THE IMPACT OF ISO 9000 CERTIFICATION ON INTERNATIONALIZATION OF THE UNIVERSITY OF NAIROBI

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A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF BUSINESS ADMINISTRATION

SCHOOL OF BUSINESS

UNIVERSITY OF NAIROBI

SEPTEMBER 2011

DECLARATION

This research project is my original work and has not been presented for examination in any other University

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ACKNOWLEDGEMENTS

This Research Project has been made possible through the collective efforts of all my Lecturers at the University of Nairobi and my classmates with whom we have travelled in the continuing search for knowledge. I hereby acknowledge all their contributions.

Special acknowledgement goes to my Supervisor Dr. John Yabs for his guidance and commitment for the completion of this project. I also acknowledge the Moderator Mr. E. Mududa and all the project Evaluators. I also acknowledge members of the University staff who provided valuable input to make the study possible. Special mention goes to Professor A. Mitema, Director, Centre for International Programs and Links, University of Nairobi.

DEDICATION

To my entire family for support and encouragement even when their social time had to be invested in this study.

ABSTRACT

This study looks at the contribution of ISO 9000 in the Internalization process of the University of Nairobi. A case study approach was employed to gather data and provide the required information.

ISO 9000 Certification continues to gain worldwide acceptance with over one million certifications to date. It has been described as representing a world consensus on standards with international participation of member bodies from countries all over the world. Implementation requires the commitment of resources in terms of personnel, finances and materials required to implement and sustain the quality management system. As resources are scarce with competing demands it is important to establish the accruing gains from implementing the system.

The University of Nairobi obtained ISO Certification in the year 2008 and was subsequently recertified in July 2011 on completion of the initial three year certification period. As an institution that continues to undergo internationalization process as is the case with higher education institutions internationally, the contribution of quality standards to this process is important.

In this study it was found that ISO 9000 is important especially with respect to Quality control, Corporate branding and image, International Grants funding, International programs and linkages and international student enrolment.

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LIST OF ABRREVIATIONS

ISO International Organization for Standardization. In this study references for ISO, ISO 9000 and ISO 9001 used interchangeably.

UNESCO United Nations Educational, Scientific and Cultural Organization

IB International Business

CHE Commission for Higher Education

QMS Quality Management System

NZ New Zealand

WTO World Trade Organization

UNDP United Nations Development Program

UNCITRAL United Nations Commission on International Trade Law

EU European Union

ECOWAS The Economic Community of West African States

EAC East African Community

COMESSA Common Market for Eastern and Southern Africa

SADC Southern African Development Community

IAS International Accounting Standards

NAFTA North American Free Trade Agreement

CHAPTER ONE: INTRODUCTION

1.1 Background of the study

Internationalization can be described as the process of entering the international market to be a player beyond the domestic market. It has also been described as increasing involvement in international markets. Some firms involved in the internationalization process achieve this gradually while some accelerate the process. The end process is that firms involved in the internalization process becomes players in the International Business (IB). From industrial goods to professional services being exchange across borders, regional and worldwide trading blocks, borderless services including the internet, television broadcasts and other satellite based communication, e-learning and distance education the role of International Business is enormous. Mettinger (2010) has observed that core indicators of internationalization in the University include; number of internationally financed projects, scientific publications, cooperation agreements, joint programs, and number of students participating in international mobility.

The University of Nairobi is undergoing internalization process through various aspects namely: collaborations with peer institutions and industry at global level. In the current University of Nairobi Strategic Plan (2008-2013), the University has identified the need for partnerships and linkages. The plan provides that; In the age of globalization, the trend is for institutions to foster networks, partnerships and linkages to enhance their competitive edge. The University of Nairobi occupies a position of advantage that can be utilized in fostering mutual linkages and partnerships with peer institutions in industry.

The University performance in international rankings has improved tremendously. The University has improved the international grants financing portfolio registering growth in both activities and funding as reflected in the audited Financial Statements of the University since 2008 to date. In the latest Webometrics rankings issued in July 2011, the University was number two thousand four hundred and fifty two out of twelve thousand Universities ranked worldwide and number twenty six in Africa. In the 4International Colleges and Universities rankings, the University was number fourteen in Africa.

1.1.1 Internationalization and ISO certification

Internationalization has become an important indicator for quality in higher education, becoming a strategic involving increasing competition, commercialization and cross-border delivery of higher education. UNESCO (2009) report description of internationalization in higher education; Universities have always been affected by international trends and to a certain degree operated within a broader international community of academic institutions, scholars, and research. Yet 21st century realities have magnified the importance of the global context. The rise of English as the dominant language of scientific communication is unprecedented since latin dominated the academy in medieval Europe. Information and communication technologies have created a universal means of instantaneous contact and simplified scientific communication. At the same time these changes have helped to concentrate ownership of publishers, databases, and other key resources in the hands of the strongest universities and some multinational companies, located almost exclusively in the developed world.

The internationalization process in higher education require a quality assurance system. This system incorporates policies, attitudes, actions, and procedures necessary to ensure that quality is being maintained and enhanced. Woodhouse (1999) identifies four different approaches: general accreditation; specialized or professional accreditation, audit or review, and quality assessment. The instruments help to determine how the institution is good at achieving it's stated objectives. A combination of self assessment, peer review and incentive schemes may be applied. Benchmarking may also be used in internationalization. Comparison and identification of best practices focused on improvement are also important in the internationalization process.

