinable and hence correctable. In a survey, a sample enables a researcher to gain information about the population (Mugenda and Mugenda, 2003) According to Krejcie and Morgan (1970) tables (see appendix iii), a suitable sample size of 380 as a target population is 191 who will be appropriately distributed in the study area.

Table 3.1 sample size for each location

Location Number of elements In each strata	Stratified Sampling ni=(NixS)/N	Sample size in each strata
Sang'alo		
140 Tutors	(140x191)/380	71
70 Non-teaching	(70x191)/380	35
Matili		
40 Tutors	(40x191)/380	20
20 Non-teaching	(20x191)/380	10
Kisiwa		
70 Tutors	(70x191)/380	35
40 Non-teaching	(40x191)/380	20
TOTAL	(380x191)/380	191

ni=Sample each location

Ni=strata size for each location

S=Sample of the target population

3.4 Data collection, instruments and procedure

This study required the use of primary data and utilized quantitative data. Primary data was collected using questionnaires only. The selection of this research instruments was guided by the nature of data that was collected, the time available for the study and the objectives of the study.

The researcher was mainly concerned with views, opinions, and perspectives, in relation to adoption of TQM. Such information was collected through the use of questionnaires (Mugenda Mugenda, 2003). The content and organization of the questionnaire was to correspond to the research objectives. A fully structured questionnaire (see appendix ii) was used for this study as it ensured a standardized data collection procedure so that the data obtained was internally consistent and could be analyzed in a uniform and coherent manner (Boyce, 2002).

3.6 Piloting of instruments

A pilot study was conducted to standardize the instruments before the instruments were used for actual data collection. The piloting was done in one of the technical institutions that did not participate in the final study but had similar characteristics in a neighbouringKitale National Polytechnic in Trans Nzoia County.

3.6 Validity of the Instruments

According to Kothari (2004), validity refers to the quality that a procedure or instrument or tool used in the research is accurate, correct, true, meaningful and right. Mutai (2000) adds that validity of instrument shows how well the instrument measures what it is supposed to measure, in that if a questionnaire is to produce meaningful results, then it should be valid. For this study content validity was used. The research instruments were shared with the supervisor for assessment of its appropriateness in content, clarity and adequacy in capturing the needed data.

Feedback from the pilot study helped in determining which questions to eitherdrop, restate or correct so as to collect valid data.

3.7Reliability of the Research Instruments.

Reliability refers to the measure of degree to which a research instrument yields consistent results or data after repeated trials. It is influenced by random error so that when random error increases, reliability decreases. Random error is the deviation from a true measurement due to factors that have not effectively been addressed by the researcher, Mugenda and Mugenda (2003). In order to establish the reliability of the instrument the researcher conducted a pilot study. The test-retest method of assessing reliability was used which involved administering the same instrument twice to the same group of subjects after a carefully considered time lapse between first and second test, the second test was administered after two weeks. The researcher used Pearson product moment formula to calculate the coefficient of correlation. It was found to have a correlation of 0.8 which was above the benchmarked 0.7.

3.8 Data Analysis Techniques

Data analysis refers to separation of data into constituent elements. Upon completion of the data collection exercise, all completed research instruments were edited to eliminate errors that might have been made by respondents. All the data from the study was coded to classify the responses given into categories for ease of analysis. The coded data was analyzed using descriptive statistics such as percentages, and frequencies as well as determination of correlation coefficients with the help of statistical package for social sciences version 22.

3.9 Ethical Considerations

This study was conducted within the ethical code guiding research at the University Of Nairobi. Full consent of all respondents was sought before the questionnaires were administered. All

respondents were assured of total confidentiality and the data that was obtained from the respondents was kept confidential for the sole purpose of the research.

No data transfer to any other third party was done during and after the research. There were no direct benefits to the subjects but the results were expected to be of value to the technical institutions.

3.10 Operational definition of variables

There were two variables that were to be considered in the study, the independent and dependent variables. The independent variables in the study were: staff involvement; training, communication and organizational culture. The dependent variable was the adoption of TQM.

Objectives	**Variables**	**Indicators**	**Measurement scale**	-Frequencies
The influence of staff involvement on the adoption of TQM.	**1.Independent V** ● Staff involvement **2.Dependent V** ● Adoption of TQM	-Involvement Policies -level of involvement -Frequency of staff meetings	**1.**Nominal 2.Ordinal	-percentages -Correlation coefficient
The influence of staff training on the adoption of TQM.	**1 Independent V** ● Staff training **2.Dependent V** Adoption of TQM	-Training policies -Training & development programs -Training facilities -Budget allocations for training	Nominal Ordinal	-Frequencies -percentages Correlation coefficient
The influence of organizational communication on the adoption of TQM.	**1 Independent V** ● Organizational communication **2.Dependent V** Adoption of TQM	-Horizontal communication -Vertical communication -Level of feedback	Nominal Ordinal	-Frequencies -percentages Correlation coefficient
The influence of organizational culture on the adoption of TQM.	**1 Independent V** ● Organizational culture **2.Dependent V** adoption of T	--Flexibility of culture -The institutional mission and vision	Nominal Ordinal	-Frequencies -percentages Correlation coefficient

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION OF THE FINDINGS

4.1 Introduction

The results of the data analysis are presented in this chapter. Data has been organized and presented as per the objectives of the study and demographic information captured at the beginning of the analysis. The study was presented based on the objectives: to establish the influence of staff involvement, staff training, organizational communication, and organizational culture on the adoption of TQM in tertiary institutions.

