

**QUALITY MANAGEMENT PRACTICES AND
PERFORMANCE IN PRIVATE PRIMARY
SCHOOLS IN RUIRU SUB-COUNTY**

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FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE
DEGREE OF MASTER OF BUSINESS ADMINISTRATION, SCHOOL OF
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DECLARATION

This research project is my original work; it has not been presented to any other institution of higher learning for academic purposes.

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D61/76234/2014

This project has been submitted for assessment with our approval as the university supervisors.

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DEDICATION

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ACRONYMS AND ABBREVIATIONS

TQM	Total Quality Management
C.B.C	Competency Based Curriculum
ISO	International Organization for Standardization
ERP	Enterprise Resource Planning
SPSS	Statistical Package for the social sciences
UNESCO	United Nations, Educational, Scientific and cultural Organization
TSC	Teachers Service Commission

ABSTRACT

The increasing pressure towards business excellence among business entities in various industries, drives organizations to desire to achieve and provide world class standards in the delivery of products and services in order to be outstanding in their markets. The demand for quality services by the players in the education sector has compelled directors and managers to continuously improve their services and seek innovative ways to be the best in their niche. The education sector in the entire world is becoming competitive day by day due to technology and innovations. Likewise, in Kenya demand for quality education by parents and guardians have driven private entrepreneurs to drastically improve their private primary schools and to start new ones that are highly competitive and go beyond the expectations of their customers to delight them. The quest for quality education by parents motivates them to invest heavily in their children by taking them to the best schools that they can afford. Studies have established that when quality management practices are used in organizations, they improve overall performance. Quality management practices have gained prominence in the recent years because it directly impacts on the overall performance. These practices have been investigated intensively (Moore,2012). This study therefore sought to establish quality management practices and performance of private primary schools in Ruiru Sub County. The need for this study was motivated by there being no other study done on quality management practices in private primary schools in Kenya and specifically in Ruiru Sub County. Descriptive survey research design was used. The targeted population consisted of 71private primary schools in Ruiru Sub County. Questionnaires were used to collect data. Data analysis involved descriptive and inferential statistics and thematic analysis. The results were presented in form of frequencies and percentages, mode and mean, tables and figures. The study found out that quality management practices improves efficiency and performance thus increasing profitability, pupils' enrolment and competitiveness. The study recommends that there's need for schools to adopt quality management practices to achieve success in their institutions.

CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The ultimate purpose of any business is to provide value to the customer and consumers through improving the organization's operations. Currently, there are many dynamic factors that affect an organization's operations, forcing these modern organizations to consider means and ways of getting new trends to be competitive in their particular industries. Some of these factors are: globalization, workforce diversity, increased competition and varying consumer needs and wants (Ismyrlis & Moschidis 2015). Many companies have made radical changes in order to be competitive. Some of these firms have incorporated and strengthened their marketing departments, research and development departments in order to achieve this, hence shows the need for continuous improvement of quality in all the firm's functions. Past research studies have shown that quality management practices produce progressive results. Customer satisfaction is defined as post purchase experience of consuming products and the anticipations before the purchase of the product (Jun & Cai, 2010).

Universally, firms providing services use quality management practices mainly for delighting customers and enhancing their satisfaction. In the recent past, quality management has gained eminence because it directly impacts on the overall performance of manufacturing and service organizations. Thereby prompting that when quality is compromised within an institution, it becomes a big problem because it leads to dissatisfied customers (Mbiti, 2016). The anticipated results of quality management are better organizational performance, boosted productivity, well-organized processes and

production of competitive products that delight the customers and augments the organization's competitiveness. The general performance of an organization allows researchers to evaluate firms over a period of time and compare them to their competitors in their target market (Richard, 2009).

It is important to empower employees and facilitate their continuous learning and training order to achieve better performance in the organization. Employees work output in the organization is the heart of achievement of the organization. (Cuyper 2014). Performance is the end result of the accomplishment of the employee according to the tasks granted and contracted to him or her in the job description. For instance; the performance of a teacher may vary from the performance of a lawyer. Therefore, the performance of individual employees varies (Yang & Hwang, 2014).

Education is a continuous learning process that is dynamic. Modern skills and innovations are constantly changing it. Today, the continuous variations come with high demanding clientele who are parents. Parents are continually looking for institutions with outstanding quality policies. (Nderitu & Nyaoga, 2013) point out that, quality management practices have considerably swayed performance in private schools. Subsequently, most private schools' management are relentlessly innovating new methods to attract and delight their clientele. Without the right quality principles being adopted in these institutions, parents transfer their children to schools with more stringent quality standards, leading to high transfer rates. Therefore, it is essential for a business organization to remain ahead of its competitors and constantly fulfill the needs of the customers.

1.1.1 Quality Management Practices

Quality management practices are business functions fixated on steadily fulfilling customers' desires and wants thus increasing their satisfaction. It is aligned with a firm's resolutions and strategies (ISO9001:2015). These practices are aligned to various quality management principles which are, customer focus, leadership, involvement of people, process approach, improvement, relationship management and evidence based decision making. Implementation of these practices gives a firm the chance to focus on improving the areas that matter most to the business and its shareholders. Most companies today appreciate quality to be more of a process than a product or service, where lessons learnt during the operations are used to improve future products, services and innovations to increase customer retention, welcome new customers and gain back customers who may have left.

These practices have been broadly applied effectively by many private school institutions to advance their processes, maximize profits and operations. The commonly utilized quality management methods are the Total Quality Management (T.Q.M), lean management, Six Sigma and Continuous Improvement (Kaizen). Each principle's importance varies between firm's and it is also dynamic (ISO 9001:2015). Incorporating open communication channels with employees and providing ongoing training helps in increasing quality standards in the organization, which then leads to eventually minimizing mistakes, grievances and disapprovals and increases employees' obligation to offer quality services (Lobo 2012). Zelnik (2012) further stresses that the accomplishment of quality management practices is reliant on the relations initiated by the top management. Managers should communicate their anticipations to their

employees through effective communication and involve them in the organization's effort of improving performance.

Any amount spent on correcting poor quality, directly minimizes profit (Sharabi and Davidow 2010). Improving service quality by correcting faults in the process leads to improving profits (Tanninen, 2010). There are several effective methods to continually improve quality. One of them is the six sigma quality improvement methodology (Dahlgaard-Park, 2011). Six Sigma business improvement strategy, deals with improving the effectiveness and efficiency of all operations and processes that impact customers (Johannsen, 2011). The strategy is used when there's poor performance in an existing and functioning business. It uses the Define, Measure, Analyze, Improve and control (DMAIC) methodology (Kubiak & Benbow 2009).

Continuous improvement strategies are for growing the performance rate in organizations (Greasley, 2009). T.Q.M approach highlights quality which is crucial in the entire organization. The application of lean management in the service industry is to lower costs, increase profits, increase market share and delight customers. Lean management is not limited to manufacturing only; it cuts across all kinds of operations in all economic sectors. It touches every operation within the organization even where non value adding activities may be taking place (Donald, 2009).

1.1.2 Performance

Success of any organization is gauged by its performance. Brealey, Myers and Allen (2009) point it out as the degree of effectiveness and efficiency in the use of an organization's resources from its fundamental operations. The indicators of performance

in an organization are divided into four viewpoints according to the balanced score card methodology. These are: the learning and growth perspective, business process approach, the customer viewpoint and the financial angle (Sharma, 2009). In the learning and growth perspective, it underscores employee training for corporate improvement and the creation of ease of communication across the board to propagate mentorship within the firm. In the business process perspective, emphasis should be in the business processes within a firm whereby managers ought to know how to measure the organization's performance to note whether their products conform to the customers' requirements.

Customer perspective lays emphasis on customer focus in any business industry. In financial perspective, accurate and timely provision of financial data and corporate databanks assists to centralize processes and when its automated it provides better financial management systems. The estimated outcomes of a firms' performance are greater productivity, proficient processes and competitive merchandises and services that delight the customers and boosts the organization's competitiveness. Performance management is a chain of organizational processes aimed at implementing organizational strategy, hence should be balanced and dynamic (Ioannou, 2011). Kurien and Qureshi (2011) note that performance processes should be inclusive, collective, measurable and constant.