Since establishment in 1987, ISO certification has gained popularity within both the manufacturing and the service industries. Information from the ISO website indicates that ISO 9001 is now firmly established as the globally implemented standard for providing assurance about the ability to satisfy quality requirements and to enhance customer satisfaction in supplier-customer relationships. Up to the end of December 2009, at least 1 064 785 ISO 9001 (2000 and 2008) certificates had been issued in 178 countries and economies

1.1.2 Tertiary Education in Kenya

The education sector in Kenya is divided into sub sectors namely: Early childhood education, Primary education, Secondary education and TIVET(Technical, Industrial, Vocational and Entrepreneurship Training) together with Tertiary education. Universities and colleges are covered under the Tertiary Education. The Government has since the year 2003 progressively implemented a free primary and secondary education system

which has meant the expansion and increase of colleges and universities to cater for increased enrolment. The Sessional paper no 1 of 2005 on education and training and Vision 2030 have mainstreamed education as a key pillar for the attainment of the national Vision.

Kenya Vision 2030 provides for a globally competitive quality education and training and research for development. This is to be achieved through reducing literacy by increasing access to education, improving the transition rate from primary to secondary schools, and raising the quality and relevance of education. Both public and private universities in Kenya are accredited by the commission for higher education (CHE). CHE is charged with ensuring compliance with guidelines for registering and operation of Universities in Kenya. For public universities, the respective University councils, Senates and Management Boards are charged with the day today running according to their legal mandates. Private Universities have their respective governance boards in accordance with their Charters.

1.1.3 University of Nairobi.

The University of Nairobi is established in accordance with the University of Nairobi Act 1985. The governance structure of the University includes the Council, the Senate and University Management Board. The Chancellor is the head of the University. The Act provides for the Chancellor to confer degrees, diplomas and other certificates in the name of the University. The Vice Chancellor is the academic and administrative head of the University. The Vice Chancellor is assisted by the Deputy Vice Chancellors, Registrars, Finance Officer and other Senior Staff members in the performance of

University functions. College Principals are in charge of the six colleges being; College of Agriculture and Veterinary Sciences, College of Architecture and Engineering, College of Biological and Physical Sciences, College of Education and External Studies, College of Health Sciences and College of Humanities and Social Sciences.

The website of the University provides an insight of the University; a summary of which is; 'The inception of the University of Nairobi is traced back to 1956, with the establishment of the Royal Technical College which admitted its first lot of A-level graduates for technical courses in April the same year. The Royal Technical College was transformed into the second University College in East Africa on 25th June, 1961 under the name Royal College Nairobi and was admitted into a special relations with the University of London whereupon it immediately began preparing students in the faculties of Arts, Science and Engineering for award degrees of the University of London. Meanwhile, students in other faculties such as the Faculty of Special Professional Studies (later renamed Faculty of Commerce) and Faculty of Architecture continued to offer diplomas for qualifications of professional bodies/ institutions'.

The University is dependent on several stake holders in the delivery of the mandates of teaching; research and professional development. These are both domestic and international. The domestic include; staff, students, parents and guardians, suppliers, government agencies, researchers and sponsors of various University activities. The international include international partners like National Health Institutes, European Union, United States Agency for International Development, peer institutions and Universities abroad, Research institutes and related foundations, donors and funding

agencies abroad. Both potential and current international students are also key stakeholders in the University.

1.2 Research Problem

The internationalization process requires an internationally recognized and mutually applicable quality process. Internationalization process in higher education includes implementing policies and procedures of Quality review process, internationalizations strategies, research and collaborative on scholarly programs, involvement of staff in international activities, international curriculum, management of bilateral agreements and contracts, international networks and international visibility and recognition.

ISO Certification requires commitment of resources including Finance, Human Resource, Supplies and improvement of facilities. It also requires an implementation and operation system that ensures continuity of application with the set standards. As resources are scarce there is need to determine benefits arising from the ISO process as a justification. The conceptual background for ISO certification is premised on the application of QMS for obtaining ISO certification. The QMS must be sustained at all times in order to maintain certification. The main features include : QMS documentation ,Management responsibility (commitment),Resource Management, Product realization, customer care, Measurement, analysis and improvement. Continual improvement is a major concept applied in sustaining ISO certification.

The University of Nairobi in pursuit of it's stated vision of 'A world class University committed to Excellence', and in fulfillment of it's mission of 'To provide quality

education and training and to embody the aspirations of the Kenyan people and the global community through creation, preservation, integration, transmission and utilization of knowledge.' This has been maintained through the review of processes and procedures, internal and external audits culminating into a recertification in July 2011 for a further three year period. In order to ensure success of the ISO program, several members of staff have been trained. In the University Strategic Plan 2008-2013, the University states that ' All members of teaching staff have been trained in pedagogic skills, 1700 members of staff have been trained in the ISO QMS, and over 850 members of staff of staff have been trained in transformative leadership and results based management'.