4.2 Questionnaire Return Rate

Table 4.1 contains the rate at which the questionnaires were returned after dispatch to the sampled respondents

Table 4.1: Questionnaire Return Rate

	Questionnaire	percentage
Delivered	191	100
Returned	180	94
Missing	11	6

Out of 191(100%) questionnaires that were delivered to respondents 180 (94%) were returned duly filled while 11 (6%) were not returned. These were considered adequate for this analysis.

4.3 Demographic Information of Respondents

In this part general information of respondents was analyzed by use of frequencies and percentages for age of respondents, gender, age, qualification and number of years in the current position.

4.3.1 Present Gender of respondents

The study sought to know the gender of respondents. Table 4.2 summarizes the results.

Table 4.2 Gender of Respondents

Gender	Frequency	percentage
Male	102	60
Female	78	40
Total	**180**	**100**

Table 4.2 shows that, out of 180 (100%) respondents, 102 (60%) were male while 78 (40%) were female. This meant that majority of the respondents were male.

4.3.2 Present age of respondents

The study sought to know the age of respondents. Table 4.3 summarizes the results

Table 4.3 Present Age of Respondents

Present Age	Frequency	%
18-30	19	11
31-40	91	51
41-50	60	33
>50	10	5
Total	**180**	**100**

Table 4.3 shows that, out of 180 (100%) respondents, those who were aged between (18 – 30) years were 19 (11%), between (31 – 40) years were 91 (51%), between (41 – 50) years were 60 (33%), above the age of 50 were 10 (5%). The study revealed that most of the respondents were aged between (31 – 40) years old that comprised of 91 (51%).

4.3.3. Academic Qualifications

The researcher wanted to know the academic qualification of the respondents they were therefore asked if they possessed the certificates in the levels they had reached, Table 4.4 summarizes results for academic qualification.

Table 4.3.4: Academic Qualification

Academic Qualifications	Frequency	%
Diploma	**120**	**66**

Degree	**53**	**30**
Masters	**7**	**4**
PhD	**0**	**0**
Total	**180**	**100**

Table 4.4 shows that out of 180 (100%) respondents, 120 (66%) have diplomas certificates, 53 (30%) have degree qualification, while 7 (4%) have master's degree.

4.4. Staff Involvement and The Adoption of Total Quality Management

This was the first objective that the study was out to achieve and areas of focus included availability of involvement policies, levels of involvement and frequency of staff meetings in public tertiary institutions.

4.4.1: Availability of involvement policies.

The researcher sought to find out the opinion of the respondents about whether they agree or disagree with the statement that there are policies for staff involvement in the institution. Results are tabulated in table 4.5 below

Table 4.5: Responses on whether there are staff involvement policies in school

	Frequency	%

Yes	28	16
No	152	84
Total	**180**	**100**

Out of 180 (100%), 28 (16%) said yes that there is stakeholder involvement policies in the institution while, 152 (84%) said no on the same. This means that majority of the respondents agrees that there is shortage of involvement policies.

4.4.2Availability of Involvement Policies and Adoption of Total Quality Management

The researcher sought to find out the opinion of the respondents about whether they agree or disagree with the statement that staff involvement policies will facilitate the adoption of Total quality Management in the institution. Results are tabulated in table 4.6 below.

Table 4.6: Responses on the availability of involvement policies and the adoption of Total Quality Management

	Frequency	%
Yes	172	96
No	8	4
Total	**180**	**100**

Out of 180 (100%), 172 (96%) said yes to the statement that staff involvement policies will facilitate the adoption of Total quality Management in the institution, while, 8(4%) said no on the same. This analysis agrees with the work of Kacmar, (2008) who stated that inadequate

employee involvement through such programs and policies will hinder the adoption of any quality measures in an institution.

4.4.3Involvement of Staff in Decision Making

After determining whether or not there are the policies on staff involvement, the researcher was further interested in finding out the opinion of the respondents about whether they agree or disagree with the statement that staffs are involved in institutional decision making that guide the management of the school. Results are tabulated in table 4.7 below

Table 4.7: Responses on whether there is staff involvement in decision making

	Frequency	%
Yes	53	29
No	127	71
Total	**180**	**100**

Out of 180 (100%), 53 (29%) said yes to the statement that staff are involved in institutional decision making that guide the management of the school., while, 127 (71%) said no on the same.

4.4.4 Staff Meeting

The researcher was interested in finding out the opinion of the respondents about whether or not the school conducts staff meeting. A dichotomous question was asked on whether or not staff meeting was conducted in the institutions. Results are tabulated in table 4.8 below

Table 4.8: Responses on whether there is staff meeting is conducted frequently

	Frequency	%
Yes	118	66
No	62	34
Total	**180**	**100**

Out of 180 (100%), 118 (66%) said yes that there is sufficient stakeholder involvement during target setting in school, while, 62 (34%) said no on the same.

4.4.4Frequency of Staff meeting

After determining whether or not staff meetings were conducted in the institution, the researcher went ahead to determine the frequency in which this meetings' were conducted. A dichotomous question was asked on whether or not staff meeting was conducted frequently. Results are tabulated in table 4.9 below

Table 4.9: Responses on whether there is staff meeting is conducted frequently

	Frequency	%
Yes	17	9
No	163	91
Total	**180**	**100**

Out of 180 (100%), 17 (7%) said yes to the statement that staff meeting was conducted frequently, while, 163 (91%) said no on the same. This means that although there are staff meetings in the institutions, these meetings are not conducted frequently.