1.1.3 Quality Management Practices and Performance

Studies show that quality management practices are positively correlated to performance. Today, the significance of quality management is bigger than it has ever been. Effective and efficient quality practices instill competitive advantage within its niche and improves

organizational performance (Moore, 2012). Quality management practices have been successfully applied by many private school institutions to improve their processes, increase profits and performance of institutions. The most applied quality management principles are the Total Quality Management (T.Q.M), lean management, Six Sigma and Continuous Improvement (Kaizen). Many studies conducted on quality reveal that the implementation of quality practices leads to significant improvements in business performance. Quality management practices have seven dimensions and the understanding of every element needs accuracy. Quality management practices highlights the commitment of senior managers to do the following important measures; concentrate on the customer, have mutually beneficial supplier relations, improve employee empowerment, benchmark with other organizations in the same industry, ensure adequate involvement of people, in this case employees, facilitate employee empowerment and training.

Performance reveals the extent in which an organization achieves its purposes, visions and goals. Performance is the outcome of series of processes designed to instill coherent flow of work transactions. Previous studies conducted show that the organizational performance pointers can be categorized into financial and non-financial performance indicators. Some of the financial performance indicators are market share value, return on investment and incomes. Some of the non-financial performance indicators are; quality, efficiency, production, process improvement, innovation and performance. Behavioural measures are such as; employee commitment, customer satisfaction, employee satisfaction and customer retention. Adoption of quality management practices has been shown to enhance an organization's competitive advantage (Awino, 2012).

1.1.4 Private Primary Schools in Ruiru Sub County

Private schools in Kenya are owned and managed by private entrepreneurs, companies, religious organizations, trusts and other bodies. Private education sector in Kenya has experienced significant growth in the recent past to the extent of doubling the numbers over the past four years from 7,742 in 2014 to 16,594 in 2019, according to the Ministry of Education figures. This growth has been driven by the quest for quality education by parents who are zealous in providing their children with the best quality of education, which will give them a competitive edge globally. Good scores enhance the reputation of private schools ensuring a ready supply of pupils and growing prosperity for the proprietors (Waihenya, 2019). These private schools are funded mainly through donations, sponsors contributions and from the amassment of school fees. It is for that reason that they are of different categories; that is well-funded elite schools to the low cost private schools.

The current 8-4-4 education structure comprises of primary education that lasts for eight years, four years' secondary education and at least four years of university education. Education in Kenya was provided free of charge by the Moi regime until 1980. On the other hand, changes like declining economic progress and reduced foreign funding led to a gradual reduction in per pupil aid, thus leading to the decline of quality in public primary schools. This new system changed the structure of primary and secondary school education because many new additional courses were added to the curriculum and therefore increased demands on schools already limited resources. This deterioration of quality in public primary schools in Kenya generated the demand for private primary schools (Okelo, 2002).

Free primary education was introduced in 2003 by the Narc government with a need to archive universal free education. This led to an influx of pupils into the government schools increasing enrolment by 35% in year 2003 from year 2002. Increased enrolment posed great challenges to public primary schools like overcrowded classes, increased teacher to pupil ratio leading to an increased teacher work load, staff shortage, inadequate physical facilities such as furniture, classrooms and hygienic facilities, poor teacher morale and motivation led to the upsurge in academies (Waihenya & Wainaina, 2019). Though basic learning in primary education is generally free or profoundly subsidized by the government, the wealthy and the middle class are shunning public schools in favour of private schools despite the high fees charged because they are simply going for quality. Primary school education today is focused on establishing the fundamental literacy and numerical skills of children. Primary schools' performance is basically measured by the general K.C.P.E outcomes, the school's population, the reputation of the school, among other factors. Although this has been the case in the history of primary school education in Kenya since the 1980's, the trend is soon set to change with the recent introduction of the competency based curriculum (C.B.C curriculum) which will motivate private primary schools to compete on other grounds, other than K.C.P.E performance. Private primary schools in Ruiru Sub county are mainly owned by private entrepreneurs and religious organizations. Ruiru has a good mix of elite and low cost private schools to accommodate the heterogeneous population. This region has a total of 128 private primary schools according to the KPSA 2018 data.

1.2 Research Problem

Quality management practices are the processes followed to guarantee customer satisfaction in the company's products (Juran,1998). Organizational performance entails the attainment of the goals in the set quality management policies. This is in line with the fact that quality management practices in an organization are a promoter of improving performance. In this era of cut throat competition in education standards globally, national and universal policy creators have increasingly focused on quality to improve learning efficiency. These policy makers are keen on what the pupils are taught in their institutions and how applicable and valuable those skills will be, when they transit to other levels of education. A UNESCO 2014 report found that this has been due to the recognition of the fact that low quality of education remains rampant in developing countries.

There are two main reasons for the heightened private primary school enrolment. First, is that there are strong unmet petitions for education standards which the government has not delivered. Secondly, parents recognize that private schools offer better quality education and they are places where their children will be taught within specific structures (Hofmeyr 2010). Recent studies show that demand is mainly driven by the awareness that private education is superior and elitist. In developing countries, private schools mainly fill a demand-supply gap (Machard & Mc Kay 2015). Demand for private primary schools in Kenya has steadily increased after the free primary education inauguration, due to the influx of pupils in public primary schools and inadequate funds to sustain the huge numbers. Private schools provide quality education, they are more answerable to parents and have better resources thereby delivering better performance.

These qualities and more attract parents from the middle and high class groups, who strive to provide the best education for their children (Mbiti, 2016).

A recent research study conducted by Francis, (2016) in England showed that enormous dissimilarities existed between the academic attainments of private and public schools. Whereby, at the national examinations GCSE, private schools had higher scores than public schools in all the subjects examined. The outcome differences show that attending private schools is associated with high quality of education. The results of a research study carried out in East Africa by (John, 2015) on a call to learning focus in East Africa endorses that there's a common agreement in all the three East African countries, that quality of education in public primary schools was influenced by lack of adequate resources and the massive entry of pupils in these institutions. This was measured through a variety of constraints like large class population, lack of adequate learning materials, teacher- pupil ratios that lead to teacher attrition as well as transfer to private schools especially in Kenya. Other studies have been conducted in Kenya by scholars and researchers who have studied quality management practices employed by different organizations. Mwihandi (2016) conducted a research on Total Quality management principles' influence on performance of public secondary schools. Results of the study showed that people involvement, leadership management, customer focus and participation of staff members in the management of the schools among other factors, have a bearing on the performance of these schools in Kajiado North Sub County.

Studies in quality management practices have focused on manufacturing industry, supply chain management, banking industry among others (Cheah & Shabudin 2011). Another study by Nyamamba, (2013) studied Quality Management in the health sector and

organizational performance. Showing how quality health services impacts various levels of performance. The study found out that poor service delivery leads to a poor health nation, and risks resourceful people's health in the economy. There had been shortage of research done on the performance of private primary schools in Kenya, this prompted the need to establish the quality management practices implemented by private primary schools in Ruiru Sub County. The study sought to explore the extent of influence of these practices on the organizational performance of private primary schools and to establish the opportunities that face them while implementing their chosen quality management practices.

1.3 Research Objectives

The core objective of the study was to establish quality management practices and performance in private primary schools. The specific objectives of the study: -

- i. To establish the quality management practices adopted by private primary schools in Ruiru Sub County.
- ii. To determine the influence of quality management practices on performance of private primary schools.
- iii. To establish the challenges and opportunities private primary schools face in the employment of quality management practices.

1.4 Value of the Study

The study brought out the correlation between quality management practices and performance. It established the most preferred practices that private primary schools have executed to enhance quality in their institutions and to highlight the areas with opportunities of ensuring continuous improvement, possibly overlooked.

The study findings may give the policy makers insight in forming policies on quality management of private primary schools. It aimed at continuous improvement of private primary schools' overall performance in the long run. This study highlighted the influence of customer focus, leadership, employee involvement and continuous improvement on meeting the various needs of the pupils and teachers in the development of the operational performance. Knowledge from this research may be of great value to various interested parties in their fields of operations. This research provided knowledge on conformity to established quality management practices. Consequently, this will help in forming strategic plans for organizations and still assist in instilling a culture of quality in all facets of operation within organizations.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter presents literature review associated with the objectives of this study. The chapter captured knowledge and concepts that have been utilized with regards to the study. Relevant literature on the aspects pertaining to the correlation between quality management practices implementation and organizational performance are discussed.

2.2 Theoretical Foundations

The study was steered by two theories; Contingency theory and Deming theory of quality.

2.2.1 Contingency theory

Contingency theory is commonly incidental but more demanding. This theory focuses in particular variables related to the workplace environment that determine the best approach for a particular work situation. It is defined as identifying and developing efficient relationships between environmental administration and performance variables. This theory focuses on customer satisfaction in the operational performance. The theory also focuses on the objective of identifying as many possible solutions to the problems in the organization (Fulop & Lilley, 2004). Contingency theory confirms that different circumstances and challenges in organizations require changes in the management approaches. It still confirms that there isn't one specific super method to manage firms. The best way depends on the circumstances at hand and situational factors. According to

this school of thought, if market conditions change, the required processes need to change too.