Several research studies have been carried out to determine the gains if any arising from ISO certification. The research studies so far carried out reflect differing opinion with respect to the gains or benefits of ISO certification. Some research findings reflect gains while others hold divergent views. Gotzamani and Tsiotras (2004) have indicated that the implementation of a quality system presents a good opportunity for companies that want to respond to the challenge. However, there is still one very serious dilemma about the quality assurance standards, which highly concerns both theorists and practitioners in the field. This dilemma regards the degree to which the development and certification of a quality assurance system, according to the ISO 9000 series of standards, can finally guarantee real quality improvement to the companies that apply it. ISO certification has been found to be an important process of internationalization. Abdi (2005) found that quality management is important and has a positive role in process of internationalization

Despite this development, the issue of whether the standard assures quality or not continues to attract debate with no conclusive position. Continued research on the benefits of ISO certification, consideration whether the gains claimed for ISO certification are realized continue to be important and consequently the contribution to the internationalization process of the University. In particular, quality is an important ingredient in the internationalization process. ISO certification being a globally recognized standard should therefore reflect a contribution towards this end. The research question therefore is; What is the impact of ISO certification on the internationalization of the University of Nairobi?

1.3 Objective of the study

To determine the contribution of ISO certification to the Internationalization of the University of Nairobi.

1.4 Value of the study

The study will be valuable to the University of Nairobi as it will be informative to the ongoing internationalization process. The ideas generated maybe used to identify areas requiring more input for the success of the process. It may also guide in resource rationalization and mobilization and especially where emphasis should be placed. The study will also be useful to other institutions that are implementing ISO certification especially the higher education sector with similar setup and challenges with the University of Nairobi. The study will also be useful to the Government in the planning

process. The study will also contribute to addition of knowledge in the area of internalization and ISO certification.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

Internationalization process requires quality standards for success. Standards play an increasingly important role in the development of the global village. Burton and schlegelmilch (1987) and Christensen et al.(1987) found that successful exporters had a stronger quality control function. International business continues to rely on established systems and brands for advancement. With over a million certificates Worldwide(ISO Survey 2011), the ISO certification process has proved to be a major contributor to the International Business process. The ISO Strategic Plan 2011-2015 provides that "ISO has a membership of 163 national standard bodies from countries large and small, industrialized developing and in transition in all regions of the world. ISO portfolio of over 18500 standards provides business, government and society with practical tools for all three dimensions of sustainable development, economic, environmental and social."

2.2 Internationalization Process

The challenge for the Universities and higher education institutions is the opportunity to globalize the entire research and scholarly enterprise. The internationalization process includes distance learning technologies and interactive teleconferencing enabling students to participate globally. The requirement of quality for products and services is cited by Brown (2001) and Cuzovic (2010) as making possible the internationalization and circulation of goods and services without ''physical-fiscal-technical'' barriers.

Knight (2008) mentions that ISO 9000 Set of Standards can be used for quality assessment of internationalization.

De Wit (2010) has stated that the rationale for a system of certificates for internationalization is described by a Flemish Working Group, which observed that too much already has been said about the why of internationalization of Flemish higher education but too little about the how and about the quality indicators to be used. According to them important questions about visibility, transparency, focus and demonstrated quality still are not answered, and that is why they look for instruments to do so joris (2009). Further, the changing landscape of higher education as a consequence of globalization of our societies and economies increases competition for international students and faculty, growth for cross border delivery of education and emergence of international for profit providers in higher education.

Teichler (2004) mention a growing emphasis on marketisation, competition and management. Reinalda and Kulesza (2005) note that; since the end of the last century, a shift in higher education has taken place from the public to the private domain, parallel to an increase in international trade in education services. These developments enhance the significance of education market as an international institution, but also contribute to changing the structure of that market. In doing so, an increase in worldwide competition is being revealed.

Huarng (1998) in a survey conducted in Taiwan among small and medium enterprises state that empirical results indicate that the pursuit of ISO helps Taiwanese SMEs gain benefits in internationalization, quality improvement, sales enhancement and cost

reduction. The effects of motivation and implementing the process of ISO are statistically significant. The findings further support reliance on ISO 9000 as a competitive weapon to win in a global arena.

De wit (2002) identifies four broad categories of rationale for internationalization: Political rationales such as foreign policy, technical assistance, national and regional identity, peace and mutual understanding have been very important in the internationalization of higher education. Economic rationale includes growth and competitiveness, national educational demand, labour market, financial incentives, have come to the forefront in present-day globalization of our economies. The cultural rationale has to do more with the role that universities and their research and teaching can play in creating an intercultural understanding and an intercultural competence for the students and for the faculty in their research. The academic rationale involves developing an international and intercultural dimension in research, teaching and services, extension of the academic horizons, institution building, profile and status, the improvement of quality, and international academic standards.