Table 4.10: Correlations Between staff involvement and adoption of TQM

		Continuous improvement	Involvement policies	Staff & decision making	Staff meeting	Frequency of staff meeting
Continuous improvement	Pearson Correlation	1	.375**	.396**	.149**	.225**
	Sig. (2-tailed)		.000	.000	.101	.002
	N	180	180	180	180	180
Involvement policies	Pearson Correlation	.375**	1	.176*	.178*	-.122
	Sig. (2-tailed)	.000		.018	.017	.102
	N	180	180	180	180	180
Staff & decision making	Pearson Correlation	.396**	.176*	1	-.329**	.231**
	Sig. (2-tailed)	.000	.018		.000	.002
	N	180	180	180	180	180
Staff meeting	Pearson Correlation	.149**	.178*	-.329**	1	.130
	Sig. (2-tailed)	.101	.017	.000		.083
	N	180	180	180	180	180
Frequency of Staff meeting	Pearson Correlation	.225**	-.122	.231**	.130	1
	Sig. (2-tailed)	.002	.102	.002	.083	
	N	180	180	180	180	180

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Table 4.10 shows that all items in staff involvement had positive relationship with the adoption of TQM. Involvement policies had a correlation of 0.375 with an item in continuous improvement. This is a small relationship. This means that there will be an increase in chances of adoption of TQM with availability of involvement policies. At 0.000 this relationship is statistically significant, hence rejecting null hypothesis from the perspective of this component. Staff involvement in decision making had a correlation of 0.396 with an item in continuous improvement. This is also a small relationship. This means that there will be an increase in chances of adoption of TQM with Staff involvement in decision making. At 0.000 this relationship is statistically significant hence rejecting null hypothesis from the perspective of this component. Staff meeting had a correlation of 0.149 with an item in continuous improvement. This was a very small relationship. This means that there will be a very small increase in chances of adoption of TQM with Staff meeting. At 0.101 this relationship is not statistically significant hence failing to reject null hypothesis from the perspective of this component. Frequency of Staff meeting had a correlation of 0 .225 with an item in continuous improvement. This was still a small relationship. This means that there will be small increase in chances of adoption of TQM with Frequency of Staff meeting. At 0.02 this relationship was also not statistically significant. This analysis shows that the component of staff involvement that had a comparably bigger positive relationship that was also statistically was involvement policies and involvement of staff in decision making. Staff meeting and frequency of staff meeting had a small positive relationship that was not statistically significant. According to Mcshane (2008) the success of TQM programs in an organization depends on the degree of employee involvement programs practiced by an organization.

Employee involvement may be direct or indirect in nature and whatever the nature, employee involvement program contributes towards increased innovation, creativity loyalty, commitment and effort among the employees. Involvement also contributes to increased satisfaction, positive attitude and increased identification with the organization which in turn will improve the quality of service delivery.

4.5.Staff Training and Adoption of Total Quality Management

This section considered the relationship between staff training and adoption of total quality management. The areas of focus included the following: Training policies, training & development programs, budget allocations for training.

4.5.1: Training policies.

The researcher sought to establish the opinion of the respondents on the influence of training policies. Respondents were asked a dichotomous question on whether or not the institutions have training policies. Results are tabulated in table 4.11 below

Table 4.11Responses on availability of training policies

	Frequency	%
Yes	12	7
No	168	93
Total	**180**	**100**

Out of 180 participants, 12 (7%) said yes to the statement that institutions has training policies while 168 (93%) sad no on the same. This means that the institutions did not have policies to guide training.

4.5.2: Training and Development Programs.

The researcher sought to establish the opinion of the respondents on whether there is training & development programs. Respondents were asked a dichotomous question on whether or not the school has training & development programs. Results are tabulated in table 4.12 below

Table 4.12Responses on availability of training policies

	Frequency	**%**
Yes	10	6
No	170	94
Total	**180**	**100**

Out of 180 participants, 10 (6%) said yes to the statement that training & development programs while 170 (94%) sad no on the same.

4.5.3: Budget allocations for training.

The researcher sought to establish the opinion of the respondents on whether there are budget allocations for training. Respondents were asked a dichotomous question on whether or not there were budget allocations for training. Results are tabulated in table 4.13 below

Table 4.13Responses on availability of training policies

	Frequency	%
Yes	50	28
No	58	32
Don't know	72	41
Total	**180**	**100**

Out of 180 (100%) participants, 50 (28%) said yes to the statement that there is budget allocations for training while 58 (32%) sad no on the same.

4.5.4: Staff Training and Adoption of Total Quality Management

The study was interested in establishing extend in which staff training influence the adoption of total quality management. The respondents were asked on their opinion about how much they agree or disagree with the statement that staff training facilitates the adoption of total quality management. This was measured in the scale of 1-5 where 1 strongly disagree, 2 disagree, 3. Neither agree nor disagree, 4 agree and 5 strongly agree levels and the results are as indicated in table 4.14 below.