2.2.2 Deming theory of quality

Deming developed a model to improve quality and productivity in organizations management. Deming (1986) theory of 14 principles for transforming business effectiveness formed the basis for Deming's advice for helping top management to improve organization's performance. Top managers are usually responsible for the success or failure of an organization, since performance is constantly scrutinized by people within and outside the organization. These 14 principles can be applied in any organization whether large or small and in any industry (Mandru, 2011). Deming states that firms ought to embrace the new philosophy if they are to have continuous improvement.

For managements to succeed, they must be deliberate towards enhancing their products to have a competitive edge over their rivals, provide more job opportunities to remain in business. Top managers are urged to institute training on the job for their employees. To train them until they achieve as much as they can within the set limits of the system. Leadership at work can be enhanced by launching visions and strategies to achieve goals, empowering its work force for them to be motivated and work with zeal. Organizations must work as a team and promote team work for exemplary results. Organizations should establish management by objectives. Organizations must eliminate mantras which associate quality improvement to individuals instead of the whole team of workers. Organizations should introduce rigorous coaching and teaching programs for its workers.

Organizations must enhance delegation of duties relevant to an employee's task level to accomplish transformation in every departmental functions. More so, organizations must remove barriers to pride of workmanship due to some factors such as merit among others (Shaker 2017).

2.3 Quality Management Practices

Quality management practices stress on continuous improvement. Quality management practices are business operation processes fixated on unswervingly meeting and satisfying customers. It is associated with an organization's resolutions and strategies (ISO 9001:2015). The concept of managing quality from its early beginnings reveals that the foundations were laid decades ago but its development has evolved over many years to what it is now. Quality management is a method that ensures that all the processes involved in the production of products and formation of services are efficient for its performance (Deming, 1986). Organizations are therefore developing and assimilating quality management practices in the companies' management. Quality is not something that occurs as an autonomous activity, it needs to be designed and assimilated into all elements and functions of the organization, then controlled thoroughly (Verma, 2010).

Quality management instills the practice of diligence and precision in performance of work output, from the first instance. Different sponsors typically have different perceptions regarding quality of education (Sanyal, 2013). Therefore, relevant stakeholders need to be included if a contextualized understanding of quality is to be established (Flanigan, 2012). Several practices such as; leadership and top management commitment, customer focus, people management and empowerment, process approach,

systems approach, continual improvement, factual approach to decision making and mutually beneficial supplier relationship should be considered in carrying out quality management practices. An organization's environment, varying needs among other factors, determines the influence of the practices.

Study on examining quality management practices in Kenyan educational institutions by Magutu (2010) reveals that quality management policies are necessary for organizations committed to quality service delivery. Every institution needs to have quality policies that are appropriate for the organizations purpose. A research study was conducted on the effect of empowerment of teachers in private primary schools in Nairobi county, Opige (2014), showed that empowering teachers has a significant effect on their commitment to their workplaces. Committed teachers have a high degree of accountability in their duties and they recommend others to the school. Several quality management principles proposed by the ISO 9001:2015 quality management principles were used in this research study.

2.3.1 Customer Focus

The core quality management principle is customer satisfaction. The organization that strives to delight the customer by providing value and quality for what they purchase, gets repeat business, referrals and few criticisms. According to Deming (2006), customers perceive quality to be the aspects that satisfy their desires of a product. This is also in agreement with Gilmore (2011) who states that quality aims at satisfying consumers' needs and wants. Today's competitive environment, forces companies to go to extra miles to make customers feel esteemed by providing extra services. Strategies

provide a clear understanding and appreciation of customers' needs and expectations and a guiding policy of how companies can fulfill them, when these practices are put into use, organizations will meet and surpass customer's expectations.

Understanding customers' trends and dynamism contributes to an organization's success. There are significant benefits to customer attention according to the ISO 9001 principles, these are: Increased customer worth, satisfaction and loyalty, growth of customer base, positive perceptions of an organization's standing in the market by customers and increased return. Research shows that an excited customer spends on the preferred service provider and directly refers others to it. This shows that a positive relationship with customers contributes to profitability. Improving quality of services is key to the organizations performance success.

2.3.2 Leadership

Leadership is essential to any organization's success. Leadership is the process in which a leader steers the team effectively to attain set objectives for the organization. It involves that person to do certain tasks to attain targets. Proper communication between the leader and the other employees is required. An organizations success is dependent on effective leadership (Karamat, 2013). Top management have a duty to create and launch visions for the organization because they are the people responsible for supervising the use of the organizations resources. According to (Blanton, 2010) top managers must balance some dimensions like fiscal plans and control procedures, the employee task levels and behavioural dimensions of the employees.

Managers ought to know how to consistently improve systems and functions and to foresee customer needs. All leaders in the firm should establish unity of purpose and direction for their workers to accomplish objectives. There are major benefits to efficient leadership. Some of them are, effectiveness and efficiency in work transactions, better flow of processes, better communication in the organization's departments, development of the capability of the organization's employees to bring desired results.

2.3.3 Engagement of People

Organizations rely on their labour force and thus ensure that they are totally engaged as required, in the provision of services. Employee involvement entails enhancing participation of employees and their empowerment so that they can release their full potential in their work place. It involves the top management not being entirely autocratic but rather motivating them, delegating work, creating conducive environment for them to take full charge of tasks assigned to them so that they can feel entrusted to work well within their circles. Notwithstanding, organizations should train its employees with the proper skills to boost quality. Such measures ensure the ongoing professional development of the organization's personnel.

Proper involvement and respect of people is crucial in the management of an organization. Motivation, acknowledgement of workers and empowerment drives employees to attain quality standards of an organization (Sofijanovna & Chatleska 2013). This enables them to own the company and that leads them to work hard to improve performance. Organizations can empower people through training, rewards and recognition. Employees often want responsibilities and are usually proactive. Employee

involvement begins with top management's willingness to delegate responsibility, train supervisors and employees.

2.3.4 Process Approach

This is a management approach that views a firm and its activities as a set of processes. Process approach highlights the interrelation of processes and how they are combined to produce efficient and effective results. Organizations are constantly competing and thus evaluate their business processes often. Continuous improvement of quality involves the controlling of processes in a firm. That confirms that every function is important and should be handled thoughtfully and with precision for enhancing competitiveness (Deming,2006). The goal of process approach is to pinpoint the processes and improve on them to produce the best products and services through a continuous process of design, assessment and improvement.

Process approach develops consistency and helps in elevating performance through efficient use of resources. Effective process management aids organizations to maintain customer loyalty since it provides confidence to its customers. This approach is necessary for companies because it helps in determining a firm's capacity and resources prior functioning in its transactions. In order to serve customers efficiently, process approach requires appropriate documenting, monitoring, control and analysis for continuous improvement. The objective of process approach is to reduce wastage of resources due to repetition of work, omissions and redoing work. It therefore enhances well organized process flow. The more an organization has efficient process flow, the better the performance.

2.3.5 Continuous Improvement

Continuous improvement or kaizen principle refers to incremental advancement in organizational performance. These gradual improvements are achieved through diminutive activities to improve the daily transactions. Continuous improvement and innovations are critical to product development. It entails searching and making new processes to improve functions in an organization. ISO 9001underscores that an important method to continual improvement is through the development of a close working relationship with the organization's customers combined with an ongoing commitment to continually improve its overall performance.

According to Deming, continuous improvement is a system whereby customers' reaction is highly valued and evaluated against organizations goals. The top management makes the continuous improvement implementation decisions. Key benefits of continuous improvement in schools include: enhanced performance in all the schools' functions, training of employees teaching and non-teaching staff to improve on their skills, quick response to seizing opportunities through creativity and learning the target market dynamics, making continuous improvement and innovations of products, processes and systems, establishing goals to guide and measure continuous improvement.

2.4 Performance

Today, many firms are focusing more on the operational performance of institutions because performance is important to firms and people generally. Companies top management is critical in determining an organization's performance (Shattock, 2010). Performance refers to the approaches of senior managers in managing departments and

functions within a company. The most common methods of organizational performance measures used include: financial performance, operational performance and market based performance (Pierre et al, 2009). In financial performance, the organization purposes to continuously increase growth in population, maximize profitability, improve the efficiency of operations and leveraging liquidity and cash flow. The performance in financial management measures return on investments, sales, assets, and equity.