2.3 ISO 9000 Certification

From building bridges that have to meet safety standards, manufacture of drugs for health and safety of human beings to provision of educational services in Universities, quality standards have become paramount in human endeavors. Some quality standards are enforced through laws and regulations, some are set by professional bodies, while others are set by manufactures and service providers through self regulation. The ISO Strategic plan provides that the application of ISO provides for leadership in the production of

standards and guides for conformity assessments. Quality Management initiatives are normally applied to improve performance and ultimately profitability Heras and Dick (2001)); have better product or service quality differential against competitions Shoefler et al., (1974) An investigation of 65 firms in the furniture industry Forker et al.(1996) discovered that quality defined as conformance to specification was significantly related to sales growth and the return achieved on the sales growth. Inferred in the pursuit of quality certification is the assumption that it is associated with good quality system leading to better quality, improved business performance and hence better profitability. Gotzamani and Tsiotras (2004) have indicated that the implementation of a quality system presents a good opportunity for companies that want to respond to the challenge. However, there is still one very serious dilemma about the quality assurance standards, which highly concerns both theorists and practitioners in the field. This dilemma regards the degree to which the development and certification of a quality assurance system, according to the ISO 9000 series of standards, can finally guarantee real quality improvement to the companies that apply it. There exists two views; optimistic view Henkoff, (1993) is mainly based on the fact that the standards offer a well structured tool to "start with quality", making much easier top managements commitment to it.

The pessimistic view (Johannsen, 1995), is based on the fact that, companies focus mainly on quick and easy certification without real commitment to quality. This may result in the development of a static system, which increases bureaucracy and reduces flexibility and innovation; without guaranteeing real and continuous improvement of products, and processes and improved satisfaction of the customer who is finally only the judge of quality. In their findings on research conducted in New Zealand; Castka and

Balzarova (2006) have stated that "The benefits gained after the ISO 9000 Certification seem to be largely of internal nature such as improved internal procedures and improved quality. NZ patterns of ISO 9000 certifications are comparable with patterns identified in other developed countries such as US, Australia, France'.

2.4 Internationalization and ISO 9000 certification

ISO is a contributor to the International Standards function through its certification process. The ISO strategic plan 2004-2015 provides that "ISO effectively promotes and manages partnerships with International organizations, standards developing organizations, civil society and academics to increase the value and the efficient development of international standards. The ISO Strategic Plan 2011-2015 provides that "An ISO Standard represents a global consensus on the state of the art in the subject of that standard." The plan provides further that ISO develops high quality voluntary International standards which facilitate International exchange of goods and services, support sustainable and equitable economic growth, promote innovation and protect health, safety and the environment. The plan provides further that ISO uses clear, transparent and rigorous procedures and implements optimal structures, systems and processes to support the development of high quality deliverables that meet the needs of standard users.

ISO 9000 has its origins in the standards development that started during the second world war and thereafter. It was first published in 1987 following on a series of British Standards(BS) including BS5750 that were prepared in 1979. Since then ISO has acquired a global presence with over one million certificates issued at October 2010 (ISO

survey 2011). The wide acceptance of ISO can be attributed to the capacity to apply in both manufacturing and service activities.

The application of ISO is through accredited bodies that undertake certification on behalf of the standards organization (ISO). These accredited bodies take the firms through the implementation of quality management systems including the Internal and external audit process for certification and maintenance of the same. In particular, key competency areas of ISO 9001:2008 management requirements include: Quality Management System, Management responsibilities, resource management, product realization and measurement, analysis and improvement. However, research undertaken on the links between quality certification and improved performance reveals that the performance gains expected are not constantly found.

Heras and Casadesus (2002) report that Research of Mann and Kahoe (1994) added that quality certification was associated with improved business performed at the operational level. While Buttle's (1997) survey of 1220 Certified UK companies found that improving operations as well as marketing gains were claimed by most of the firms following quality certification. However, the large scale descriptive studies of Lloyd's Register of Quality Assurance (1993), the Institute of Quality Assurance (1993), and Breeca (1994) report that the greatest gain from quality certification is widening opportunities rather than improvements in quality itself. In contrast, a rigorous empirical study (Tevsiorshi et al (1997) of 1000 firms in Australia and New Zealand found that quality certification had no significant, positive relationship with business performance.

A summary of 711 Mexican government institutions conducted by Gastelum (2003) ISO 9000 quality management systems have improved public sector institutions performance. Opinions point strongly to ISO 9000 as an effective model to help government institutions meet customer needs better, and comply with regulatory requirements.

Marvin; in a paper entitled "Assuring Quality in Engineering Education via implementation of ISO 9000 states that "Education is vital in our modern society and no one can ignore its role and composition. Many developing countries are planning their higher education carefully. They believe that higher education is fundamental prerequisites for growth, namely, to provide the onus of the insight of working knowledge of the old as well as the newly introduced technological know-how. In this era of competition and importance of quality, ISO 9000 certification will soon be a necessity. For this we need a paradigm shift and rectification where necessary. Both the higher education institutions management and employees must be committed, and participate in the process of change for successful implementation of ISO 9000, attained and furthermore maintained the certification. Then this would be a platform to catapult Malasia higher education institutions to world class standard.

2.5 International Business

The term International trade and International business are at times used interchangeably, they have been important for economic development from different perspectives. The importance of imports and exports and impact on economy and growth of nations is an important outcome. Organizations have developed to facilitate trade including GATT and subsequently WTO. The organization, General Agreements on Tariffs and trade (GATT)

was one of the organizations created in the wave of multilateral negotiations which followed the Second World War for the Regulation of International Trade (Globefield 2004). The WTO came into existence on 1st January 1995 and is formally established by the first Article of the WTO Agreement. It is to provide a "common institutional framework for the conduct of trade relations among its members in matters related to the agreements and associates Included in the Annexes to the WTO Agreement (Globefield 2004).

