

**TOTAL QUALITY MANAGEMENT AND PERFORMANCE
OF PUBLIC UNIVERSITIES IN KENYA**

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REG NO: D61/63745/2011

**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE AWARD OF MASTER OF BUSINESS
ADMINISTRATION DEGREE IN OPERATIONS MANAGEMENT BY THE
UNIVERSITY OF NAIROBI.**

2015

DECLARATION

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

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This proposal has been submitted with my authority as University of Nairobi Supervisor

Signature Date.....

ONSERIO NYAMWANGE

DEDICATION

This research study is dedicated to my beloved husband and friend, Billy Obango for his positive contribution, constant encouragement and tireless reminders in pushing me to achieve this goal

ACKNOWLEDGEMENT

This study would not have succeeded without the contributions of the following people:

First, I wish to acknowledge the professional advice and guidance of my supervisor Onserio Nyamwange, who patiently and tirelessly guided me throughout the process of carrying out this project

Secondly, I would like to acknowledge my husband Billy Obango and children, Ryan and Rollins for their moral support and patience while I was not there for them during this period.

Finally I would like to thank all the respondents who spared their precious time to faithfully fill in and return the questionnaires. I say thank you to all.

Last but not least, all these would not have happened without the will of God who provided life, strength, knowledge and even understanding thus far. To the Lord be the glory.

ABSTRACT

The purpose of this study was to determine the effect of total quality management on the performance of the institutions of higher learning. The study established that continual improvement enhance the organizational development through improved organizational capabilities, strategic intent, flexibility to react quickly to opportunities and training. The study further established that staff involvement affected the organizational performance through motivation and commitment, innovation and creativity, staff accountability, employee eagerness to participate and employee understanding. The results also showed that systems approach affected the performance of the organizations through integration and alignment of the processes, focusing efforts on key processes, ensuring consistency, effectiveness and efficiency, lowering the costs and shortening cycles through effective use of resources and improved results on the organizations. The customer focus affected the organizational performance by increasing revenue and market share, effectiveness in use of resources, improved customer loyalty and ensuring that the customer needs expectations are communicated. The findings revealed that leadership affected the performance of the organization through motivation of employees, evaluation of activities, providing clear vision and creation of provision of shared values, fairness and ethical role model. The factual approach to decision making affected the organizational performance through informed decisions, ability to demonstrate effectiveness through reference to past records, ability to change opinions and accurate and reliable data. The study recommended that the management of the institutions of higher learning should adopt continual improvement to be the strategy for improving their capabilities and quick reaction to opportunities and training, the management of the institutions of higher learning should involve their employees the more as a strategy to enhance the performance of the institutions, the management of the institutions should adopt technology especially information systems so as to integrate the processes in the institutions for ease of coordination and the management of the institutions should use factual approach the more to manage change in the institutions.

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LIST OF ABBREVIATIONS

TQM	Total Quality Management
PDCA	Plan-do check-act
WERS	workplace employee relations survey
EPS	Earnings per Share
QMPs	Quality management practices

CHAPTER ONE : INTRODUCTION

1.1 Background

Quality authorities like Juran (1950) and Deming (1982) have put forth several approaches to improve company performance. These approaches are embodied in a set of quality management practices, known as Total Quality Management (TQM). On account of these policies, different approaches have been adopted for the introduction of quality management in universities, such as self-assessment and external assessment of the institutions, accreditation and certification systems, and different models of TQM (Wiklund, Klefsjö, Wiklund, Edvardsson, , 2003). Quality Management (QM) presents a strategic option and an integrated management philosophy for organizations, which allows them to reach their objectives effectively and efficiently, and to achieve sustainable competitive advantage (Goldberg and Cole, 2002).

TQM's promoters confess that organizations have not found it so easy to implement the quality Management Practices and to achieve the expected benefits Kirk (2000). More critically, Brown (2000) concluded that there are still organizations where, despite this criticism, the quality management philosophy continues to be a central focus of the business and a mechanism for contributing to better performances.

QM is generally described as a collective, interlinked system of quality management practices that is associated with organizational performance (Cua, Mc Kone, Schroeder,(2001) and Kaynak (2003) underlined the importance of causal relations between quality management practices. There is a prevailing belief that higher education has entered a new environment in which quality plays an increasingly important role (Bergquist, Fredriksson and Svensson, 2005). Cruickshank (2003) believed that quality of education is the key factor in invisible competition between countries since the quality of products and services is determined by the way that managers, teachers, workers, engineers, and economists think, act, and make decisions about quality. Higher education

is being driven towards commercial competition imposed by economic forces Sahney, Banwet and Karunes (2004).

1.1.1 Quality Management

The word quality has been derived from the Latin word *qualis*, meaning, what kind of. With a wide variety of meanings and connotations attached to it, quality is a difficult and elusive term to define, having thus been referred to as a slippery concept (Oduwaiye, Sofoluwe and Kayode, 2012). It is slippery because it has a wide variety of meanings. The word implies different things to different people. It has, thus, been defined with different perspectives and orientations, according to the person, the measures applied and the context within which it is considered. Amid the wide gamut of such definitions, there seems to be no consensus definition, but they all deal either with the product or the services producing these products/services. From the perspective of the consumers or users, the product or service based definition is more useful. From the perspective of the organization providing goods/services, the process-perspective is more useful (Sangeeta and Banwe, 2004).

From a managerial philosophy viewpoint, the elements of QM are varied and this is very apparent in higher education. The different terms like strategic quality management, total quality improvement, and total quality leadership are actually examples showing the different emphasis placed on particular aspects of what is generally called quality management (Sangeeta and Banwe, 2004) identified four philosophical principles for what he called strategic quality management: meeting or exceeding customer needs, everyone's job, Continuous improvement and leadership. He believed that the domination of customers is a reality that displays itself, for example with the free selection of university, course of study, or occasionally lecturer by students.

1.1.2 Quality Management Practices

Quality management practices have been investigated extensively by various researchers (Kaynak, 2003). Although a plethora of practices have been described, similarities among practices can be discerned. The eight quality management principles are defined in ISO 9000:2008 and they include Customer focus, Leadership, Involvement of people, Process approach, System approach to management, Continual improvement, Factual approach to decision making and Mutually beneficial supplier relationships (Biazzo and Bernardi, 2008). Different practises are adopted under each of these principles for instances organizations depend on their customers and therefore should understand current and future customer needs, should meet customer requirements and strive to exceed customer expectations.

There is a body of work that tries to describe and justify how principles and practices of quality management can help improve universities (Biehl, 2000). The main conclusions of these works centre around two aspects. First the feasibility of using quality management in the educational context and secondly the effectiveness of this management approaches for the improvement of educational institutions in areas such as planning, human resources, resource administration, and educational and administrative process management.