Table4.14: Staff training and adoption of Total Quality Management

Level	Frequency	%
Strongly disagree	6	3
Disagree	12	7
Neither agree nor disagree	10	6
Agree	144	80
Strongly agree	8	4
Total	180	100

Out of 226 (100%) participants, 6 (3%) strongly disagreed, with the statement that statement that staff training facilitates the adoption of total quality management. 12 (7%) disagreed, 10 (6%) neither agreed nor disagreed, 144 (80%) agreed while 8 (4%) with the statement that staff training facilitates the adoption of total quality management

Table 4.15: Correlations between staff training and adoption of TQM

		Training policies	Training and development programs			Budget allocations for training	Continuous improvement
Training policies	Pearson Correlation	1	.260**	.100	.205**	.102	.115**
	Sig. (2-tailed)		.000	.183	.006	.173	.120
	N	180	180	180	180	180	180
Training and development programs	Pearson Correlation	.260**	1	.259**	.033	.212**	.629**
	Sig. (2-tailed)	.000		.000	.655	.004	.000
	N	180	180	180	180	180	180
	Pearson Correlation	.100	.259**	1	.130	.139	.249**
	Sig. (2-tailed)	.183	.000		.083	.062	.001
	N	180	180	180	180	180	180
	Pearson Correlation	.205**	.033	.130	1	.088	.225**
	Sig. (2-tailed)	.006	.655	.083		.241	.002
	N	180	180	180	180	180	180
Budget allocations for training	Pearson Correlation	.102	.212**	-.139	.088	1	.476**
	Sig. (2-tailed)	.173	.004	.062	.241		.000
	N	180	180	180	180	180	180
Continuous improvement	Pearson Correlation	.115**	.629**	.249**	.225**	.476**	1
	Sig. (2-tailed)	.120	.000	.001	.002	.000	
	N	180	180	180	180	180	180

**. Correlation is significant at the 0.01 level (2-tailed).

Table 4.15 shows that all items in staff Training had positive relationship with the adoption of TQM. Training policies had a correlation of .115 with an item in continuous improvement. This is a very small relationship. This means that there will be a very small increase in chances of adoption of TQM with availability of training policies. At 0.120 this relationship is not statistically significant, this component enabled the researcher to fail to reject null hypothesis. Training and development programs had a correlation of .629with an item on continuous improvement. This is also a big relationship. This means that there will be a big increase in chances of adoption of TQM with Training and development programs and at 0.000 this relationship is statistically significant, hence rejecting null from the perspective of this component. Budget allocations for training had a correlation of .476with an item in continuous improvement. This was a moderately big relationship. This means that there will be a moderately big increase in chances of adoption of TQM with Budget allocations for training and at 0.000 this relationship is statistically significant hence rejecting null hypothesis from the perspective of this component. This analysis shows that the components of staff training had a comparably bigger positive relationship that was also statistically was Training and development programs followed by budget allocations for training. Training policies had a small positive relationship that was not statistically significant. The results in this analysis agrees with the work of international Labor Organization (ILO 2011) which stated that the effective use of TQM programs is contingent on the level of skills, competencies, knowledge and capabilities among the employees. Organizations with adequate comprehensive and flexible, continuous and trainee centered training programs have excelled in their management and administrative duties and responsibilities and will eventually end up applying the principles of TQM

4.6 Organizational Communication and the Adoption of Total Quality Management

This section looked at the organizational communication and adoption of total quality management. The areas of focus included the following: Horizontal communication, vertical communication and level of feedback.

4.6.1: Horizontal Communication

The researcher sought to establish the opinion of the respondents on whether or not horizontal communication is encouraged by the management. Respondents were asked a yes/no question on whether or not there is communication between line managers operating at the same level. Results are tabulated in table 4.16 below

Table 4.16Responses on whether or not horizontal communication is encouraged

	Frequency	Total %
Yes	110	61
No	70	39
Total	**180**	**100**

Out of 180 (100%) participants, 110 (61%) said yes to the statement that horizontal communication is encouraged by the management while 70 (39%) sad no on the same. This means that the institutions in Bungoma did not have horizontal communication as a problem.

4.6.2: Vertical communication

The researcher sought to establish the opinion of the respondents on whether or not vertical communication is encouraged by the management. This is the communication either down up or up down within an organization. Respondents were asked a yes/no question on whether or not this happens. Results are tabulated in table 4.17 below

Table 4.17Responses on whether or not vertical communication is encouraged

	Frequency	**Total %**
Yes	122	68
No	58	32
Total	**180**	**100**

Out of 180 (100%) participants, 122 (68%) said yes to the statement that vertical communication is encouraged by the management while 58 (32%) sad no on the same. This means that tertiary institutions in Bungoma south did not have lack of vertical communication as a problem.

4.6.3: Organizational Communication and Adoption of Total Quality Management

The study was interested in establishing extent in which organizational communication influence the adoption of TQM. The respondents were asked on their opinion about how much they agree or disagree with the statement that organizational communication will facilitate adoption of TQM., this was measured in the scale of 1-5 where 1 strongly disagree, 2 disagree, 3. Neither agree nor disagree, 4 agree and 5 strongly agree levels and the results are as indicated in table 4.18 below.

Table4.18: Responses on organizational communication and adoption of TQM

Level	Frequency	%
Strongly disagree	15	8
Disagree	24	13
Neither agree nor disagree	30	17
Agree	92	51
Strongly agree	19	11
Total	**180**	**100**

Out of 180 (100%) participants, 15 (8%) strongly disagreed with the statement that organizational communication will facilitate adoption of TQM, 24 (13%) disagreed, 30 (17%) neither agree nor disagree, 92 (51%) agreed, 19 (11%) strongly agreed with statement that organizational communication will facilitate adoption of TQM.