Outstanding operational performance is measured on the following variables, efficient organization of the process flows, innovations in easing transactions between the customers and the organization, commitment and consistency in delivering services, proper communication methods internally and externally. Market based performance is measured with the market share covered by an organization. An organization can have outstanding performance when the operations are efficient and effective and have regular quality assurance checks and continuous feedback given out to the relevant workers. Operational performance focuses on customer satisfaction, product or service quality, marketing effectiveness, acquiring large market shares and the introduction and penetration of new products and innovations in the market. Organizational performance is really diverse and dynamic for there are constant market changes (Pierre, 2009). According to Richard (2009) organization performance encompasses three specific areas of the firm outcomes: Financial performance (profits, returns on assets, return on investment), product market performance (sales, market share) and shareholders return (total shareholder return, economic value added). Innovations of improved process functions enables organizations to excel. The employees in many organizations are the

backbone in ensuring that quality is implemented and maintained in the organization consequently contributing to the organization's success (Kurien, 2011).

2.5 Quality Management Practices and Performance

The conception of quality originated from the manufacturing sector. Quality management represents the coherent actions taken to heighten quality. Quality management involves setting precise quality policies and processes, structure resources and gears for planning control, assurance and improving quality. Quality concerns are solved in the outlook of the organization in an organized way. The main task of quality management is ensuring that services and products are provided by those in leadership with the set quality standards anticipated by customers (Kathryn, 2011). Quality is usually assessed by how the services were rendered and the product output.

Performance entails actual outcomes measured against the intended outputs. In a study conducted by (Shaker, 2010), he states that, organizational performance pointers are; increasing profit, market share, return on investment, attracting new customers, retaining current ones and attracting new ones. Results from the study captured that, all these performance indicators are boosted by the quality management practices being utilized in the firm. He also notes that when quality decreases in an organization, the general organization's performance drops. Another study by Hassan, Muktar (2012) found a positive relationship between quality management practices and performance of Pakistani manufacturing firms, it also revealed that customer focus was a dominant quality practice for enhancing top notch performance.

A study conducted by Yau (2013) on quality management in primary schools in Hong Kong shows that schools have to set up their values and goals to support the enhancement of the institutions facilities such as classrooms, teaching standards and teachers empowerment to participate in school management. It also showed that principals should be well educated to supervise and monitor the quality change in a school. They have to set up policies and systems which enables teachers to work as a team and deliver quality teaching to pupils. Organization performance depicts how organizations archives goals in the set quality policies of the firm. There's agreement in the many studies that have been conducted on quality management and performance that, it greatly contributes to improving enterprises.

2.6 Summary of Literature Review

With reference to researches done previously, there's evidence that quality management practices and organizational performance influence each other, especially in private primary schools. Popular researches done on this topic has been in different scopes such as; public secondary schools, higher education institutions with a large number of them being done in public universities, quality management in manufacturing industries, insurance industry, banking industry among other industries. Research studies done across many countries and regionally also show that more research has been done in the public education sector. Reviews shows that quality management practices are essential for realizing organizational performance.

Various studies have confirmed that these practices assist in improving efficiency, customer fulfillment, competitiveness as well as general organizational performance.

These studies include: Magutu (2010), Mwihandi (2014), Salome (2012) and Mbiti (2012) among others. These findings are also supported by theories for example, the Deming theory of quality (1986) which contends that quality management practices boost profit index. This is in line with the objective of this study which envisages that quality management practices back organizational performance of private primary schools in Kenya. Even though several studies have been done on quality management practices and organizational performance, there has been minimal research on quality management practices in the context of private primary schools in Kenya and specifically in Ruiru sub County. This therefore established the need to examine the quality management practices and organizational performance in private primary schools.

2.7 Conceptual Framework

The conceptual framework of this study was based on the relationship between the independent variable and the dependent variable as presented in figure 2.1. This was the quality management practices that influence performance in private primary schools.

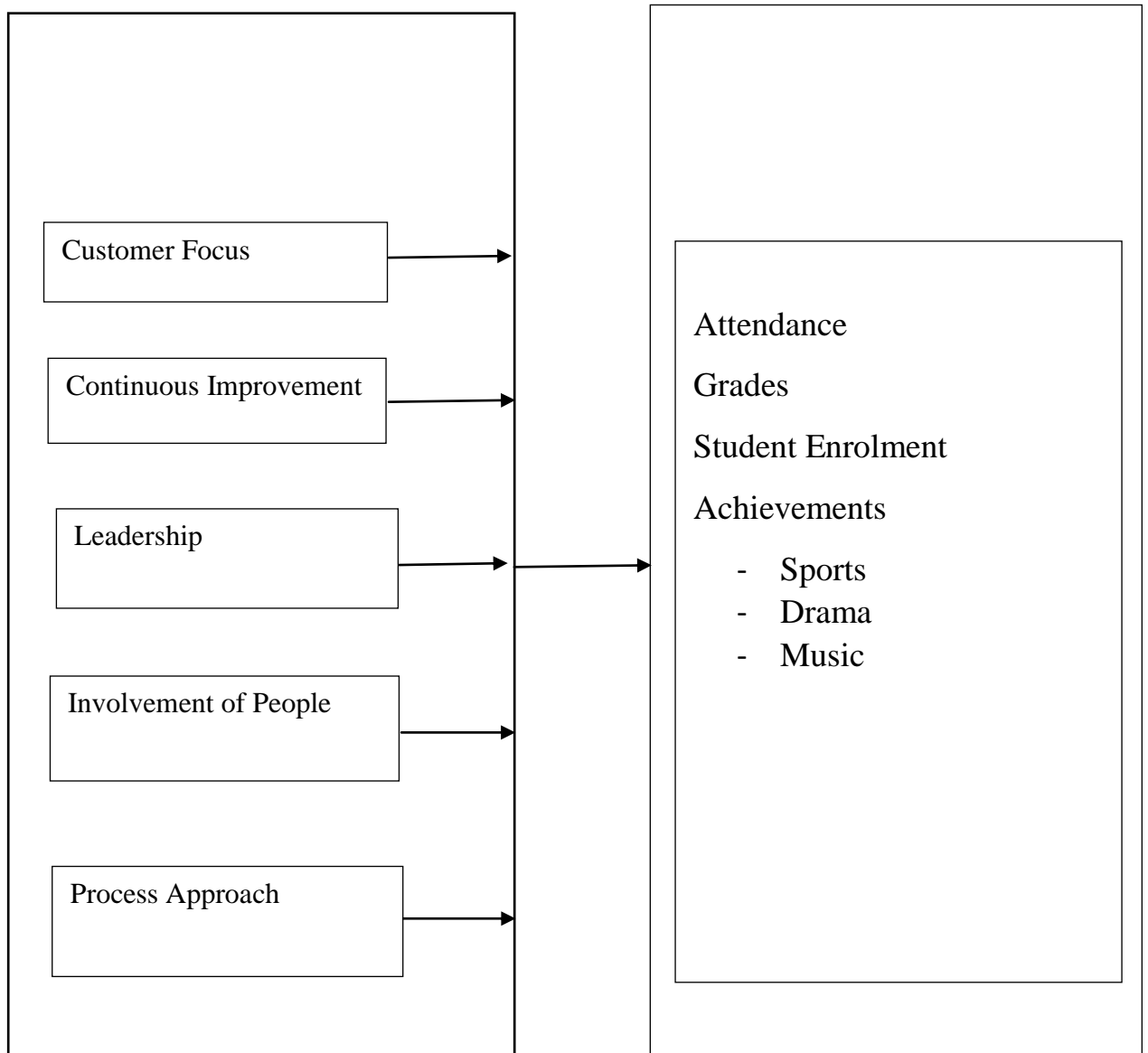


Figure 2.1: Conceptual Framework, author

CHAPTER THREE: RESEARCH METHODOLOGY

3.1. Introduction

This chapter comprises of research design, describes target population sample size, data collection and analysis techniques. This information is key in identifying quality management practices and organizational performance in private primary schools.

3.2 Research Design

This study used descriptive research design approach. The aim was to provide a detailed description of the effect of quality management practices on the organizational performance of private primary schools. (Creswell, 2013) points out that descriptive research strategy is suitable when the purpose of the study is to produce a detailed description of a phenomenon. This research design was considered to be relevant for the study because the purpose is to acquire information which explains phenomena by enquiring from people their observations, outlooks, behaviors or principles, revealing a precise profile of events. It permits collections of colossal data from sample population in a cost-effective manner. It also allows quantitative analysis.

3.3 Population of the Study

Target population are all items under study in any field of inquiry. The targeted population in this study entailed private primary schools in Ruiru Sub county as listed in the Kenya Private Schools Association (K.P.S.A). According to the Kenya Private Schools Association 2018 data, Ruiru sub county had 128 private primary schools, though there were 71 private primary schools that were active participants.