Defining quality in higher education has proved to be a challenging task. Sahney, (2012) suggest that education quality is a rather vague and controversial concept and argues that quality is a notoriously ambiguous term. As a result of the difficulty in defining quality, the measurement of quality has also proved to be contentious. There have been various attempts to draw on industry models such as the quality dimensions of Gronroos, Garvin and Parasuraman, Owlia and Aspinwall, (1996), SERVQUAL importance performance analysis (Ford *et al.*, 1999) and the balanced scorecard (Cullen *et al.*, 2003) to develop quality assessment models for higher education. Internationally, the tool most frequently drawn upon (Cruickshank, 2003) however is that of total quality management (QM), defined as a management approach of an organization, centered on quality, based on the

participation of all its members and aiming at long run success through customer satisfaction and benefits to all members of the organization and to society (Wiklund *et al.*, 2003).

1.1.3 Performance in Public Universities

The concept linking company competitive strategy to performance was introduced by Barney (2002). Their research and experience with clients demonstrated that what distinguishes high performers from their competitors is the consistent way they construct and maintain this competitive essence. While many companies compete on the basis of a single point of differentiation, the competitive essence of high performers is almost always achieved through the balance, alignment and renewal of what they identified as the three building blocks of high performance: Market focus position, distinctive capabilities and performance anatomy (Barney, 2002).

Financial performance is based on outcome-based indicators assumed to reflect economic goals, while non-financial is centered on operational performance which includes efficiency, market share, new product development and innovation. Measurement of overall effectiveness reflects a wider conceptualization of performance and includes; reputation, survival, perceived overall performance, achievement of goals, and perceived overall performance in relation to competitors. Thompson (2008) proposed that Universities use research output and publications, student enrolment, grant funding, rankings, graduation (completion) rates, and faculty reputation as a measure of performance. This study will adopt non-financial measures and it will narrow down to university ranking as a measure of performance.

The Government of Kenya (GoK) has also institutionalized performance contracting system as a measure of performance for all agencies (GoK Report 2005). These performances are based against a set of criteria and given a weighting set at the beginning of contract period. The criteria includes; financial and non-financial measures, service

delivery, operations and qualitative measures. Compliance with strategic plan, budget, corruption and meeting all the obligations is critical. The institutions are supposed to conduct employee satisfaction and customer satisfaction survey under quality of service delivery criteria.

Total quality management practises comprise of quality leadership, quality customer focus, quality system and process approach, quality factual decision making and quality mutual beneficial supplier relationship. The main argument is that effective adoption of these practises by public universities will have a positive impact on universities ranking which imply high performance.

1.1.4 Public Universities in Kenya

A University is an institute of higher education and research, which grants academic degrees at all levels, (Bachelor, Master, doctorate, and diploma), in a variety of subjects as guided by the University statutes. A university provides both tertiary and quaternary education. In Kenya, Public Universities were created under the Act of parliament to carry out research using their variety of qualified staff in different disciplines. The primary purpose of research, outreach and extension constituted the basis on which research goals were set and measures by which fulfilment of these goals were established.

The privatization of universities and liberazation of the Kenya economy in the 1990s changed the competitive environment in which the service industries operated. This contributed to the universities repositioning themselves for the challenge and development of both strategic and performance objectives. Public universities, as other government institutions operate within such an environment and are therefore environment dependent. As a result of the liberation, turbulence in the economy, and new government policies, public universities have been undergoing changes to survive and compete effectively (GoK, 2005).

There are twenty two public universities in Kenya. In almost all African countries, public universities receive financial assistance from the government. The result is that the level of higher education facilities in Kenya has for long depended on the soundness of the national economic performance. From the 1980s, most African countries experienced financial constraints due to poor economic performance and rapid population growth, added to the need to provide other services like primary education, food and shelter. University education therefore, has faced severe competition from other sector for limited government funds.

Universities in Kenya have been ranked in various ways which include based on research, number of students, completion rate, and level of ICT adoption among others ways. This led to public universities adoption of ISO 9001 principles and now most of the public universities apply different practises under ISO standards. Some of the practises public universities have adopted under ISO standard include increased effectiveness in the use of the organization's resources to enhance customer satisfaction. They have also increased revenue and market share obtained through flexible and fast responses to market opportunities. Public universities have also become more Innovative and creative in furthering the organization's objectives. Under effective approach to decision making, universities now effectively make decisions are based on the analysis of data and information

1.1.5 Quality Management and Performance of Universities

QM is generally described as a collective, interlinked system of quality management practices that is associated with organizational performance Cua et al. (2001) and Kaynak (2003) underlined the importance of causal relations between quality management practices. There is a prevailing belief that higher education has entered a new environment in which quality plays an increasingly important role (Bergquist, Fredriksson and Svensson, 2005). Cruickshank, (2003) believed that quality of education is the key factor in invisible competition between countries since the quality of products and services is determined by the way that managers, teachers, workers, engineers, and

economists think, act, and make decisions about quality. Higher education is being driven towards commercial competition imposed by economic forces (Sahney, Banwet and Karunes, 2004).

The rationale for adoption is that QM has the potential to encompass the quality perspectives of both external and internal stakeholders in an integrated manner and thereby enable a comprehensive approach to quality management that will assure quality as well as facilitate change and innovation. However, there have been a number of limitations identified in the wholesale adoption of QM in higher education. Roffe (2010) suggested that while there are a small number of quality indicators in industry, these are more numerous and complex in higher education and are therefore more difficult to assess.

It has even been purported that the practice of QM in higher education is deteriorating into managerialism because of the disparity between QM techniques and educational processes, as well as the lack of shared vision within institutions or educational fields (Srikanthan and Dalrymple, 2003). Srikanthan and Dalrymple (2003) suggested that a fresh view is necessary of quality in higher education. A starting point for this process is arguably a comprehensive assessment of current practices to determine the extent to which different meanings of quality and different stakeholder perspectives are taken into account. Drawing on relevant literature from both education and industry, a new framework for a quality audit tool has therefore been developed in order to assess current quality management approaches within higher education.

The perception of quality of education by many academics is increasingly becoming a problem for many outside the system. Unhappy customers and low employee morale are also mentioned as major challenges in universities (Gallear, Aldaweesh and Al-Karaghoul, (2012). There are a number of approaches that universities have adopted in order to improve their performance. These include ISO: 9000: 2008 principles, TQM

practices, six sigmas among others but this study intend to focus on ISO and QM and their effects on performance.

1.2 Research Problem

Issues of Quality of Education, rather than mass production, need to move to the forefront of the educational agenda of policy makers at higher education level. Considering the huge public and private investment in university education, there is an urgent need to evaluate how effectively the investment is being utilized by examining the quality of the educational infrastructure, the cadre of qualified tutors and other resources in place, and the quality of teaching and learning (UNESCO, 2003).

The Universities in Kenya are within the new global market, which is characterized by rapid information change, intense information flows and increasing competition through the reduction of barriers to trade and exchange, these universities are forced to slowly emerge as organizations driven by the commercial imperative of market led forces. Yet universities strategies for resource utilization are embedded in models of higher education. This had been coupled with other major challenges such as: inadequate funding especially for research and development, quality and relevance, inadequate use of ICT, lack of a unified accreditation system, un-harmonized legal frameworks, inadequate management capacity, drug and substance abuse. Hence there was need to document the most critical quality management practices used in their education services while determining the challenges facing the universities in Kenya in the implementation of the continuous improvement principle of QM.