Other International Business and organational impact operations at this level include the International Monetary Fund, the World Bank and the United Nations and related agencies.(UNDP). Furthermore other agencies have been developed to regulate International Business Operations. These include The Patent Cooperation Treaty, the International trademark conventions, the International Standards Organization (ISO), Trade Law Commission (UNCITRAL) established by the United Nations to promote a uniform commercial code for the entire world. International and Regional Conventions that facilitate International business have also come up. These include but are not limited to European Union (EU), ECOWAS, EAC, COMESSA, SADC, IAS (International Accounting Standards), NAFTA and the Lome convention.

Multinational Corporations have also developed with operations around the globe. These multinationals drive the Global businesses through applications of similar operations, with respect to; Quality Standards, Marketing, finance and Human Resource strategies. These firms view their domestic operations as part of the worldwide or regional operations and which direct integrated business system.

2.5.1 Theories of International Business

The early theories of International trade and International Business were driven by writings of Smith (1776) work on the wealth of Nations. The writings proposed that countries need to export goods and services in order to generate revenue to fund imports. In this way, economies stand to improve their GDP and improve the well being of their populace and societal prosperity. The emphasis on export performance is that it has a stimulating effect throughout the country's economy in form of Technological spillover and other related favourable externalities (Marin, 1992). Export activities generate revenue into the economies and inspire them as against imports that consume the national and economies resources. Later theories including that of Ricardo(1817) indicated that countries gain if each devotes resources to the production of goods and services in which they have advantage.

Factor proportion theory advocated by Hecksher and Ohlin (1933) was based on a theoretical emphasis that countries will tend to specialize in the production of goods and services that utilize their most abundant resources. The theory extends the concept of economic advantage by considering the endowment and costs of factors of production. Thus factors that are relatively abundant as against the scarce shall drive the export decision. The relatively scarce resources shall therefore drive the imports. The theory extends the concept of economic advantage by considering the endowment and factors of production. Later theories of International trade have considered factors like product life cycle (Vernon 1966, 1971) Wells (1968, 1969) and International production theory Dunning (1980). Product life cycle follows that; a country's export strength builds,

foreign production starts, foreign production becomes competitive in export markets; and import competition emerges in the country's home market. With respect to market imperfections theory, the firms decision to invest overseas is explained as a strategy to capitalize on certain capabilities not shared by competitors in foreign countries.

International production theory states that the propensity of a firm to imitate foreign production will depend on the specific attractions of its home country compared with resource implications and advantages of locating in another country. The Competitive Advantage of Nations Theory has been advocated by Porter (1990). This theory by Porter (1990) publication brought out the concept that National prosperity is created and not inherited. To him the Competitive Advantage of Nations is achieved through the following characteristics: factor conditions; how appropriate these are for competition in a specific industry, firm strategy, structure and rivalry e.g. challenge of strong domestic rivals; demand conditions of local consumers ; related supporting industries e.g. aggressive home based supplies. It's a synthesis of theories that came before it. He agrees that these four factors constitute the components of ' the diamond of national advantage'.

2.6 Globalization and ISO 9000 certification

The need for brand recognition worldwide that carry the mark of excellence continues to be a motivator for ISO certification. The coming together of National members in the ISO process has ensured attainment of the objectives of globalization. The ISO Strategic Plan 2011-2015 provides that "Active involvement in the ISO standards development process of industry, government, consumers and other stakeholders is essential and

ensures relevance; quality and use of ISO standards. Through the national members, ISO ensures the engagement of all relevant stakeholders, facilitates their participation in standard development and recognizes their contribution. The plan provides further that participation of developing countries in international standardization is essential to ensure the global relevance of ISO Standards and to contribute to developing countries' access to world markets, technical progress at sustainable development, ISO succeeds in enhancing developing country participation through process, progress and tools which assist them in building their standardization capacity, engage national stakeholders; participate effectively in technical work and implement International Standards.

One of the most remarkable aspects of economic life nowadays is the manner in which all countries increasingly find themselves an intrinsic part of the global economy Auerbach, (1996). As described by Czinkota et al (1995); The global imperative is upon us. No longer merely an inspiring exhortation; thinking and acting globally is the key principle for business success. Both the willing and the unwilling are becoming participants in global business affairs. No matter how large or small your business, ready or not , here comes the world Globalization has been achieved through various reasons.

Reactive reasons which include; Trade barriers, International customers, International competition, Home country regulations, political activities at home and abroad and economic factors obtaining. Proactive reasons include access to traditional resources; taking advantage of low costs of production; incentives by governments; making use of excess capacities; tax regimes and economies of scale. Global competitive strategies

have to be adopted in order to succeed in the global place. To succeed in foreign markets and also in the domestic market that is attractive to global players, a firm must be skillful in how to apply strategies. There must be advantage created and maintained over and above what is on offer from the competitors. Quality systems and products are therefore imperative if one is to succeed in the global market place. The ISO strategic plan 2011-2015 identifies the Global vision for ISO in 2015 to be the world's leading provider of high quality globally relevant international standards through its members and stakeholders.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Research Design

The research design employed in this study is Case Study since the major objective obtain the impact of the ISO process on the internationalization of the University. Kothari (2004) states that 'The case study is a very popular form of qualitative analysis and involves a careful and complete observation of a social unit, be that unit a person, a family, an institution, a cultural group or even the entire community".