3.4 Data Collection

Questionnaires were used. This was suitable because respondents gave their own opinions and also enabled the researcher to describe the issues at hand. Primary and secondary data were used. Primary data were collected through questionnaires which researcher distributed to the respondents. Secondary data were obtained from both internal and external documents.

3.5 Data analysis

Data were analyzed using quantitative techniques. The researcher collected data and used various quantitative methods for analysis. Findings were presented in tables, bar graphs and pie charts.

CHAPTER FOUR: DATA ANALYSIS, PRESENTATION AND INTERPRETATIONS OF FINDINGS

4.1 Introduction

In this chapter, data was collected through use of questionnaires and analyzed through descriptive and inferential statistics, thematic analysis. This chapter presents the analysis of findings on the relationship between total quality management practices and performance in private primary schools in Ruiru Sub County. It focuses on findings and discussions of the study variables with regard to the objectives that were stated as follows:

- i) To establish the quality management practices adopted by private primary schools in Ruiru Sub County.
- ii) To determine the influence of quality management practices on performance of private primary schools.
- iii) To establish the challenges and opportunities private primary schools face in the employment of quality management practices.

4.2 Data Presentation

The study targeted 71 private primary school directors, managers and administrators within Ruiru Sub County. The objective was to determine the extent of the adoption of quality management practices and the relationship between quality management practices implementation and performance of private primary schools.

4.3 Background Information

The study examined background information of respondents; information sought was on gender, age, and duration of managing schools and managing current schools, number of years' the school had been in operation, class level, and number of pupils in each class and in school. Descriptive statistics which included frequency and percentage, means and mode was adopted for data analysis using SPSS 20. Inferential statistics was also carried out. Results were presented in Tables and figures.

a) Response rate

The response rate was 85%, whereby 51 schools responded out of the 61 questionnaires given out.

b) Gender of respondents

The study established that majority of the school directors and head teachers are females. Out of all the head teachers who were interviewed, 30(60.0%) of them were female whereas the rest were their male counterparts, as shown in table 4.1.

Table 4.1: Gender of Respondents

Gender of respondents	N	%
Male	20	40.0
Female	30	60.0
Total	50	100.0
Age	N	%
20-30 years	8	16.0
31-40 years	19	38.0
41-50 years	13	26.0
56 & above	10	20.0

Total	50	100.0
Duration managing schools	N	%
5 years & below	15	30.0
6-10 years	13	26.0
11-15 years	12	24.0
21 years & above	10	20.0
Total	50	100.0
Number of years managing the particular school	N	%
Below 3 years	19	38.0
3-5 years	6	12.0
6-9 years	8	16.0
10+ years	17	34.0
Total	50	100.0

c) Age of Respondents

Majority of head teachers were aged between 31-40 years followed by 13(26.0%) who were aged between 41-50 years old and 10(20.0%) of head teachers who were over 55 years old. Only 8(16.0%) of the head teachers were below 30 years old.

d) Number of years managing school.

On the number of years, they had managed schools. Majority of head teachers reported that they had managed the school for 5 years and below, 13(26.0%) for 6-10 years whereas 12(24.0%) of head teachers reported that they had managed schools for 11-16 years.

The study further revealed that majority 19(38.0%) of head teachers had managed their current schools for less than 3 years. However, 17(34.0%) of them said that they had managed their current schools for 10 years and above.

Table 4.2: Nature of school and the number of pupils

Which classes does your school have	N	%
pre-school only	2	4.0
Pre-school to grade 3	4	8.0
Pre-school to class 6	4	8.0
Pre-school to class 8	40	80.0
Total	50	100.0
Number of pupils in each class on average	N	%
11-20	12	24.0
21-30	23	46.0
31-40	13	26.0
41-50	2	4.0
Total	50	100.0
Number of pupils in school	N	%
0-50	2	4.0
51-100	2	4.0
101-150	2	4.0
151-200	4	8.0
201-250	8	16.0
251-300	2	4.0
Over 300 pupils	30	60.0
Total	50	100.0

e) Nature of school and the number of pupils

As shown in table 4.2. above, it was observed that majority 40(80.0%) of schools that were sampled had all classes from pre-school to class eight. This implies that those schools were fully operational. It was further observed that most classes had between 21-30 pupils per class on average. It was worth to note that majority of schools had over 300 pupils in school which indicates a good enrolment of pupils.

4.4 Customer focus

The customer focus was in five components that included the availability of an established approach for handling complaints, description of the approaches, daily attendance register for pupils and teacher, bench marking with other schools to measure performance progress and average teacher-pupil ratio in schools.

4.4.1 Approach for handling complaints

When asked whether they had established approaches for handling complaints, majority of head teachers answered in the affirmative. The responses are further elaborated in Figure 4.1

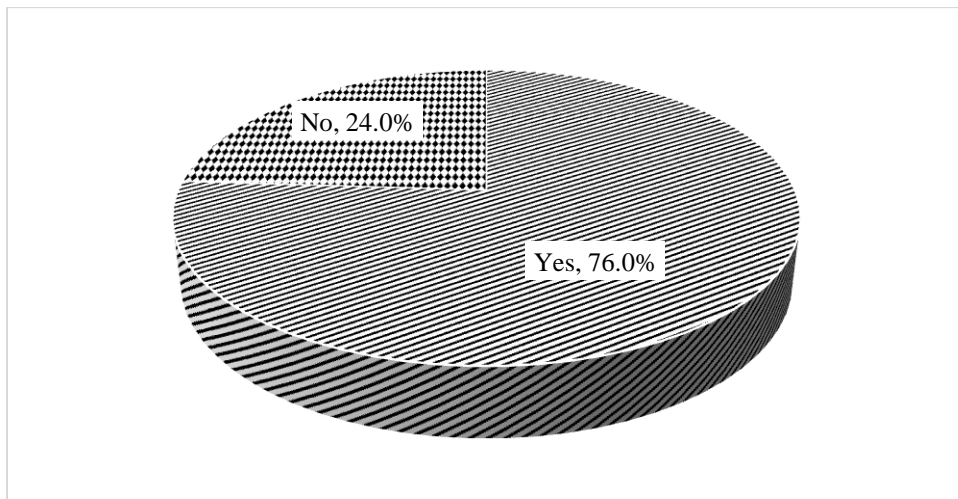


Figure 4.1: Availability of an established approach for handling complaints

As presented in the pie-chart the results were an indicator of a good management system in the school.

4.4.2 Description of Approaches for handling complaints

The study revealed that some of the established approaches set by schools to handle complaints were: Maintaining an occurrence book where all complaints reported were recorded and reported to the front office personnel, the administrator dealt with parents' concerns, the BoG regularly sat and discussed critical complaints as they arose in some schools. In some institutions, the school director solely dealt with the complaints, while in other schools the discipline complaints were handled by the deputy head teacher.

4.4.3 Daily attendance register for pupils and teachers

When asked whether their schools had daily attendance register for pupils and teachers, all head teachers reported that they had. This implies that schools were able to manage and analyze pupils' and teachers' attendance to class and school.

4.4.4 Bench marking with other schools to measure performance progress

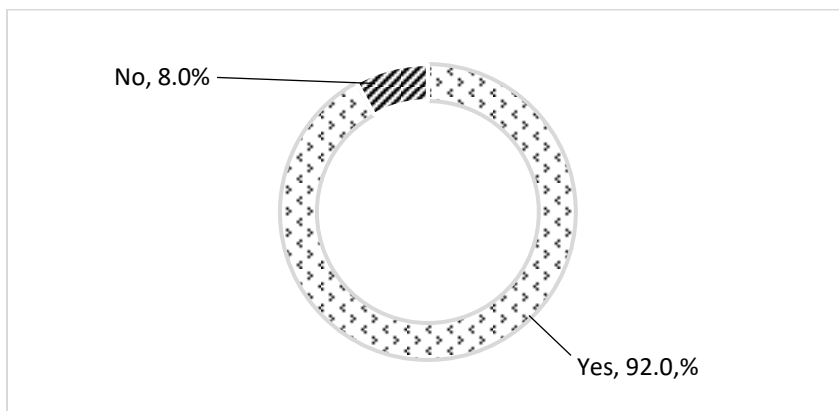


Figure 4.2: Bench marking with other schools to measure performance progress

A vast majority 46(92.0%) of head teachers reported that they benchmarked with other schools to measure performance progress which is very vital as it helped them to know whether they were improving or not.