Some work has been done in the area of Quality and Quality Management. For instance, Kosgei, (2014) in his study found out that the language of QM needs to be carefully adopted; he concluded that terms like customer, product, input, output, indicators, and efficiency are all problematic in higher education. This is because of the ever-changing demand of the customers and challenges posed by lack of enough resources. In accepting

this idea, however, it seems that QM is inappropriate, since customer orientation, measurement, and cost reduction are among its main principles. For this, Sahney, Banwet and Karunes, (2004) concluded that experience shows argument about language to be time-consuming and non-productive.

Studies carried out by Cua *et al.* (2001) and Kaynak (2003), found that there is an underlined importance and causal relations between quality management practices and competitive advantage. Furthermore, many authors (Cua et al., 2001; Kaynak, 2003) suggested a positive association between QM practices and organizational performance. The conclusions from both the surveys and case studies found out that the different background of each institution and differences originate from five critical factors: degree of comprehensiveness of QM practices throughout the campus; inclusion or otherwise of academic sections; degree of employee involvement; time span of QM programmes; and lastly the degree of completion of the programmes when reporting. Although a number of studies had been done on the concept and context of quality management and higher education respectively, none had been done within the context of universities in Kenya. There was need therefore for a study to be carried out focusing on the all the universities in Kenya academic services in conjunction with the main QM practises. This study was guided by the following research question; what are the effects of quality management on performance of universities in Kenya?

1.3 Research objectives

- i. To establish the quality management practices adopted by public universities in Kenya
- ii. To determine the relationship between the practises in quality management principles and performance in public universities in Kenya.

1.4 Value of the Study

Higher education is an important sector in any country around the world. Many industries depend on this sector to provide well trained and quality human resource. Therefore this study will provide more insight on the effects of TQM practices will have in universities when adopted.

This will provide the stakeholders with the necessary information to ensure high performance in universities in Kenya. Additionally, policy makers will also benefit from the findings of this study by understanding the need of adopting TQM practices in order to enhance performance in higher education institutions in Kenya. To academicians and researchers could also use the findings of this study as a source of reference for future related studies.

CHAPTER TWO : LITERATURE REVIEW

2.1 Introduction

This chapter contains a review of theories which inform the foundations of the study. It also contains general and empirical literature that informs the study.

2.2 Theoretical Review

This section contains review of theories relevant and which inform the theoretical background of the research subject matter. The theories reviewed are: Deming theory, Crosby's theory, Joseph-Juran theory and European Foundation Quality Model.

2.2.1 Deming Theory

Deming's theory of profound knowledge is a management philosophy grounded in systems theory. It is based on the principle that each organization is composed of a system of interrelated processes and people which make up system's components. The success of all workers within the system is dependent on management's capability to orchestrate the delicate balance of each component for optimization of the entire system (Deming, 2000). Deming believed profound knowledge generally comes from outside the system and is only useful if it is invited and received with an eagerness to learn and improve. A system cannot understand itself without help from outside the system, because prior experiences will bias objectivity, preventing critical analysis of the organization. Critical self-examination is difficult without impartial analysis from outside the organization. Also, insiders can rarely serve as hostile critics who speak frankly without fear of reprisals.

According to Deming, the journey from the prevailing management style to quality requires the understanding of systems. A system is composed of interrelated components. Quality is the optimization of performance of the components relative to the goal or aim of the system. Individual components of the system will reinforce, not compete with each

of the other components of the system to accomplish the aim of the system. Short-term thinking, quarterly and annual performance evaluations, and bottom line thinking forces attention to quick-fix solutions. Even if long-range plans exist, prevailing short-term thinking distracts from long-term behaviour toward real solutions (Deming, 2000).

Public universities are made up of department which forms systems. This study aims to find out the impact of having quality process approach and quality system approach on performance of public universities. Therefore to know the relation between employees, processes and the organisation systems the study will have to be informed by Deming's theory therefore this theory is relevant to this study.

2.2.2 Joseph-Juran Theory

Joseph-Juran defines TQM as a management approach that strives for the following in any business environment. Under strong top-management leadership, establish clear mid- and long-term vision and strategies (Juran, 1995). Properly utilize the concepts, values, and scientific methods of TQM. Regard human resources and information as vital organizational infrastructures under an appropriate management system and effectively operate a quality assurance system and other cross-functional management systems such as cost, delivery, environment, and safety. Supported by fundamental organizational powers, such as core technology, speed, and vitality ensures sound relationships with customers, employees, society, suppliers, and stockholders. Continuously realize corporate objectives in the form of achieving an organization's mission, building an organization with a respectable presence, and continuously securing profits. In any discussion of total quality it is useful to start with the basics the results we expect, the three fundamental concepts, the three strong forces, the three critical processes, and the key elements of the total quality infrastructure. The almost universally accepted goals of total quality are lower costs, higher revenues, delighted customers, and empowered employees. These goals need little explanation (Juran, 1995).

Juran (1964) documented the structured approach that many companies use to achieve breakthrough improvements. In recent years rapid change has become a way of life. Many companies now employ this and similar approaches to create improvements by the hundreds and even thousands. Joseph-Juran theory posits that under strong top-management leadership to establish clear mid- and long-term vision and strategies and with regard to human resources and information as vital organizational infrastructures under an appropriate management system and effectively operate a quality assurance system organisations can improve their performance therefore this theory is relevant to this study because the study aims to assess the impact of quality leadership on performance of public universities in Kenya.

2.3 Quality Management Practices

Quality management practices (QMPs) have been proposed to improve organizational performance and received substantial attention in recent researches. Organizations that adopt a quality management strategy focus on achieving and sustaining a high quality outputs using management practices as the inputs and quality performance as the outputs. TQM practices adopted include:

2.3.1 Leadership

The critical factor 'top management support' is cited by most researchers. Strong commitment from the top management is vital in quality management and leading to higher quality performance. Senior management acts a driver of TQM implementation, establishing values, goals, and systems to satisfy customers' needs and expectations and improve organizational performance (Jung and Wang, 2006). Anderson et al. (1994) explained the concept of leadership as: The ability of top management to establish a practice, and lead a long-term vision for the firm, driven by changing customer requirements. According to Juran and Gryna (1993), the roles of top management identified as: Establish quality policies, establish and deploy quality goals, provide resources, provide problem-oriented training, and improvement. Therefore there is very

strong evidence that the leadership factor is relevant in a quality management such as top management accepts quality responsibility; evaluated on quality; participate in quality improvement efforts; makes strategies and goals for quality; alignment of IS strategy with business strategy; considering market demands and consumer needs; and organizational performance and profitability.