Mugenda (2003) stated that 'A case study is an in depth investigation of an individual, group, institution or phenomenon. Most case studies are passed on the premise that a case can be located that is typical of many other cases.. The case under study is viewed as an example of a class of events or a group of individuals'. It is considered that the Case Study is capable of bringing out the information required to determine the impact of ISO certification on the internationalization process of the University. The case study was conducted by carrying out Interviews with Key University officials involved in the process.

3.4 Data collection

Primary data was collected through the use of an Interview Guide (Appendix) purposefully designed to enlist sufficient information for the study. The guide was personally used by the researcher to gain requisite responses from the staff selected for the study. The research instrument shall had two sections, the respondents experience and exposure to the University ISO process being covered by questions one to three and

the rest of the questions covered the area of impact of ISO in the internalization process of the University.

In order to obtain a structured analysis, the instrument was designed incorporating a rating scale. The responses received were assigned specific rates within the scale to clearly bring out the opinion expressed by the respondent on the subject of study and an overall comparison to achieve a final result on consolidation.

3.5 Data Analysis

The research was qualitative thereby requiring Content analysis of both closed and open ended responses and bringing out the conclusions derived from the case study. The outcome of the interviews based on the interview guide formed the basis of analysis. Other matters relevant to the ISO process that were brought out by the interviewees and considered important and adding were incorporated.

Content analysis has been described by Kothari (2004) as '…analyzing the contents of documentary materials such as books, magazines, newspapers and contents of all other verbal materials which can either be spoken or printed. Content analysis prior to 1940s was mostly quantitative analysis of documentary materials concerning certain characteristics that can be identified and counted. But since 1950's content analysis is mostly qualitative analysis concerning the general import or message of the existing documents'.

CHAPTER FOUR: DATA ANALYSIS, RESULTS AND DISCUSSION

4.1 Introduction

This chapter deals with content analysis from the primary data collected during the case study. The case study was conducted from key staff heading University Units dealing with University processes and programs incorporating internationalization. The data for the study was collected during the interview with staff heading six units in the university. The six units were evaluated through interviews conducted to gain insight into the case study. The response parameters used were as per the guide developed for the purpose with specific items that directly relate to the internationalization process.

The interview guides were coded from (01) to (06) reflecting the various staff and units involved. The scores applied followed the rating scheme of scores 1-5 details as below:

1	-	poor	4	-	very good
2	-	fair	5	-	excellent
3	-	good			

The response parameter scores were aggregated for total score (TL), and Average Score (AV) for further analysis and comparison. The total score consists of every parameter score from the individual units thereby indicating the overall position for the entire study. The average score is the total score divided by all the units giving a score in the parameter being evaluated. The lead parameters emanating from the study are consequently considered to be those attracting the highest scores in both total score and average score. The least rated parameters from the study are those attracting the least total score and least average score.

4.2 Results

The results obtained from the interviews are as Table 1 below:

Table 1:   Results of the interviews

Response parameters	Codes and associated scores							
	01	02	03	04	05	06	TL	AV
i) Involvement in University ISO process ………	5	4	5	4	5	5	28	4.6
ii) Awareness of University ISO processs………………………………..	5	4	5	4	4	5	27	4.5
iii) Overview of ISO Certification to corporate objectives…………………..	4	4	4	4	5	4	25	4,1
iv) Indication on International Customer care perspective due to ISO certification……..	4	4	4	4	4	3	23	3.8
v) ISO certification impact on International Student enrolment at Undergraduate……………	4	4	4	-	3	-	15	3.75
Vi) ISO certification impact on International Student enrolment at Masters level …………	4	4	4	4	3	3	22	3.6
vii) ISO certification impact on International Student enrolment at Phd level…………………	4	4	3	3	3	3	20	3.3
viii) ISO certification impact on Internationalization of programs ……….	4	4	4	4	3	3	22	3.6
ix) ISO certification impact on International partnerships and linkages……	4	4	3	4	4	3	22	3.6
x) ISO certification impact on International collaborative research ………	4	3	3	4	4	3	21	3.5

xi) ISO certification impact on International
   Grants Funds………………………………. 4   3   3   4   4   3   21   3.5

xii) ISO certification impact on International
   Research Grant financing…………………... 4   3   3   4   4   3   21   3.5

xiii) ISO certification impact on International

   perspectives of University quality control…. 4   4   4   5   5   4   26   4.3

xiv) ISO certification impact on Diplomacy

   and International Relations……………….. 5   4   4   4   4   3   24   4

xv) ISO certification impact on International
   Corporate image and branding……………. 5   4   4   5   5   3   26   4.3

xvi) ISO certification impact on International
   Student sponsors ……………………….. 5   3   3   3   3   3   20   3.3

xvii) ISO certification impact on

   Effectiveness of University wide

   international quality perspective……. 4   4   3   4   4   3   22   3.6

xviii) ISO certification impact on Student
   enrolment on International
   exchange programs …………………   4   3   3   2   3   -   15   3

xix) ISO certification impact on
   measurement and assessment
   of Internationalization………....…. 4   4   3   4   4   3   22   3.6

xx) ISO certification impact on
   e-learning, distance and other off
   campus learning modes ………….   4   3   3   1   5   -   16   3.2

xxi) Overall assessment on ISO
   certification contribution to
   internationalization…………….   4   3   3   4   4   3   21   3.5

From the results the following important information can be derived:-

a) The respondents were all well versed with the ISO process in the University as manifested by the scores in questions (i) and (ii) with scores of 28 and 27 respectively out of the maximum possible score of 30.   The average score (AV) was 4.6 and 4.5 respectively out of a possible 5. These specific results are a per Table 2 below.