4.4.5 Average teacher pupils' ratio in schools

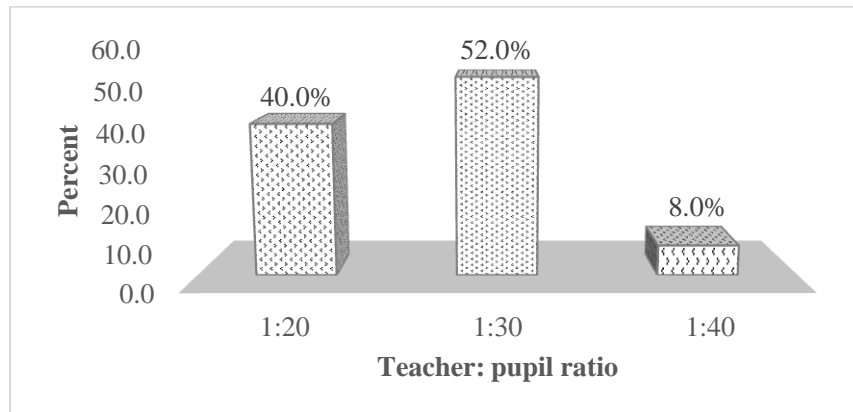


Figure 4.3: Average teacher: pupils' ratio

Slightly above half 26(52.0%) of the head teachers reported that one teacher had about 30 pupils to teach. 20(40.0%) of them said that in their schools one teacher had about 20 pupils to teach whereas 4(8.0%) of head teachers said that teachers had many pupils to teach i.e. about 40 pupils.

Table 4.3: How often teachers gave pupils homework

Frequency	N	%
daily	48	96.0
weekly	2	4.0
Total	50	100.0

The study revealed that a vast majority of teachers gave homework daily to pupils with only two teachers who were seen to give their pupils homework weekly.

Table 4.4: Means of paying school fees in the schools

Means of paying school fees	n	%
Cash	19	15.4%
M-pesa	37	30.1%
Electronic transfer	32	26.0%
Bank deposit	35	28.5%
Total	123	100.0%

M-pesa was found to be the most popular means of paying school fees in most schools followed by bank deposit and electronic fund transfer. Cash was the least used means of paying school fees.

Table 4.5: Means used to track pupils school fees and balances

Means of tracking school fees and balances	n	%
Manual	31	49.2%
E.R.P system	32	50.8%
Total	63	100.0%

Half of the schools sampled reported that they tracked pupils school fees manually whereas the other half reported that they used E.R.P(Enterprise Resource Planning) system to do the same.

4.5 Continuous Improvement

4.5.1 Checking of syllabus coverage

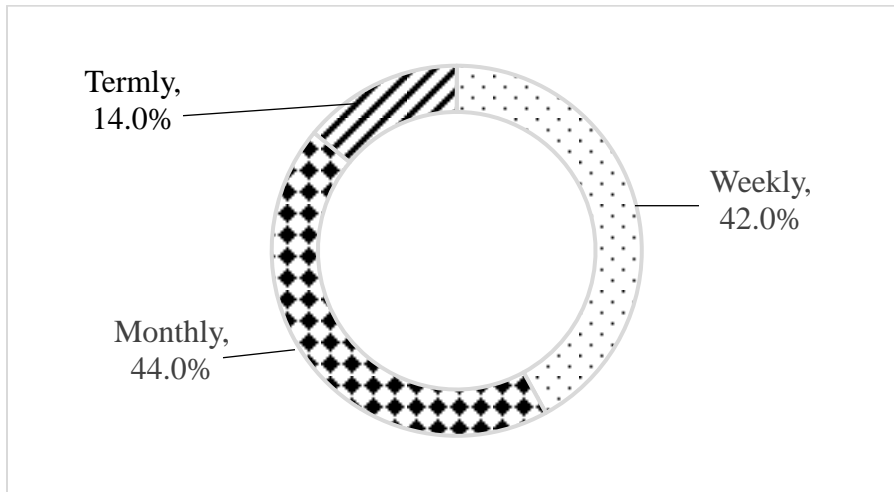


Figure 4.4: How regularly schools check syllabus coverage for particular subjects

The study revealed that most (44.0%) schools checked syllabus coverage for particular subjects monthly, followed by (42.0%) that check them weekly whereas (14.0%) of them schools reported that they check syllabus coverage for particular subject once per term.

Table 4.6: The frequency of doing tests in a term

	N	%
Once	2	4.0
Twice	8	16.0
Thrice	38	76.0
Others	2	4.0
Total	50	100.0

A vast majority 38(76.0%) of head teachers reported that pupils in their schools do tests three times per term, 8(16.0%) said that they do them twice per term whereas two head teachers said that pupils in their schools do tests once per term.

Table 4.7: Performance of combined exams and comparison of the performance with other neighboring schools

	Yes		No	
	N	%	N	%
Does our school do combined exams with other neighboring schools	42	84.0%	8	16.0%
Do you compare your performance with other schools	42	95.5%	2	4.5%

It was observed that all schools that reported having combined exams with other neighbouring schools compare performance with them. This is important as it helped them to share ideas and identify areas they needed to improve on.

4.5.2 Conducting of academic clinics in the school

The study revealed that all schools sampled and conducted academic clinics in their schools. This means that they provide an opportunity for pupils, teachers and parents to discuss individual pupil performance.

4.6 Leadership

Table 4.8: Persons involved in decision making in schools

Person involved in decision making	N	%
Director	26	31.7%
Head of department	18	22.0%
Teachers	16	19.5%
Learners	6	7.3%
BoG	6	7.3%
Kirk Session (Church elders council)	3	3.7%
Congregation board	3	3.7%
Parents	2	2.4%
Administration	2	2.4%
Total	82	100.0%

Table 4.8 above shows the most persons involved in decision making in the schools where directors, head of departments and teachers.

4.6.1 Rating of school leadership performance

The researcher sought to assess the extent to which head teachers agreed with the mentioned statements on leadership performance on a 5-point Likert scale (very low-1, low-2, Moderate - 3, High- 4, Very high-5). A five (5) point likert scale was used to measure the magnitude of the response in relations to the mean limits. The calculated limits 4.21-5.00 was interpreted as a very high rating; 3.5-4.2 indicates high rating; 2.5-3.4 means moderate; 1.81–2.5 is interpreted as low rating whilst 1.00-1.80 shows a case of very low rating (Beinomugisha, Kanya & Said, 2014). Since all the means were more than 3.5 for all the statements on leadership performance, we conclude that head teachers had high and positive perception towards them. This implies that if all this aspect of leadership were well applied and implemented then they could lead to high and improved performance.

Table 4.9: Rating school leadership performance

Rating leadership performance	Mean	Very low		low		Moderate		High		Very high	
		n	%	n	%	n	%	n	%	N	%
empowering, motivating employees and looking after their well being	4.1	0	0.0%	2	4.2%	6	12.5%	24	50.0%	16	33.3%
Provision of resources and facilities	4.2	0	0.0%	0	0.0%	6	12.5%	26	54.2%	16	33.3%
Quality management was embraced in the vision of the school	4.1	0	0.0%	2	4.2%	9	18.8%	19	39.6%	18	37.5%
Quality policies were developed and documented	3.9	0	0.0%	6	12.5%	8	16.7%	19	39.6%	15	31.3%
Quality policies were communicated to all employees	4.3	2	4.2%	2	4.2%	4	8.3%	11	22.9%	29	60.4%
Supervision on the quality of teaching	4.5	0	0.0%	0	0.0%	2	4.2%	20	41.7%	26	54.2%
Management leading on the implementation of the quality practices in the school	4.4	0	0.0%	0	0.0%	2	4.2%	25	52.1%	21	43.8%

Management guiding quality teams	4.2	0	0.0%	2	4.2%	8	16.7%	17	35.4%	21	43.8%
Provision of a conducive working environment by the management	4.4	0	0.0%	0	0.0%	4	8.3%	23	47.9%	21	43.8%
Conducting performance appraisals	4.2	2	4.2%	0	0.0%	6	12.5%	18	37.5%	22	45.8%

Table 4.10: Frequency of school inspection by quality assurance officers from the ministry of education

Frequency	N	%
Twice per term	2	4.3
Once per term	6	13.0
Once per year	32	69.6
Never	6	13.0
Total	46	100.0

A vast majority 32(69.6%) of head teachers reported that their schools were inspected by quality assurance officers from the ministry of education once per year. Six (13.0%) of them said that their schools were inspected once per term while another 6(13.0%) of head teachers reported that their schools were never inspected by quality assurance officers from the ministry of education.

4.7 Employee involvement

The researcher sought to assess the head teachers rated school performance as a result of employees' involvement especially in the following mentioned statements on a 5-point Likert scale (very low-1, low-2, Moderate - 3, High- 4, Very high-5). A five (5) point likert scale was used to measure the magnitude of the response in relations to the mean limits. The study gave all the means greater than 3.6 which indicates that manager highly rated influence of employees' involvement on school performance.