2.3.2 Strategic Planning

Strategic quality planning is defined by Juran and Gryna (1993) and indicates the main concepts: “Strategic Quality Planning is a structured process for establishing long-range quality goals, at the highest levels of the organization, and defining the means to be used to reach those goals”. Krumwiede and Charles (2006) emphasized that “the strategic aspects of quality are recognized and embraced by top management in the strategic planning process”. Strategic Planning allows firms to set clear priorities and allocate resources for the most important things. The focus of a TQM practitioner includes a leader’s vision of an organization’s desired future state, translating vision into strategy, goals and policy, strategy development, and strategy into reality (Sila and Ebrahimpour, 2005). Within the TQM model stipulated by MBNQA, Strategic Planning “stresses that long-term organizational sustainability and a competitive environment are key strategic issues that need to be integral parts of an organization’s overall planning” (Jaafreh and Al-abedallat, 2012). In the Malcolm Baldrige model, it has been stated that there is a positive link between strategic planning for quality and quality information and analysis (Wilson and Collier, 2000).

2.3.3 Customer Focus

Several studies have reported a strong link between the delivery of high quality goods and services and profitability through customer satisfaction (Sila and Ebrahimpour, 2005). Anderson defined Customer satisfaction as the degree to which a firm’s customers continually perceives that their needs are being met by the firm’s products and services. An organization must identify Customer relationship to Measure customer needs and

expectations; involve customers in quality improvement; determine customer satisfaction (Sila and Ebrahimpour, 2005).

2.3.4 Employee Relations

An important factor to achieve goals in firms is Workforce management, Workforce management is emphasized on recognize employee performance on quality; encourage team working; provide training; involve employees in quality decisions (Kaynak, 2003; Prajogo and Sohal, 2003). The human resource indicated which includes employee training and employee relation was positively related to quality improvement. A TQM program will be successfully implemented depends on the collaboration and coordination among a firm's workforce. The employees can make timely and more responsive decisions to customers can have a positive impact towards customer relations through increased access to information and resources

2.3.5 Supplier Quality Management

The supplier quality is an important element of quality management in the organization because materials and purchased parts are a major source of quality problems (Kaynak, 2003). Supplier relationship focus on: Rely on a small number of suppliers; involve suppliers in product development; evaluate suppliers based on quality; provide training and technical assistance to suppliers (Sila and Ebrahimpour, 2005). Scholars suggested the organizations selected their suppliers on the basis of quality, rather than only on price. According to Deming (1986) the price has no meaning without a measure of the quality being purchased. Supplier quality management enhances the cooperation between suppliers and firms by permitting suppliers' involvement and participation in the design process and in the production process, and suppliers' management helps the procurements of materials meet the firm's requirements and be efficiently utilized (Kaynak, 2003). Suppliers' management used to facilitate tasks such as following cooperating with suppliers to ensure meeting the customers' expectations, managing

supplier relationship, involving suppliers in the product development process, developing strategic alliances with suppliers, and enhancing the process management.

2.3.6 Process Management Quality

The effectiveness of process management implementation has been cited as one of the major dimensions of integrated quality efforts (Anderson et al., 1995). Process refers to combinations of machines, methods, materials, tools, and people employed in production. TQM works on the belief that the overall quality of products can be enhanced by improving the quality of the processes directly or indirectly related to their creation (Ahire et al., 2006). The objective of process management is to reduce process variation by building quality into the production process. That led to increase the quality of outputs as well as decreasing the costs such as rework costs and waste costs. The maintenance of process capability to meet production requirements is the important matter in process control and improvement. Deming confirmed that improving product quality should not be dependent on mass inspection. Quality comes not from inspection, but from improvement of the production process (Deming, 1986). MBNQA criteria classify the process management category in “the central requirements for identification and management of core competencies to achieve efficient and effective process management” (Jaafreh and Al-abedallat, 2012).

2.4 Empirical Review

This section consists of previous literature on different TQM practises and how different connected these practises to performance. Literature on continual improvement, leadership, staff involvement, process approach, system approach and factual decision making were reviewed.

Khan, Khan and Khan (2011) did a study to understand the affect of job training, training design and delivery style on organizational performance. The Hypotheses showed that all these have significant affect on Organizational Performance. These Hypotheses came

from the literature review and the study also proved them with the help of literature review. Results showed that training and development, on the job training, training design and delivery style have significant affect on Organizational Performance and all these have positively affected the organizational performance. It means it increases the overall organizational performance. The studies also proved the Hypothesis through empirical data. However, results are strongly based on the literature review.

Nassazi (2013) also did a study to evaluate the effects of training on employee performance, using the telecommunication industry in Uganda as case study. A qualitative research approach of the data collection was adopted using a questionnaire comprising of 18 questions distributed to 120 respondents. Based on this sample the results obtained indicated that training have a clear effect on the performance of employees.

Sila (2011) conducted a study on relationship between training and performance using a case study of Kenya women finance trust eastern Nyanza region. Questionnaires were used by the researcher in data collection. Qualitative data was analyzed by editing, coding and grouping the information into relevant themes. The study made use of descriptive statistics to analyze the data. The study found out that the three variables of training investigated were key in determining employee performance especially in service firms under which MFIs fall. The research has confirmed that training has a big influence on performance with attitude, job satisfaction and service delivery equally getting the same weight.

Jones, et. al. (2009) in their paper analysed the relationship between training, job satisfaction and workplace performance using the British 2004 workplace employee relations survey (WERS). Several measures of performance are analysed including absence, quits, financial performance, labour productivity and product quality. While there was a clear evidence that training was positively associated with job satisfaction,

and job satisfaction in turn was positively associated with most measures of performance, the relationship between training and performance was complex, depending on both the particular measures of training and of performance used in the analysis.

Taylor and Tyler (2011) in their study sampled mid-career public school teachers where the study considered two types of evaluation effects separately. The study found evidence that a quality classroom-observation-based evaluation and performance measures can improve mid-career teacher performance both during the period of evaluation, consistent with the traditional predictions; and in subsequent years, consistent with human capital investment. However the estimated improvements during evaluation were less precise. Additionally, the effects sizes represented a substantial gain in welfare given the program's costs.

Al-Qudah and Al-Momani (2011) conducted a study on performance evaluation at human resource department in Aleman Public Hospital. A questionnaire survey was distributed consisted of 60 questionnaire was distributed and retrieved 54 consisted of 90%. valid for analysis. After analyzing the hypothesis testing and the descriptive study reaches many results indicating evaluation improved employee's performance at Aleman hospital on stressing on the impact of a clear and effective performance of staff in general and on performance of nurses in particular.

Milanowski (2004) in his study analysed classroom observation-based evaluations and the findings suggested that these evaluations are best incomplete measures of teaching that produces gains in student achievement and attainment. Additionally, unlike many other teacher evaluation programs, the study found out that Cincinnati's teachers are only subject to TES evaluation every few years. If, as theory predicts, teachers prioritize actions that improve their evaluation score, these characteristics of TES suggest two predictions. First, during an evaluation, teachers will prioritize behaviours that increase their TES score. Thus TES evaluation will only affect student achievement outcomes to

the extent the TES rubric criteria produce higher achievement. Empirical evidence suggests teachers who score higher on the TES rubric do produce greater student achievement gains.