Table 2:   ISO Awareness and involvement

Response parameters	Codes and associated scores							
	01	**02**	**03**	**04**	**05**	**06**	**TL**	**AV**
i) Involvement in University ISO process ………	5	4	5	4	5	5	28	4.6
ii) Awareness of University ISO processs……………………………..	5	4	5	4	4	5	27	4.5

(b)The overview of ISO certification to corporate objective obtained an   impressive score of 27(TL) and an average(AV) score of 4.1 indicating a positive perspective.

 (c)   Best scores of 26 out of the maximum possible of 30 was realized in the ISO certification impact on International perspectives of University Quality Control and ISO impact at International Corporate image and branding.   This is an indication that ISO certification impact is greatest (more pronounced in these areas). These results are as per Table 3 below;

Table 3:   ISO Impact on International perspectives of University

Quality Control, corporate image and branding

Response parameters	Codes and associated scores							
	01	02	03	04	05	06	TL	AV
xiii) ISO certification impact on International perspectives of University quality control….	4	4	4	5	5	4	26	4.3
xv) ISO certification impact on International Corporate image and branding…………….	5	4	4	5	5	3	26	4.3

(d)   International customer care perspective   due to ISO certification attracted a total score (TL) of 23 out of a maximum of 30 and an average score (AV) of 3.8 which in itself is a positive indicator.

(e)   ISO certification impact on International student enrolment and undergraduate level attractive highest average score at 3.75 followed by Masters level enrolment at 3.6 and finally at Phd of 3.3. These results are as per Table 4 below;

Table 4:   ISO Impact on student enrolment

<u>Response parameters</u>							<u>Codes and associated scores</u>	
v) ISO certification impact on International Student enrolment at Undergraduate…………… 4	4	4	-	3	-	15	3.75
Vi) ISO certification impact on International Student enrolment at Masters level ………… 4	4	4	4	3	3	22	3.6
vii) ISO certification impact on International Student enrolment at Phd level………………… 4	4	3	3	3	3	20	3.3

(f)   ISO certification impact on Internationalization of programs, International partnerships and linkages, Effectiveness of University wide international quality perspective and measurement and assessment of Internationalization attracted a total score(TL) of 22 and a maximum score of 30 at an average score(AV) of 3.6 thereby indicating a pattern across these parameters. These results are as per Table 5 below;

Table 5: ISO impact on programs internationalization, partnerships,

University wide quality perspectives and measurement.

Response parameters	Codes and associated scores						
	02	**03**	**04**	**05**	**06**	**TL**	**AV**
viii) ISO certification impact on Internationalization of programs ……….	4	4	4	4	3	3	22	3.6
ix) ISO certification impact on International partnerships and linkages……	4	4	3	4	4	3	22	3.6
xvii) ISO certification impact on Effectiveness of University wide international quality perspective…….	4	4	3	4	4	3	22	3.6
xix) ISO certification impact on measurement and assessment of Internationalization………...….	4	4	3	4	4	3	22	3.6

(g)   The ISO certification impact on International Collaborative Research; International Grant Funds and International Research Grants financing all attracted a total score of 21 out of a possible maximum of 30 and an average score 3.5 thereby reflecting a pattern across these parameters. These results are as per Table 6 below;

Table 6:   ISO impact on Collaborative research, International Grant Funds and International Research Grants Financing

Response parameters	Codes and associated scores						
	02	**03**	**04**	**05**	**06**	**TL**	**AV**
x) ISO certification impact on International collaborative research ………	4	3	3	4	4	3	21	3.5
xi) ISO certification impact on International Grants Funds………………………….	4	3	3	4	4	3	21	3.5
xii) ISO certification impact on International Research Grant financing…………………...	4	3	3	4	4	3	21	3.5

(h)   ISO certification impact on and e-learning, Distance and other off-campus learning modes and student enrolment on International exchange programs attracted average scores of 3.2 and 3 respectively. This reflected the least impact indicators as per this study. These results are as per Table 7 below;

Table 7: ISO impact on Collaborative research, Exchange programs, e-learning and distance

Response parameters	Codes and associated scores						
	02	03	04	05	06	TL	AV
xviii) ISO certification impact on Student enrolment on International exchange programs ………………….	4	3	3	2	3	-	15	3
xx) ISO certification impact on e-learning, distance and other off campus learning modes ………….	4	3	3	1	5	-	16	3.2

(i)   Finally, the score on the overall assessment on ISO certification contribution to internationalization was 21 out of a maximum possible outcome of 30 and an average score of 3.5 thereby indicating an effective impact as per this study.

4.3   Summary of Findings

In summary the findings as reflected in the Case Study point to a positive impact of ISO certification on the internationalization of the University of Nairobi.

The findings indicate a more pronounced impact in the areas of Corporate image and branding and international Customer care perspectives.