4.6.4: Feedback

The researcher sought to establish the opinion of the respondents on whether or not there is reliable feedback from management in communications. Respondents were asked a yes/no question on whether or not this happens. Results are tabulated in table 4.19 below

Table 4.19 Responses on whether or not there is effective feedback

Frequency	Total %	
Yes	12	7
No	168	93
Total	**180**	**100**

Out of 180 (100%) participants, 12 (7%) said yes to the statement that reliable feedback from management in communications while 168 (93%) sad no on the same. This result shows that despite there being a good horizontal and vertical communication, the institutions in this study region had a problem with feedback mechanism. This analysis agrees with the work of Drucker (1974), a true guru of management thought and practice, the communication gap in terms of feedback within institutions and between groups in society has been widening steadily to a point where it threatens to become an unbridgeable gulf of total misunderstanding.

Table 4. 20: Correlations between organizational communications and the adoption of TQM

		Horizontal communication	Vertical communication	Feedback	Continuous improvement
Horizontal communication	Pearson Correlation	**1**	**.163***	.302**	.703
	Sig. (2-tailed)		.029	.000	.000
	N	180	180	180	180
Vertical communication	Pearson Correlation	.163*	1	.205**	.798
	Sig. (2-tailed)	.029		.006	.000
	N	180	180	180	180
Feedback	Pearson Correlation	.302**	.205**	1	.802**
	Sig. (2-tailed)	.000	.006		.000
	N	180	180	180	180
Continuous improvement	Pearson Correlation	.703	.098	.802*	1
	Sig. (2-tailed)	.000	.789	.000	
	N	180	.000	180	180

*. Correlation is significant at the 0.05 level (2-tailed).
**. Correlation is significant at the 0.01 level (2-tailed).

Table 4.20 shows that all items in staff Training had positive relationship with the adoption of TQM. Horizontal communication had a correlation of .703 with an item in continuous improvement. This is a very big relationship. This means that there will be a big increase in chances of adoption of TQM with Horizontal communication. At 0.000 this relationship was statistically significant, vertical communication had a correlation of .798 with an item on continuous improvement.

This is also a big relationship. This means that there will be a big increase in chances of adoption of TQM with Vertical communication and at 0.000 this relationship is statistically significant, Feed backhad a correlation of .802 with an item in continuous improvement. This was a very big relationship. This means that there will be a very big increase in chances of adoption of TQM with Feedback and at 0.000 this relationship is statistically significant. This analysis shows that all components of organizational communication had a big positive relationship and was also statistically. Rucker (1974) stated that the communication gap within institutions and between groups in society has been widening steadily to a point where it threatens to become an unbridgeable gulf of total misunderstanding. This gap stands in the way of quality service delivery. There was statistically significant relationship between communication components with the adoption of TQM. This means that the null hypothesis is rejected.

4.6.Organizational Culture and the Adoption Of Total Quality Management

This section looked at the organizational culture and adoption of total quality management. The areas of focus included the following: -Flexibility of culture, the institutional mission and vision

4.7.1: Flexibility of culture

The researcher sought to establish whether or not the organizational culture was flexible to accommodate changes. Results are tabulated in table 4.21 below.

Table4.21: Distribution of responses on whether there is Flexibility of culture

Level	Frequency	%
No	157	87
Yes	23	13
Total	180	100

Out of 180 (100%) participants, 157 (87%) said no to the statement organizational culture was flexible to accommodate changes while 23 (13%) sad yes on the same.

4.7.2: Clear institutional vision and mission

The researcher sought to establish the opinion of the respondents on whether or not the organization has clear institutional vision and mission. Respondents were asked of their opinion on whether or not they think their organization has clear vision to guide its operations. Results are tabulated in table 4.22 below

Table4.22: Distribution of responses on whether there is clear institutional vision and mission

Level	Frequency	%
No	108	60
Yes	72	40
Total	180	100

Out of 180 (100%) participants, 108 (60%) said no to the statement organization has clear vision to guide its operations while 72 (40%) sad yes on the same.

4.7.3: Organizational Culture and the Adoption of Total Quality Management

The researcher was interested in establishing extent in which organization culture influence the adoption of TQM. The respondents were asked about how much they agree or disagree with the statement that a positive organization culture facilitates the adoption of TQM. This was measured against the Likert scale of 1-5 where 1 strongly disagree, 2 disagree, 3. Neither agree nor disagree, 4 agree and 5 strongly agree levels and the results are as indicated in table 4.23 below.

Table4.23: Organizational culture and the adoption of TQM

Level	Frequency	%
Strongly disagree	7	4
Disagree	7	4
Neither agree nor disagree	10	7
Agree	122	66
Strongly agree	34	19
Total	226	100

Out of 180 (100%) participants, 7 (428%) strongly disagreed. with the statement that a positive organization culture facilitates the adoption of TQM. 7 (4%) disagreed, 10 (7%) were not sure, 122 (66%) agreed, while 34 (19%) strongly agreed.