Femi (2012) conducted a study on the impacts of communication on workers' performance in selected organizations in Lagos State. The study examined the significant relationship between communication and workers' performance in some selected organisations in Lagos State, Nigeria. Data for the study were collected through questionnaire with sample population of 120 respondents. The result of this study revealed that a relationship existed between effective communication and workers' performance, productivity and commitment. The study recommended that managers need to communicate with employees regularly to improve workers commitment and performance.

Neves and Eisenberger (2012) in their study used a cross-lagged panel design to examine the temporal relationship between management communication and perceived organizational support and its consequences for performance. The study findings suggested that management communication was positively associated with a temporal change in perceived organizational support. In addition, the study found that perceived organizational support fully mediates the relationship between management communication and both in-role and extra role performance.

Pisani (2012) conducted a study on the impact of team composition and interpersonal communication on perceived team performance. The study hypothesised that a lower performance (LP) team would display lower interpersonal communication scores than a high performance (HP) team, and that the HP team would be more balanced in terms of team roles. These initial hypotheses could not be confirmed. However, the data allowed the study to make suggestions as to possible alternative factors explaining the observed performance differences between both teams and imply that Belbin's team role model

might need to be reconsidered. Some of the factors likely to explain the differences in perceived team performance were work experience, leader legitimacy and gender.

Edwards and Clough (2005) conducted a study on corporate governance and performance. The central issue that emerged was that the relationship between players in the decision-making process was critical for organisational performance. Yet to-date, this aspect of corporate governance has been largely neglected in studies that test the links between governance attributes and organisational performance. Good business relationships, in common with personal relationships, require nurturing, being worked on, and protected. Once the concept of good relationships is brought into the governance-performance equation, perception of what good governance is and what to look for to enhance performance changes.

Al-Azzam, Al-Qura'an and Al-Mohameed (2011) studied how the corporate governance affects organizational strategy. The study found that there is a direct positive relationship between profitability measured either by Earnings per share (EPS) or Return on assets (ROA) and corporate governance, also a positive direct relationship between each of liquidity, dividend per share, and the size of the company with corporate governance, finally the study found a positive direct relationship between corporate governance and corporate performance.

Al-Shurfa'a (2008) conducted a study on the impact of corporate governance on the effectiveness of internal auditing in the Jordanian industrial public shareholding companies. Several conclusions were obtained at the perception of internal auditors of the application level of corporate governance in industrial companies is relatively high, and the perception of the internal auditors concerning the effectiveness of internal auditing in industrial companies was relatively high, and also there was a significant impact of some corporate governance dimensions on the effectiveness of internal auditing while other

dimensions were not affected which is exempted from regression and proved to be unimportant in the internal auditing in the Jordanian industrial companies.

Njanja, *et. al.* (2013) study sought to determine the effect of cash bonus on employee performance. The findings of the study showed that cash bonus have no effect on employee performance ($p=0.8$). This is because those who received cash bonuses and those who did not all agree that the cash bonus affects their performance the same. The organization should focus on quality reward and content of jobs. This will increase employee motivation as employees will get more autonomy more challenging job assignments and responsibilities.

Kirunda (2004) study was based mainly on primary data in form of questionnaires, interviews and documentary reviews of the selected literature. The findings revealed that, the most commonly used types of performance-based rewards in private secondary schools are: public appreciation, promotion, packages/presents, and duty allowances and overtime pay. It was also established that performance-based rewards affect the performance of teachers by motivating them and increasing their productivity and efficiency.

Ahmed and Ali (2009) carried out a research on the “impact of reward and recognition programs on employee motivation and satisfaction”. Major findings indicated a positive relationship between rewards and work satisfaction as well as motivation. Factors affecting satisfaction were identified as payment 86%, promotion 74%, work conditions 61%, personal 37%. Analysis showed support for a positive relationship between reward and employee satisfaction. The researchers recommended that further studies can be done on ‘impact of reward and recognition on motivation and satisfaction for diverse groups of people’ example gender, race and disability.

The experiments by Kumar, Venkatesan and Reinartz (2008) showed that adopting a customer-focused campaign can significantly increase organisational performance. A customer-focused management improves the relationship quality between the customer and the firm. This research provided empirical evidence for theoretical expectations of the benefits provided by a customer-focused campaign. Organizations can use the field experiments illustrated in this study as a template for implementing the first step in migrating to a customer-centric organization.

Hoyle (2001) demonstrated that factual approach to decision making can have the following implications on performance: can lead to making of informed decision, increased ability to demonstrate the effectiveness of past decisions through reference to factual records, increased ability to review, challenge and change opinions and decisions. It also ensures that data and information are sufficiently accurate and reliable and also making decisions and taking action are based on factual analysis, balanced with experience and intuition.

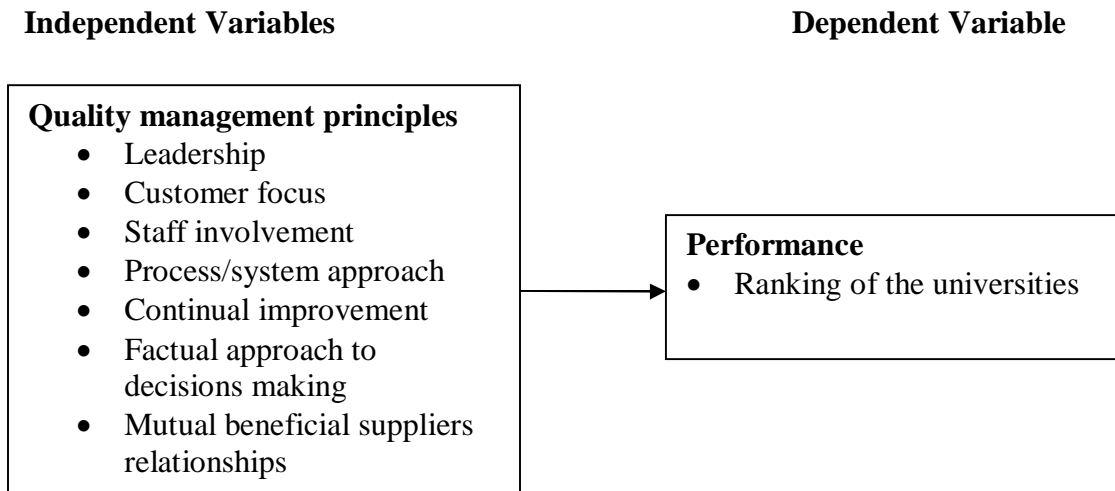
Adoption of this practise has the following benefits on performance; it increases the ability to create value for both parties and also flexibility and speed of joint responses to changing market or customer needs and expectations Optimization of costs and resources. It also ensures establishment of relationships that balance short-term gains with long-term considerations. Clear and open communication Sharing information and future plans, Establishing joint development and improvement activities Inspiring, encouraging and recognizing improvements and achievements by suppliers (Goetsch and Davis, 2014).