The other attributes with respect to resource mobilization; the funding and financing perspectives in Grants; Research linkages and partnerships results are indicative of the

importance of ISO Certification on the Internationalization process of the University.. From the findings it appears that ISO impact on other delivery modes like e-learning and Distance Education has not registered as much impact as in the other parameters comparatively.

Overall there is a clear indication of the positive of ISO certification on the Internationalization on the University with respect to this case study.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

The objective of this study was to determine the contribution of ISO certification to the Internationalization of the University of Nairobi through the case study conducted.

A case study approach was employed to conduct the study in the University to capture information necessary to achieve the Research objective.

The Research Instrument applied, the interview guide, incorporating the necessary parameters to bring out this impact was employed. The guide was used in the research to guide the interviews with the respondents to achieve the study results.

The data captured, analyzed and compared across the parameters indicated a positive impact of ISO certification on the Internationalization process. However, the impact, according to the results vary with respect to the respective parameters used. This clearly indicates that ISO certification has more impact on for example Corporate image and branding and customer care perspectives as against others for example e-learning and distance modes. Despite these variations this study finds a significant trend of positive impact on the Internationalization of the University.

5.2   Conclusions

While various structures have indicated ranging degrees of the effectiveness of ISO Quality System as reflected in the literature review, this study has found a trend of positive impact on the Internationalization process of the University. These findings are consistent with the indication that the Internationalization process in higher education require a quality assurance system.

Woodhouse (1999) identified some of these approaches; general accreditation specialized or specialized or professional accreditation, audit or review and quality assessment. The findings are consistent with the pronouncements by Abdi (2005) that quality management is important and has a positive role in the process of Internationalization.

5.3   Recommendations

This study has given results indicating a positive impact of ISO certification on Internationalization. The study therefore suggests the need for Universities and other players in the Higher Education Sector with the objective of internationalization to embrace quality management system particularly ISO especially so for purposes of corporate image and branding. This creates the necessary international recognition and a wider impact necessary for Internationalization. However, the results are indicative only and must be applied in a realistic manner with all other parameters for a successful Higher Education delivery process.

5.4   Limitations of the study.

This study was limited as it relates only to the University of Nairobi. The perspective and approach applied in the study was based on the internal respondents views within the University as captured through the use of the study guide. Other research may be based on external respondents who are stakeholders or participants in the University Internationalization process. Other study approaches may also be employed separate from the case study approach.

Similar studies may incorporate all public universities in Kenya that have undergone or are in the process of implementing the ISO process and equally engaged in the Internationalization process.

5.5   Suggestions for further studies

With the growing trends in globalization of Higher Education delivery across borders, the continuing importance of quality, and increased numbers of certifications by ISO, it will be necessary to conduct a survey on the ISO impact on Internationalization process of all Universities in Kenya and consequently their share in world educational resources.

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APPENDIX

INTERVIEW GUIDE

The following questions will guide the interview for collecting information for this case study. To ensure a structured content analysis a rating scale will be applied. The respondents will provide their opinions based on this scale. The scale will have a range of 1-5 capturing ratings of poor(1), fair(2), good(3), very good(4) and Excellent (5). Those with other opinions will be provided with an opportunity to provide a narrative answer giving their opinion.

    i)   Indication of level of involvement in the University ISO process to date ( )
        ………………….……………………………………………………..

    ii) A wareness on the ISO Quality Management process in the University to date
        (   )………………………………………………………………………...

    iii) Overview on the Impact of ISO certification to corporate objectives as per
        University strategic plan 2008-2013. ( )……………………………………

    iv) Indication on International Customer care perspective due to ISO certification
        (   )……………………………………………………………………

    v) ISO certification impact on International Student enrolment at Undergraduate
        level ( )………………………….……………………………………

    vi) ISO certification impact on International Student enrolment at Masters level ( )
        ……………………………………………………………………

    vii)ISO certification impact on International Student enrolment at Phd level ( )
        ……………………………………………………………………

viii) ISO certification impact on Internationalization of programs (   )

…………………………………………….…………………………………

ix) ISO certification impact on International partnerships and linkages (   )

………………………………………………………………………………

x) ISO certification impact on International collaborative research (   )

………………………………………………………………………………

xi) ISO certification impact on International Grants Funds (   )

……………………………………..…………………………………………

xii) ISO certification impact on International Research Grant financing (   )

……………………………………………………………………………….

xiii) ISO certification impact on International perspectives of University quality

control (   ).……………………………………………………………………

xiv) ISO certification impact on Diplomacy and International Relations (   )

……………………………………….…………………………………………

xv) ISO certification impact on International Corporate image and branding (   )

………………………………………………………………………………….

xvi) ISO certification impact on International Student sponsors (   )

…………………………………………………………………………………

xvii) ISO certification impact on Effectiveness of University wide international

quality perspective (   )………..…………………………………………

xviii) ISO certification impact on Student enrolment on International exchange programs (   )……………………………….…………………………

xix) ISO certification impact on measurement and assessment of Internationalization   (   )………………..…………………………

xx) ISO certification impact on e-learning, distance and other off campus learning modes (   )…………………………………………………………

xxi) Overall assessment   on ISO   certification contribution to internationalization (   )…………………………………………………