Table 4.24: Correlations between organizational culture and the adoption of TQM

		Flexibility of culture	Clear institutional vision and mission	Feedback	Continuous improvement
Flexibility of culture	Pearson Correlation	1	.205**	.234**	.225**
	Sig. (2-tailed)		**.006**	**.002**	**.002**
	N	180	180	180	180
Clear institutional vision and mission	Pearson Correlation	.205**	1	.080	.515**
	Sig. (2-tailed)	.006		.284	.000
	N	180	180	180	180
	Pearson Correlation	.234**	.080	1	.292**
	Sig. (2-tailed)	.002	.284		.000
	N	180	180	180	180
Continuous improvement	Pearson Correlation	.225**	.515**	.292**	1
	Sig. (2-tailed)	.002	.000	.000	
	N	180	180	180	180

**. Correlation is significant at the 0.01 level (2-tailed).

Table 4.24 shows that all items in organizational culture had positive relationship with the adoption of TQM. Flexibility of culture had a correlation of 225 with an item in continuous improvement. This means that there will be an increase in chances of adoption of TQM with Flexibility of culture.

At .002 this relationship was not statistically significant from this component, we fail to reject null hypothesis. Clear institutional vision and mission had a correlation of .515** with an item on continuous improvement. This was a big relationship.

This means that there will be a big increase in chances of adoption of TQM with Clear institutional vision and mission and at 0.000 this relationship is statistically significant enabled us to reject null hypothesis. This analysis shows that all components of organizational culture had a big positive relationship and was also statistically. This analysis agrees with the work of Salaheldin, (2009) that organizational values are beliefs and ideas about what kinds of goals members of an organization should pursue and ideas about the appropriate kinds or standards of behavior organizational members should use to achieve these goals and that this ideas are key to the achievements of principles that define TQM. Also, according to Erkutlu, (2011) Organizational culture is seen to be one of the major causes of failure in a TQM program.

CHAPTER FIVE

SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter covers summary of the findings, conclusions drawn from the study as well as recommendations based on the study findings and suggestions for further studies.

5.2 Summary of findings

This study sought to find out the institutional factors that influence the adoption of TQM in public tertiary institutions in Bungoma County. The study had the following four objectives: To examine the extent in which staff involvement, training, institutional communication, and institutional culture influence the adoption of TQM in tertiary institutions in Bungoma County. In the first objective, the following descriptive was observed: Out of 180 (100%), 28 (16%) said yes that there is stakeholder involvement policies in the institution while, 152 (84%) said no on the same. This means that majority of the respondents agrees that there is shortage of involvement policies. Out of 180 (100%), 172 (96%) said yes to the statement that staff involvement policies will facilitate the adoption of Total quality Management in the institution, while, 8 (4%) said no on the same. This analysis agrees with the work of Kacmar, (2008) who stated that inadequate employee involvement through such programs and policies will hinder the adoption of any quality measures in an institution

Out of 180 (100%), 46 (24%) said yes that there is sufficient stakeholder involvement during target setting in school, while, 142 (76%) said no on the same.

Out of 180 (100%), 17 (7%) said yes to the statement that staff meeting was conducted frequently, while, 163 (91%) said no on the same. This means that although there are staff meetings in the institutions, these meetings are not conducted frequently.

Table 4.10 shows that all items in staff involvement had positive relationship with the adoption of TQM. Involvement policies had a correlation of 0.375 with an item in continuous improvement. This is a small relationship. This means that there will be an increase in chances of adoption of TQM with availability of involvement policies. At 0.000 this relationship is statistically significant. Staff involvement in decision making had a correlation of 0.396 with an item in continuous improvement. This is also a small relationship. This means that there will be an increase in chances of adoption of TQM with Staff involvement in decision making. At 0.000 this relationship is statistically significant. Staff meeting had a correlation of 0.149 with an item in continuous improvement. This was a very small relationship. This means that there will be a very small increase in chances of adoption of TQM with Staff meeting. At 0.101 this relationship is not statistically significant. Frequency of Staff meeting had a correlation of 0 .225 with an item in continuous improvement. This was still a small relationship. This means that there will be small increase in chances of adoption of TQM with Frequency of Staff meeting. At 0.02 this relationship was also not statistically significant. This analysis shows that the component of staff involvement that had a comparably bigger positive relationship that was also statistically was involvement policies and involvement of staff in decision making. Staff meeting and frequency of staff meeting had a small positive relationship that was not statistically significant. According to Mcshane (2008) the success of TQM programs in an organization depends on the degree of employee involvement programs practiced by an organization.

Employee involvement may be direct or indirect in nature and whatever the nature, employee involvement program contributes towards increased innovation, creativity loyalty, commitment and effort among the employees. Involvement also contributes to increased satisfaction, positive attitude and increased identification with the organization which in turn will improve the quality of service delivery.

On the second objective, Out of 180 participants, 12 (7%) said yes to the statement that institutions have training policies while 168 (93%) sad no on the same. This means that the institutions did not have policies to guide training. Also, Out of 180 participants, 10 (6%) said yes to the statement that training & development programs while 170 (94%) sad no on the same.

Out of 180 (100%) participants, 50 (28%) said yes to the statement that there is budget allocations for training while 58 (32%) sad no on the same.

Out of 226 (100%) participants, 6 (3%) strongly disagreed, with the statement that statement that staff training facilitates the adoption of total quality management. 12 (7%) disagreed, 10 (6%) neither agreed nor disagreed, 144 (80%) agreed while 8 (4%) with the statement that staff training facilitates the adoption of total quality management.