2.5 Conceptual Framework

This framework is drawn from the literature review arguments. The conceptualization therefore, seeks to identify the TQM practices that may affect the performance of universities in Kenya. In the model and as derived from the literature review the dependent variable is performance while the independent variables are TQM practices

which have been identified as; leadership, customer focus, staff involvement, process approach, system approach, continual improvement, factual approach to decision making and mutual beneficial suppliers relationships.

Figure 2.1: Showing the Conceptual Framework



2.6 Research Gaps

This study identified a number of research gaps from the literature of effects of TQM practices on performance for instance Khan, Khan and Khan (2011) in their study focused on job training, training design and delivery style on organizational performance. Their study also used secondary data comprised of comprehensive literature review. The current study will have a wider scope by including evaluation, communication, governance and reward. The current study will also use primary data in analysis therefore this study will fill that gap.

Nassazi (2013) in his study evaluated the effects of training on employee performance, using the telecommunication industry in Uganda as case study. The current study will focus on quality training, quality evaluation, quality communication, quality governance and quality reward. His study was also done in Uganda while the current study will be done in Kenya.

Sila (2011) in his study analysed the relationship between training and performance using a case study of Kenya women finance trust eastern Nyanza region. Therefore, there exists a gap on objectives. The current study will focus on quality evaluation, quality communication, quality governance and quality reward in addition to training. This study was also conducted on Kenya women finance trust while the current study will focus on universities in Kenya.

Taylor and Tyler (2011) in their study a sampled mid-career public school teachers where the study considered two types of evaluation effects separately. Their study primarily focused on evaluation and how it affects performance. The current study will focus on quality training, quality communication, quality governance and quality reward in addition to evaluation. While this study focused on public school teachers the current study will focus on universities in Kenya to abridge the existing gap in knowledge.

Femi (2012) study focused on the impacts of communication on workers' performance in selected organizations in Lagos State. The study examined the significant relationship between communication and workers' performance in some selected organisations in Lagos State, Nigeria. First there exists a geographical gap since the current study will be conducted in Kenya and second there is objective gap since the study only focused on communication while the currents study will include training, evaluation, governance and reward in addition to communication.

Njanja, et al. (2013) study focused on determining the effect of cash bonus on employee performance. The research adopted correlation research design. 68 management employees responded. There exist a number of research gaps between this study and the current study. This study focused on cash bonus/ reward only while the current study will focus on training, evaluation, communication and governance in addition to reward. The study also adopted correlation research design while the current study will adopt correlation, descriptive and other inferential statistics research design.

2.7 Chapter Summary

The above chapter reviewed various the theoretical literatures, the empirical literature and conceptual framework that is used in this study. Specifically, it outlines the Deming theory, Crosby's theory, Joseph-Juran theory of quality management and European Foundation Quality Model. The empirical literature was done according to the objectives of the study and the conceptual framework gives a diagrammatical explanation of the dependent variable and the independent variables.

CHAPTER THREE : RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the type of research design, population, and target population, sampling frame, sample, sample size, sampling technique, instruments to be used, and data analysis.

3.2 Research Design

A research design is the structure of research. Newing (2010) states that a research design is a general plan or strategy for conducting a research study to examine specific testable research questions of interest. This study adopted descriptive research design. A descriptive study design was used to find out the effect of TQM Practices on the performance of Universities in Kenya. Descriptive research design enabled the study to achieve the research objectives.

3.3 Population

The population of the study was all the 22 public universities in Kenya today as per Ministry of education.

3.4 Sample and Sampling Technique

The study was adopted census survey technique due the small number of universities in Kenya therefore the sample size consisted of 22 public universities in Kenya today. The respondents in this study comprised of universities administrators, lecturers, non teaching staff and students. The respondents were randomly selected. The respondents consisted of one university administrators, one lecturer, one non teaching staff and one student at each level (one undergraduate and one postgraduate). This made a sample size of 110 respondents.

3.5 Data Collection Procedure

Data collection was carried out by use of questionnaires. The researcher furnished the respondents with an introductory letter issued by the university to instil confidence into the respondents. The questionnaires were not be interpreted due to the assumption that the target population was literate. The researcher issued the questionnaires to the 110 selected respondents on one on one interaction and give guidance where necessary. The study also used secondary data on universities ranking which was collected from ministry of education and from universities.

3.6 Data Analysis

The collected primary data was analyzed using Statistical Package for Social Science (SPSS) version 20. Descriptive and inferential analysis was conducted. Inferential analysis included correlation and regression analysis. Descriptive analysis was used in transforming the raw data into a form that can be easily understood and interpreted such as mean, frequencies and percentages. The study used Pearson correlation coefficient to test the research question. Correlation coefficient values ranging between -1 and 1 which measures the degree to which two variables are linearly relate with the higher magnitude indicating higher degree of association between two variables. Adejimi, Oyediran and Ogunsanmi (2010) observed that that a correlation coefficient of magnitude 0.3–0.5 shows a medium linear dependence between two variables while 0.5 to 1.0 shows a strong linear dependence. The study used a regression model to measure the relationship between independent and dependent variables. The findings from the analysis were organized, summarized and presented using tables and pie charts.

A multivariate regression model was used to link the independent variables to the dependent variable as follows;

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + \mu$$

Where;

Y = Universities Ranking

X₁ = Leadership

X₂ = customer focus

X_3 = staff involvement

X_4 = process approach

X_5 = systems approach

X_6 = continual improvement

X_7 = factual approach to decisions making

X_8 = mutual beneficial supplier relationship

β_0 = the constant term

β_i = 1...3 measure of the sensitivity of the dependent variable (Y) to unit change in the predictor variables X_1 , X_2 , X_3 and X_4 .

μ = is the error term which captures the unexplained variations in the model.

In this study, the level of significance was 5% which means that all statistical tests was done and compared against the 5% level of significance

CHAPTER FOUR : DATA ANALYSIS, RESULTS AND DISCUSSION

4.1 Introduction

This chapter dealt with data analysis, presentations, interpretation and discussions of study findings. The presentations were done based on the objective of the study.

A total of 110 respondents comprising of 22 university administrators, 22 lecturers, 22 non-teaching staff 44 students were targeted. Every respondent was given a questionnaire out of which 89 respondents responded by completing and returning the questionnaire. This gave a response rate of 80.9%. The collected data were edited and coded. Data analysis of the responses was done using frequency, percentages, mean score and standard deviation. Inferential statistics such as regression analysis was used to test the relationship between the dependent and the independent variables.

4.2 Respondents General Information

The study sought to determine the age, level of education, occupation, years of working in the organization. The results of the study are presented in the sections below:

The results of the study revealed that most of the respondents (40%) were aged between 31 and 40 years. The study findings also show that 27% of the respondents were in the age bracket of 41 and 60 years. The study findings mean that majority of the respondents were aged above 30 years with those below 30 years being mainly students in undergraduate.