Table 4.11: Rating of school performance on employee involvement

rating employees performance in:	Mean	Very low		Low		Moderate		High		Very high	
		N	%	N	%	n	%	N	%	n	%
Staff have well defined job description	4.6	0	0.0%	0	0.0%	2	4.2%	16	33.3%	30	62.5%
Staff had been given substantial authority in decision making	3.8	2	4.2%	4	8.3%	8	16.7%	21	43.8%	13	27.1%
The management actively seeks opportunities for enhancing their teachers knowledge and career through trainings and courses	4.4	0	0.0%	2	4.2%	3	6.3%	18	37.5%	25	52.1%
Employees were given study leaves on school holidays to advance their careers	4.2	2	4.2%	2	4.2%	5	10.4%	16	33.3%	23	47.9%
The management recognizes and rewards employee contribution to quality innovation	4.1	0	0.0%	6	12.5%	2	4.2%	21	43.8%	19	39.6%

4.7.1 Impact of employees’ empowerment on the performance of the school

The study revealed that all the head teachers interviewed, positively felt that employees’ involvement influenced overall performance of the school.

4.8 Performance

The researcher sought to assess the head teachers rating of school performance especially in the following the mentioned statements on a 5-point Likert scale (very small extent-1, small extent-2, Moderate - 3, Large extent- 4, Very large extent-5). A five (5) point likert scale was used to measure the magnitude of the response in relations to the mean limits. With all the mean for the mentioned statements on school performance being greater than 3.6, it was concluded that majority of the head teachers positively agreed with the performance of their schools.

Table 4.12: Head teacher rating of school performance

	Mean	Very small extent		Small extent		Moderate		Large extent		Very large extent	
		N	%	n	%	n	%	N	%	N	%
Increased pupils enrolment and profitability	4.1	0	0.0%	4	8.3%	12	25.0%	9	18.8%	23	47.9%
Improved competitiveness within the school's region	4.4	0	0.0%	2	4.2%	6	12.5%	12	25.0%	28	58.3%
Efficient quality service delivery in the school	4.4	0	0.0%	2	4.2%	0	0.0%	23	47.9%	23	47.9%
Enhanced customer retention	3.9	2	4.2%	6	12.5%	5	10.4%	16	33.3%	19	39.6%
Improved inventory management	3.9	0	0.0%	6	12.5%	9	18.8%	14	29.2%	19	39.6%
Well organized process flow in operational transactions	4.1	2	4.2%	0	0.0%	8	16.7%	21	43.8%	17	35.4%
There was no wastage in the schools departments	3.9	2	4.2%	2	4.2%	11	22.9%	16	33.3%	17	35.4%
Efficient management systems	4.1	4	8.3%	0	0.0%	4	8.3%	21	43.8%	19	39.6%

4.8.1 Influence of quality management practices on performance of private primary schools

hypothesis

H₀: there is no significant influence of quality management practices on performance of private primary schools

H₁: there is statistical significant influence of quality management practices on performance of private primary schools

The study hypothesized that there is no significant influence of quality management practices on performance of private primary schools. To achieve this regression analysis was carried to examine the nature and significance of the relationship.

4.9 Model Summary

Table below shows the value at R column ($r = 0.703$), this depicts the correlation between leadership, employees' involvement and performance. The R- Square ($R^2 = 0.495$) indicates the amount of variability in school performance accounted for by leadership and employee involvement

The results of the model summary revealed that 49.5% of school performance could be explained by employees' involvement and leadership. The remaining percentage of school performance can be explained by other factors excluded in the model.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.703 ^a	.495	.472	3.66027	1.424

a. Predictors: (Constant), Employee involvement, leadership

b. Dependent Variable: performance

4.9.1 ANOVA

Analysis of variance summary is used to significance of the model, since $F=22.023$, p value= $0.000 < 0.05$ we reject the null hypothesis and conclude that the model was statistically significant. This implies that good leadership and involvement of employees in management greatly influence school performance.

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	590.110	2	295.055	22.023	.000 ^b
	Residual	602.880	45	13.398		
	Total	1193.000	47			

a. Dependent Variable: School performance

b. Predictors: (Constant), Employee involvement, leadership

4.9.2 Regression Coefficient

Results of the regression coefficient revealed that there was a positive relationship between employee involvement and leadership on school performance and that a unit increase in employee involvement and leadership lead to an improved school performance. This means that whenever employees' involvement and school leadership improved, it led to an improvement of school performance. The data indicates the constant (8.364) represented the y-intercept with a slope of 0.151 & 0.855. Given regression equation $Y = \alpha + \beta x_1$, this output could be shown as:

$$\text{School performance (Y)} = 8.364 + 0.151(\text{leadership})X_1 + 0.855(\text{employee involvement})X_2 + \text{error term}$$

Where Y is the estimated value of the dependent variable, and X1 & X2 is the value of the independent variable.

Results of the regression coefficient reveal that a unit (1) increase in leadership and employee involvement leads to improvement in school performance by 0.151 & 0.855 respectively; the results also indicate that there was a positive and statistically significant relationship ($p < .05$) between school performance and employees' involvement and leadership.

Coefficients ^a						
Model	Unstandardized Coefficients		T	Sig.	Collinearity Statistics	
	B	Std. Error			Beta	Tolerance

1	(Constant)	8.364	3.987		2.098	.042		
	leadership	.151	.141	.174	1.074	.289	.428	2.338
	Employee involvement	.855	.246	.562	3.471	.001	.428	2.338

a. Dependent Variable: Performance

4.9.3 Challenges directors encountered while managing the schools

Some of the challenges that directors encountered were: teachers' turnover, efficient school transport management, poor management, poor fees payment by parents, highly experienced teachers being recruited by TSC, high cost of CBC implementation, food prices for those with feeding programs, inadequate teaching resources, lack of support and engagement from parents, exodus of pupils in standard 6 & 7 to boarding schools, poor communication, competitive salary scales, lack of motivation, drug & substance abuse around the community, staff discipline, lack of enough space, unreliable employees, negative attitude amongst teachers, mushrooming of academies in the localities

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the discussion of key data findings, conclusion drawn from the findings highlighted and the recommendations for further research. The main aim of the study was to determine the extent to which quality management practices influenced performance in private primary schools in Ruiru Sub County. To establish the extent to which the quality management practices were adopted and find out the challenges and the opportunities faced in its implementation.

5.2 Summary

The study sought to establish the quality management practices implemented by private primary schools in Ruiru Sub County and revealed that the following practices were employed: customer focus, leadership, continuous improvement, involvement of people and process approach. The findings further suggested that the following are the benefits of quality management practices being implemented; increased customer focus, progressed continuous improvement, improvement in leadership, enhanced employee involvement and excellent process approach that positively influenced performance. In regard to customer focus, results established indicated that there was availability of an established approach for handling complaints, methods of analyzing daily attendance of teachers and pupils that enhanced assurance of attendance of pupils and teachers. Additionally, bench marking with other schools to improve performance, checking and maintaining appropriate class sizes of an average of 30 pupils per class to ensure adequate attention being provided by the teachers to the pupils improved customer focus.

Establishment of modern fees payment methods provided convenient methods of fee payment. Some of these methods were through MPESA and electronic funds transfer.

On continuous improvement, findings revealed that 44% of schools checked syllabus coverage monthly to ensure that it was being taught well within the set parameters. 76% of schools reported that they do tests three times per term and compare results with the neighbouring schools in order to identify areas of improvement. The study findings also established that all schools sampled conduct academic clinics that provide opportunities for pupils, parents and teachers interactions on how to improve performance.

On the relationship between leadership and performance, results revealed that good leadership in schools enhanced performance. Some of the factors that contributed to these findings are: empowering and motivating employees, provision of adequate resources and facilities and looking after teachers' welfare. Employee involvement highly influenced the overall performance establishing that there was a positive and statistically significant relationship between school performance and employee involvement. Results of the study also revealed that a majority of the respondents agreed that there's a positive relationship between quality management practices and performance. The finding revealed that there were certain factors that helped in measuring the performance of schools such as, increased pupil enrollment, efficient quality service delivery in the school, well organized process flows, improved inventory management and increased competitiveness with neighbouring schools. All the respondents agreed that implementation of quality management practices resulted to positive change in performance in private primary schools in Ruiru Sub County.

On challenges facing the implementation of quality management practices, the study sought to determine the factors which challenged the school directors and managers in managing the schools. The findings established that high teachers turn over due to competitive remuneration posed a great challenge. Poor fees payment by parents and guardians, poor management, transportation problems and lack of motivation of the staff among other factors also influenced the implementation of quality management practices of private primary schools in Ruiru.