Table 4.15 shows that all items in staff Training had positive relationship with the adoption of TQM. Training policies had a correlation of .115 with an item in continuous improvement. This is a very small relationship. This means that there will be a very small increase in chances of adoption of TQM with availability of training policies. At 0.120 this relationship is not statistically significant. Training and development programs had a correlation of .629with an item on continuous improvement. This is also a big relationship. This means that there will be a big increase in chances of adoption of TQM with Training and development programs and at 0.000 this relationship is statistically significant. Budget allocations for training had a correlation of .476with an item in continuous improvement. This was a moderately big relationship. This means that there will be a moderately big increase in chances of adoption of TQM with Budget allocations for training and at 0.000 this relationship is statistically significant. This analysis shows that the components of staff training had a comparably bigger positive relationship that was also statistically was Training and development programs followed by budget allocations for training. Training policies had a small positive relationship that was not statistically significant. The results in this analysis agrees with the work of international Labor Organization (ILO 2011) which stated that the effective use of TQM programs is contingent on the level of skills, competencies, knowledge and capabilities among the employees. Organizations with adequate comprehensive and flexible, continuous and trainee centered training programs have excelled in their management and administrative duties and responsibilities and will eventually end up applying the principles of TQM.

On the third objective, Out of 180(100%) participants, 110(61%) said yes to the statement that horizontal communication is encouraged by the management while 70(39%) sad no on the same.

This means that the institutions in Bungoma did not have horizontal communication as a problem. Out of 180 (100%) participants, 122 (68%) said yes to the statement that vertical communication is encouraged by the management while 58 (32%) sad no on the same. This means that tertiary institutions in Bungoma County did not have lack of vertical communication as a problem. Out of 180 (100%) participants, 15 (8%) strongly disagreed with the statement that organizational communication will facilitate adoption of TQM, 24 (13%) disagreed, 30 (17%) neither agree nor disagree, 92 (51%) agreed, 19 (11%) strongly agreed with statement that organizational communication will facilitate adoption of TQM.

Out of 180 (100%) participants, 12 (7%) said yes to the statement that there was a reliable feedback from management in communications while 168 (93%) sad no on the same. This result shows that despite there being a good horizontal and vertical communication, the institutions in this study region had a problem with feedback mechanism. This analysis agrees with the work of Drucker (1974), a true guru of management thought and practice, —the communication gap in terms of feedback within institutions and between groups in society has been widening steadily to a point where it threatens to gulf of become an unbridgeable total misunderstanding

Table 4.20 shows that all items in staff Training had positive relationship with the adoption of TQM. Horizontal communication had a correlation of .703 with an item in continuous improvement. This is a very big relationship. This means that there will be a big increase in chances of adoption of TQM with Horizontal communication. At 0.000 this relationship was statistically significant. Vertical communication had a correlation of .798 with an item on continuous improvement. This is also a big relationship. This means that there will be a big increase in chances of adoption of TQM with Vertical communication and at 0.000 this relationship is statistically significant.

Feedback had a correlation of .802 with an item in continuous improvement. This was a very big relationship. This means that there will be a very big increase in chances of adoption of TQM with Feedback and at 0.000 this relationship is statistically significant. This analysis shows that all components of organizational communication had a big positive relationship and was also statistically. Drucker (1974) stated that the communication gap within institutions and between groups in society has been widening steadily to a point where it threatens to become an unbridgeable gulf of total misunderstanding. This gap stands in the way of quality service delivery. On the last objective, Out of 180 (100%) participants, 157 (87%) said no to the statement organizational culture was flexible to accommodate changes while 23 (13%) sad yes on the same. Out of 180 (100%) participants, 108 (60%) said no to the statement organization has clear vision to guide its operations while 72 (40%) sad yes on the same. Out of 180 (100%) participants, 74 (28%) strongly disagreed. with the statement that a positive organization culture facilitates the adoption of TQM. 7 (4%) disagreed, 10 (7%) were not sure, 122 (66%) agreed, while 34 (19%) strongly agreed.

Table 4.24 shows that all items in organizational culture had positive relationship with the adoption of TQM. Flexibility of culture had a correlation of .225with an item in continuous improvement. This means that there will be an increase in chances of adoption of TQM with Flexibility of culture. At .002 this relationship was not statistically significant. Clear institutional vision and mission had a correlation of .515with an item on continuous improvement. This was a big relationship. This means that there will be a big increase in chances of adoption of TQM with Clear institutional vision and mission and at 0.000 this relationship is statistically significant. This analysis shows that all components of organizational culture had a big positive relationship and was also statistically.

This analysis agrees with the work of Salaheldin, (2009) that organizational values are beliefs and ideas about what kinds of goals members of an organization should pursue and ideas about the appropriate kinds or standards of behavior organizational members should use to achieve these goals and that this ideas are key to the achievements of principles that define TQM. Also according to Erkutlu, (2011) organizational culture is seen to be one of the major causes of failure in a TQM program.

5.3 Conclusion

The study concluded that there was shortage in the policies that are meant to guide involvement of staff in the management process of public tertiary institutions. Also, the study found out that the institutions had meetings however, these meetings were not conducted often.

It was also noted that institutions did not have policies to guide training neither did it have training & development programs. The study also concluded that both horizontal and vertical communication were not a problem; however, there was poor feedback mechanism. And lastly, the organizational culture was not flexible to accommodate changes.

5.4 Recommendations

From the findings, the following recommendations were suggested.

1. The institutions policy makers should spearhead the formulation of policies that are meant to guide involvement of staff in the management process of public tertiary institutions.
2. The management of these institutions should endeavor not only to conduct meetings but also to conduct them more often.
3. The institutions policy makers should spearhead the formulation of policies that are meant to guide training and put in place training & development programs.
4. The management of the institutions should endeavor to improve feedback mechanism in order to facilitate the adoption of TQM
5. The management should be tasked with the responsibility of changing the attitude of the staff in order to encourage the culture of change.