The respondents were asked to state their highest level of education. The study established that 37% of the respondents had bachelor degrees while 35% of the respondents had master degrees. The results mean that majority of the respondents were educated and therefore provided informed data that is useful for the study.

The results revealed also that most of the respondents (42%) were students. The findings show that 21% of the respondents were senior lecturers while 19% were support staff.

The findings showed that 38% of the respondents have been in the organizations for between 5 and 10 years. The findings show that 30% of the respondents have been in the organization for between 11 and 20 years. The results mean that the respondents have been in the organization for long enough.

4.3 Effect of Continual Improvement on Performance

In this section the study sought to determine the influence of use of continual improvement on the performance of the public universities. The score 0.0 to 1.0 represent strongly disagree, the score 1.1 to 2.0 represents disagree, score 2.1 to 3.0 represent neutral, score 3.1 to 4.0 represent agree and score 4.1 to 5.0 represent strongly agree. The study findings in Table 4.1 show that most of the respondents agreed to the statement that continual improvement increased the performance advantage through improved organizational capabilities (mean score 3.62). The findings mean that continual improvement enhanced organizational performance. The study findings support Khan, Khan and Khan (2011) who found in his study that continual improvement through training enhanced organizational performance.

The study results show majority that the respondents agreed to the statement that continual improvement increases alignment of improvement activities at all levels of an organization strategic intent (mean score, 3.54). The study findings mean that continual improvement increased the alignment of improved activities. These findings confirm the views of Nassazi (2013) who noted that continual improvement of the employees through training enhanced the employee work related skills by aligning their skills with their job requirements which enhanced the performance of the organization.

The study findings show that majority respondents agreed to the statement that continual improvement increased flexibility to react quickly to opportunities (mean score 3.60). The study findings mean that the continual improvement increased the flexibility to react quickly to opportunities. The study findings agree with Sila (2011) and Jones *et al.*, (2009) that continual improvement through training influenced employee satisfaction which resulted to increased flexibility in reacting quickly to opportunities.

The results show that most of the respondents agreed that employing organization wide approach to continual improvement increased organizational performance (mean score 3.46). The findings mean that the employing organization wide approach to continual improvement increased the organizational performance.

The results show that majority of the respondents agreed that providing people with training in the methods and tools of continual improvement increases performance (mean score 3.63). From the findings of the study it is true that the continual improvement enhance the organizational development through improved organizational capabilities, strategic intent, flexibility in react quickly to opportunities and training.

Table 4.1: Effect of Continual Improvement on Performance

	Mean	Std. Dev
Improvement increase performance through improved capabilities	3.62	.898
Improvement increases alignment of improvement at all levels	3.54	.954
Improvement increases flexibility to react quickly to opportunities	3.60	.997
Employing organization wide approach increases performance	3.46	1.034
Providing training increases performance	3.63	.884

4.4 Effect of Staff Involvement on Performance

In this section the study sought to determine the effect of staff involvement on the organizational performance. The results in Table 4.2 show that majority of the

respondents agreed that staff involvement leads to motivated, committed and involved people within the organization (mean score 3.63). The study findings mean that the staff involvement led to motivated, committed and involvement of people within the organization.

The results of the study show that most of the respondents agreed that involvement leads to innovation and creativity in furthering organizations objectives (mean score, 3.52). The results mean that staff involvement led to innovation and creativity in furthering organizations objectives.

The results show that majority of the respondents agreed that staff involvement encourages people to be accountable for their own performance (mean score, 3.62). This means that staff involvement encouraged people to be accountable for their performance.

The results revealed that most of the respondents agreed with the statement that staff involvement leads to employees eager to participate in and contribute to continual improvement (mean score, 3.63). The findings mean that staff involvement led to employees becoming eager to participate in and contribute to continual improvement of the organization.

The study results show that majority of the respondents agreed with the statement that staff involvement leads to employees understanding the importance of their contribution and role in the organization (mean score, 3.64). According to the findings, staff involvement led to employee understanding the importance of their contribution and role in the organization.

The findings of the study therefore mean that the staff involvement affected the organizational performance through motivation and commitment, innovation and

creativity, staff accountability, employee eagerness to participate and employee understanding.

Table 4.2: Effect of Staff Involvement on Performance

	Mean	Std. Dev
Involvement leads to motivated, committed and involved people	3.63	.909
Involvement leads to innovation and creativity in furthering organizations objectives	3.52	.943
Involvement encourages staff accountability	3.62	.923
involvement leads to employees eager to participate in and contribute to improvement	3.63	.970
Involvement leads to employee understanding of contribution and roles	3.64	.869

4.5 Effect of Systems Approach on Performance

The study sought to determine the effect of systems approach on the organizational performance. The respondents were therefore asked to describe their agreement with the statements. The results in Table 4.3 show that majority of the respondents agreed to the statement that systems approach ensures Integration and alignment of the processes that will best achieve the desired results (mean score, 3.46). The study findings mean that the systems approach ensured integration and alignment of the processes best for achieving the desired results.

Most of the respondents agreed to the statement that systems approach ensures that effort is focused on the key processes (mean score, 3.58). The study results mean that the systems approach in the universities ensured the integration and alignments of the process that best achieved the desired results.

Majority of the respondents agreed to the statement that systems approach provides confidence to interested parties as to the consistency, effectiveness and efficiency of the organization (mean score, 3.62). The findings mean that the systems approaches adopted by the universities ensured that the efforts was focussed on the key processes.

The results revealed that majority of the respondents agreed that quality systems between administrators, employees and students is essential in universities and can help to boost performance (mean score, 3.51). This means that quality system between the administrators, the employees and the students was essential in universities helped boosted performance.

Most of the respondents agreed that process approach leads to lower costs and shorter cycle times through effective use of resources (mean score, 3.60). The findings mean that the process approach led to lower costs and shorter cycle times through effective use of resources.

The results revealed majority of the respondents agreed with the statement that process approach leads to improve consistent and predictable results (mean score 3.64). This means that the process approach leads to improved, consistent and predictable results.

The study established that most respondents agreed that process approach leads to focused and prioritized improvement opportunities (mean score, 3.60). The study findings mean that the process approach in the universities lead to focus and prioritized improvement opportunities.

The findings showed that respondents agreed that the process approach leads to a systematically defining the activities necessary to obtain a desired result (mean score,

3.46). The findings mean that the process approaches in the universities lead to a systematically defining the activities necessary to obtain a desired results.

The results show that majority of the respondents agreed with the statement that establishing clear responsibility and accountability for managing key activities performance in universities in Kenya (mean score, 3.63). The results mean that the universities had established clear responsibility and accountability for managing key activities performance in universities in Kenya.

The study findings mean that the systems approach affected the performance of the organizations through integration and alignment of the processes, focusing efforts on key processes, ensuring consistency, effectiveness and efficiency, lowering the costs and shortening cycles through effective use of resources and improved results on the organizations.