5.3 Conclusion

The following conclusion is expressed from the findings presented in chapter four: quality management practices have been substantially implemented in private primary schools in Ruiru Sub County and they have extensively influenced the performance of schools in this competitive cosmopolitan area. The study thus suggests that the schools implement quality management practices skillfully to increase customer satisfaction and hence improve performance of the private primary schools. Provision of adequate learning resources and facilities with proper supervision of learning facilitate quality education.

There's a significant relationship between quality management practices and performance of private primary schools, meaning the proper implementation and management of these practices influences the overall performance of private primary schools in Ruiru Sub County. The study concludes that there are many factors and changes involved in the successful implementation of quality management practices.

5.4 Recommendations of the Study

The following recommendations made are based on the findings from the study. The study recommends that school management should adopt quality management practices in order to enhance efficiency and avoid wastage in schools. The school directors should implement quality management practices in their schools to improve the quality of academic education and increase competitiveness. The ministry of education's quality assurance department needs to be highly involved in inspection activities that ensure quality practices are being implemented in private primary schools in Kenya.

5.5 Limitations of the Study

Some of the limitations encountered during carrying out of the study were, unwillingness by some of the respondents in filling the questionnaires for fear of leaking information to competitors and stating confidentiality issues. The researcher explained to the respondents that the study was purely academic in order to dispel the fears that the respondents were having, however some of the respondents refused to fill the questionnaire.

5.6 Suggestions for further Study

The purpose of this study was to establish quality management practices and performance of private primary schools in Ruiru Sub County. The study suggests that further research should be carried out on the influence of quality practices on performance in public primary schools in Ruiru and Kenya at large. More of these studies will create extra awareness among the directors, for them to adopt the contemporary best practices in managing schools efficiently and offer pupils the best quality, for holistic nurturing.

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APPENDIX 1: RESEARCH QUESTIONNAIRE

Thank you for taking your time to fill this questionnaire. Your response to the questions herein will be treated confidentially.

Please answer all the questions honestly to help generate authentic information.

Section A: Background Information

Kindly tick (✓) or write where appropriate.

- 1) **Gender:** Male () Female ()
- 2) **Age:** 20-30 years () 31-40 years () 41-50 years () 51-55 years () 56 and above ()
- 3) How long have you been managing schools?
Up-to 5 years () 6-10 years () 11-15 years () 16-20 years () 21 years and above ()
- 4) How many years have you managed this particular school?
Up-to 3 years () 3-5 years () 5-9 years () 10 years and above ()
- 5) How many years has your school been in operation? _____ Years
- 6) Which classes does your school have?
Pre-school only () pre-school to Grade 3 () pre-school to class 6 () pre-school to class 8 ()
- 7) On average, how many pupils are there in each class?
Up-to 10 () 11-20 () 21-30 () 31-40 () 41-50 () 51 and above ()
- 8) How many pupils does your school have?
0- 50 () 51- 100 () 101- 150 () 151- 200 () 201- 250 () 251- 300 () Above 300 pupils ()

Section B: Customer Focus

9) Does your school have an established approach for handling stakeholders' complaints? Yes () No(). If yes, how are the complaints handled?

10) Does your school have daily attendance registers for pupils and teachers? Yes () No ()

11) Does your school benchmark with other schools to measure performance progress?

Yes () No ()

12) What is the average teacher, pupil ratio in your school?

1:20 () 1:30() 1:40() 1:50() 1:60() Any other _____

13) How often do teachers give pupils homework?

Daily () weekly () fortnightly () once a month()

14) Through which means is fees in your school paid?

Cash () M-pesa () Electronic transfers() Bank deposits()

15) What does your school use to track pupils school fees and balances?

Manual () E.R.P systems () Any other () _____

Section C: Continuous Improvement

16) How regularly do you check syllabus coverage in your particular subjects?

Weekly () Monthly () Termly() Never() Others () specify_____

17) How regularly do pupils in your school do tests in a term?

Once () Twice () Thrice () Others () specify_____

18) Does your school do combined exams with other neighbouring schools? Yes ()
No()

If yes, do you compare your performance with other schools? Yes () No()

19) Do you conduct academic clinics in your school? Yes () No ()

Section D: Leadership.

20. Who do you involve in decision making in school?

(i)_____ (ii)_____ (iii)_____ (iv)_____

21. To what extent do you agree with the following statements on how you would rate your school's leadership performance in the following areas. The scoring is as follows: very high (5) High (4) moderate (3) low (2) very low(1)

		5	4	3	2	1
1	Empowering, motivating employees and looking after their well-being.					
2	Provision of resources and facilities					
3	Quality management is embraced in the vision of the school					
4	Quality policies are developed and documented					
5	Quality policies are communicated to all employees					
6	Supervision on the quality of teaching					
7	Management leading on the Implementation of quality practices in the school					
8	Management guiding quality teams					
9	Provision of a conducive working environment by the management					
10	Conducting performance appraisals					

22. How often is your school inspected by the quality assurance officers from the ministry of education? Twice per term () Once per term () Once per year() Never ()

Section E: Employee Involvement

23. Using the Likert scale given, please tick against the statement that best describes how you rate your school performance on employee involvement. The scoring is as follows: very high (5) High (4) moderate (3) low (2) very low (1)

		5	4	3	2	1
A	Staff have well defined job descriptions.					
B	Staff have been given substantial authority in decision making					
C	The management actively seeks opportunities for enhancing their teachers knowledge and career through trainings and courses					
D	Employees are given study leaves on school holidays to advance their careers					
E	The management recognizes and rewards employee contribution to quality innovations					

24. In your opinion, does employee empowerment influence the overall performance of the school? Yes () No()

Section F: Performance

25. Please indicate the extent to which you agree with the following statements on performance of your school. The scale below will be applicable: 1= very small extent, 2= small extent, 3= moderate, 4= large extent, 5= to a very large extent

		5	4	3	2	1
A	Increased pupils enrolment and profitability					
B	Improved competitiveness within the school's region.					
C	Efficient quality service delivery in the school					
D	Enhanced customer retention					
E	Improved inventory management					
F	Well organized process flow in operational transactions					
G	There is no wastage in the school's departments					
H	Efficient management systems					

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26. Kindly indicate the challenges you are encountering in managing the school: -

- i. _____
- ii. _____
- iii. _____
- iv. _____
- v. _____

Thank you for completing this questionnaire.

APPENDIX II: List of Ruiru Sub County Private Primary Schools

1. Agape Day Spring
2. Bethel Children's center
3. Bible Baptist School
4. Brain Stone Academy
5. By Grace Academy- Ruiru
6. Christ Education Centre
7. Clanne Academy
8. Danjose Academy
9. Dexter Academy
10. Eden Academy
11. Edwijet School
12. Elgam Education centre
13. Emmamy Junior Steps
14. Emmauel Leads Junior School
15. Estrac Academy
16. Excel Academy
17. Focus Academy
18. Fountain Junior
19. Gladways Academy
20. Good Foundation School
21. Herufi Star school
22. Inland Academy
23. Jackridge School
24. Josu Academy
25. Joykam Junior Academy
26. Juter Academy
27. Karuguru Academy
28. Kapsi children centre
29. Kenyalite school
30. Kiambu Road junior school
31. Kinghill School
32. Lanes junior Academy
33. Lian Academy
34. Lily Academy- Githurai
35. Lily Academy- Mwihoko
36. Little Star School
37. MacWilliams School
38. Mary Mount Academy
39. Mt. Angel
40. Mukinyi Presbyterian Academy
41. P.C.E.A Wendani Academy
42. Pithmar Montessori
43. Playway Education Center
44. Ponnyways Academy
45. Power Star Academy
46. Reality Education Center
47. Ruiru Fairview Academy
48. Ruiru Peak School

- 49.Ruiru Progressive Academy
- 50.Santa Ana Calm Waters
- 51.Scholar Spring School
- 52.St. Augustine Center
- 53.St. Joseph Academy
- 54.SukariPresbyterian
Academy
- 55.Teja Academy
- 56.Teresa Nuzzo
57. The Search School
- 58.Thika Road Academy
- 59.Tumaini Valley Spring
- 60.Urafiki Carovana
- 61.Viola Quality Academy
- 62.Wendani Junior
- 63.Wisdom Towers
- 64.Y M Memorial School
- 65.45 Peace learning
- 66.Lifeway Baptist
- 67.Green Shine Academy
- 68.Christian Humanitarian
International
- 69.P.C.E.A Ruiru Academy
- 70.New light Schools
- 71.Cornerstone Academy