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APPENDIX 1:

LETTER OF INTRODUCTION TO THE RESPONDENTS

Francis Wijenje Miheso

P.O BOX 1650-50200

BUNGOMA

Dear respondent,

REF: FILLING OF THE QUESTIONNAIRE

I am a postgraduate student at the University of Nairobi, school of continuing and distance education, currently undertaking a master's degree in project planning and management. You have been identified as a respondent to this questionnaire. Please find the attached questionnaire, which is designed to gather information on the institutional factors influencing the adoption of total quality management in public tertiary institutions in Kenya; a case of Bungoma County. All answers are confidential and will only be used for academic purposes only.

This research will be carried out in partial fulfillment of the requirements for the award of the degree of Masters of Arts in Project Planning and Management. I will be glad if you fill and return the completed questionnaire at a suitable time.

Thank you.

Yours faithfully,

Francis Wijenje Miheso

APPENDIX II: QUESTIONNAIRE FOR RESPONDENTS

I am a Masters of project planning and management student at the University of Nairobi. I am conducting a research to assess factors influencing adoption of total quality management in public tertiary institutions in Kenya: a case of Bungoma County. You have been selected to take part in this study. I would be grateful if you would assist me by responding to all questions in the attached questionnaire. DO NOT WRITE YOUR NAME ON THIS QUESTIONNAIRE. Your support and cooperation will be very important and will be highly appreciated.

SECTION A: DEMOGRAPHIC INFORMATION

Please tick [√] where appropriate

1. Gender;

Male [ ] Female [ ]

2. Age;

18 -20 [ ] 21-30 [ ] 31-40 [ ] 41-50 [ ]

Above 50 [ ]

3. Highest Qualification

Certificate [ ]

Diploma [ ] Bachelors [ ] Masters [ ]

PhD [ ]

4. How long have you been in this Institution?

1-3 [ ]

4-7 [ ]

8-11 [ ]

Above 11 [ ]

5. What is your position in the institution?

Tutor [ ]

Non-teaching staff [ ]

SECTION B: STAFF INVOLVEMENTAND ADOPTION OF TOTAL QUALITY MANAGEMENT IN PUBLIC TERTIARY INSTITUTIONS IN KENYA:

1. Using the key given, choose or tick the right alternative that fits your opinion

   5. Strongly Agree=SA

   4. Agree=A,

   3. Undecided=U

   2. Disagree=D,

1. Strongly Disagree=SD

Item					
Is there staff involvement policy in the institution?	yes	NO			
Staff involvement policy in the institution would facilitates the adoption Of TQM	5	4	3	2	1
There is high level of staff involvement in the institution?	yes	NO			
High level of staff involvement in the institution facilitates the adoption Of TQM	5	4	3	2	1

SECTION C: TRAININGAND ADOPTION OF TOTAL QUALITY MANAGEMENT IN PUBLIC TERTIARY INSTITUTIONS IN KENYA

2. Using the key given, choose or tick the right alternative that fits your opinion.

   Strongly Agree=SA, agree=A, Undecided=U, disagree=D, Strongly Disagree=SD

Item	SA 5	A 4	U 3	D 2	SD 1
Training policies in the institution facilitates the adoption Of TQM					
Training facilities in the institution facilitates the adoption Of TQM					
Budget allocations for training in the institution facilitates the adoption Of TQM					

SECTION D: COMMUNICATIONAND ADOPTION OF TOTAL QUALITY MANAGEMENT IN PUBLIC TERTIARY INSTITUTIONS IN KENYA

1. Using the key given, choose or tick the right alternative that fits your opinion.

   Strongly Agree=SA, Agree=A, Undecided=U, Disagree=D, Strongly Disagree=SD

Item	SA 5	A 4	U 3	D 2	SD 1
There is effective Horizontal communication mechanism in the institution	yes	NO			
Effective Horizontal communication mechanism in the institution facilitates the adoption of TQM					
There is effective vertical communication mechanism in the institution	yes	NO			
Effective vertical communication mechanism in the institution facilitates the adoption of TQM					

SECTION E: ORGANIZATION CULTURE AND ADOPTION OF TOTAL QUALITY MANAGEMENT IN PUBLIC TERTIARY INSTITUTIONS IN KENYA

1. Using the key given, choose or tick the right alternative that fits your opinion.

   Strongly Agree=SA, Agree=A, Undecided=U, Disagree=D, Strongly Disagree=SD

Item	SA 5	A 4	U 3	D 2	SD 1
There is a flexibility of organizational culture to accommodate new ideas	yes	No			
Flexibility of organizational culture to accommodate new ideas in the institution facilitates the adoption of TQM					
There is a clear institutional mission and vision in the institution					
Clear institutional mission and vision in the institution facilitates the adoptionOf TQM					

-

SECTION F: ADOPTION OF TQM

1. Using the key given, choose or tick the right alternative that fits your opinion.

   Strongly Agree=SA, Agree=A, Undecided=U, Disagree=D, Strongly Disagree=SD

Item	SA 5	A 4	U 3	D 2	SD 1
There is high System Approach to Management in the institution					
There are continual Improvement in the institution					

KREJCIE AND MORGAN TABLE

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	140	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375

160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

FRANCIS WIJENJE MIHESO

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