Table 4.3: Effect of Systems Approach on Performance

	Mean	Std. Dev
Systems approach ensure integration and alignment of the processes	3.46	1.012
Systems approach ensures effort is focused on key processes	3.58	.915
Systems approach provide confidence to interested parties	3.62	.886
Quality systems is essential in universities	3.51	.919
Process approach leads to lower costs and shorter cycle times	3.60	.938
Process approach leads to improve consistent and predictable results	3.64	.944
Process approach leads to focused and prioritize improvement opportunities	3.60	.901
Process approach leads to systematically defining activities necessary to obtain	3.46	.912
Establishing clear responsibility and accountability for managing key activities performance	3.63	.884

4.6 Effect of Customer Focus on Performance

In this section the study sought to determine the effect of customer focus on the performance of the organizations. The respondents were therefore asked to state the extent to which they agreed with the statements provided. The results in Table 4.4 show that most of the respondents agreed with the statement that customers focus increased revenue and market share obtained through flexible and fast responses to market opportunities (mean score, 3.65). The findings mean that customers focus increased revenue and market share obtained through flexible and fast responses to market opportunities. The findings support the views of Kumar, Venkatesan and Reinartz (2008) who noted that adopting customer focus campaigns significantly increased organizational performance.

Majority of the respondents agreed that customers focus increased effectiveness in the use of the organization's resources to enhance customer satisfaction (mean score, 3.51). The results mean that customer focus increased effectiveness in the use of the organization's resources to enhance customer satisfaction. The results fully support the views of Kumar, Venkatesan and Reinartz (2008) that customer focus through allocation of adequate resources on the customer needs leads to enhanced customer satisfaction.

The results of the study show that most of the respondents agreed with the statement that customers focus led to improved customer loyalty leading to repeat business (mean score, 3.60). The results mean that customer focus led to improved customer loyalty leading to repeat business. The results also agree with Kumar, Venkatesan and Reinartz (2008) that customer focus enhances the performance of the organization by simply improving the relationship between the customer and the organization which enhances the customer loyalty leading to repeat business.

The findings revealed that most of the respondents agreed that customers focus ensures that customer needs and expectations are communicated throughout the organization

(mean score, 3.65). This means that the customers focus ensures that customer needs and expectations are communicated throughout the organization.

The findings mean that customer focus affected the organizational performance by increasing revenue and market share, effectiveness in use of resources, improved customer loyalty and ensuring that the customer needs expectations are communicated.

Table 4.4: Effect of Customer Focus on Performance

	Mean	Std. Dev
Customer focus increase revenue and market share	3.65	.931
Customer focus increase effectiveness in use of resources	3.51	.919
Customer focus lead to improved customer loyalty	3.60	.938
Customer focus ensures that customer needs and expectations are communicated	3.65	.990

4.7 Effect of Leadership on the Performance

In this section the study sought to determine the effect of leadership performance of the organizations. The respondents were therefore asked to state the extent to which they agreed with the statements regarding leadership in the organization. The results in Table 4.5 show that most of the respondents agreed with the statement that good leadership motivates employees towards the organization’s goals and objectives (mean score, 3.60). The findings mean that good leadership motivated employees towards the organizational goals and objectives. The results of the study are in support of Jung and Wang (2006) who noted that the managements work entails establishing values, goals and systems to satisfy customers’ needs and expectations and improve organizational performance.

Majority of the respondents agreed that good leadership ensured that activities are evaluated, aligned and implemented in a unified way (mean score, 3.47). This means that

good leadership ensured that activities were evaluated, aligned and implemented in a unified way.

The study established that majority of the respondents agreed that leadership should ensure miscommunication between levels of an organization is minimized (mean score, 3.63). The findings mean that leadership ensured miscommunication between levels of organizations were minimised.

Most of the respondents agrees that the leadership helps in establishing a clear vision of the organization's future (mean score, 3.64). The findings mean that leadership helped in establishing a clear vision of the organization's future. These findings support the views of Anderson *et al.* (1994) that the top leadership of the organization have the role of establishing practices that would lead to a long-term vision for the firm which is driven by the changing customer requirements.

The study established that respondents agreed that leadership help in creating and sustaining shared values, fairness and ethical role models at all levels of the organization (mean score, 3.52). The findings mean that the leadership helped create and sustain shared values, fairness and ethical role models at all levels of organization.

The findings of the study mean that leadership affected the performance of the organization through motivation of employees, evaluation of activities, providing clear vision and creation of provision of shared values, fairness and ethical role model.

Table 4.5: Effect of Leadership on the Performance

	Mean	Std. Dev
Good leadership motivates employees towards goals and objectives	3.60	.901
Good leadership ensures activities are evaluated, aligned and implemented	3.47	1.056
Good leaders minimise miscommunication	3.63	.884
Good leaders help establish clear vision	3.64	.882
Good leaders help create and sustain shared values, fairness and ethical role models	3.52	.893

4.8 Effect of Factual Approach to Decision Making and Performance

In this section the study sought to determine the effect of factual approach to decision making on performance of the organization. The respondents were therefore asked to state the extent to which they agreed with the statements. The result in Table 4.6 show that most of the respondents agreed with the statement that factual approach to decision making ensures informed decisions (mean score 3.60). The study findings mean that factual approach to decision making ensured informed decisions. The results support the arguments of Hoyle (2001) that factual approach to decision making can lead to making of informed decision.

The results show that majority of the respondents agreed with the statement that factual approach to decision making increases ability to demonstrate the effectiveness of past decisions through reference to factual records (mean score, 3.66). This means that factual approaches to decision making increases ability to demonstrate the effectiveness of past decisions through reference to factual records. The findings agree with Hoyles (2001) that factual approach to decision making increased the ability to demonstrate the effectiveness of past decisions through reference to the factual records.

Respondents agreed that the factual approach to decision making increased the ability to review, challenge and change opinions and decisions (mean score, 3.61). The findings mean that factual approach to decision making increased ability to review, challenge and

changed opinion and decisions. The results confirm the findings of Hoyle (2001) that the factual approach to decision making can increase the ability to review, challenge and change opinions and decisions.

The study established that most of the respondents agreed that ensuring that data and information are sufficiently accurate and reliable (mean score, 3.46). The findings mean that ensuring that data and information are sufficiently accurate and reliable. These are in agreement with Hoyle (2001) that factual approach to decision making ensures that both the data and information are sufficiently accurate and reliable.

Majority of the respondents agreed that making decisions and taking action based on factual analysis, balanced with experience and intuition (mean score, 3.65). The results mean that making decision and taking action based on factual analysis, balanced with experience and intuition.

The findings of the study mean that factual approach to decision making affected the organizational performance through informed decisions, ability to demonstrate effectiveness through reference to past records, ability to change opinions and accurate and reliable data.

Table 4.6: Effect of Factual Approach to Decision Making and Performance

	Mean	Std. Dev
Factual approach to decision making ensures informed decision	3.60	.938
Factual approach to decision making increase ability to demonstrate effectiveness of decision	3.66	.965
Factual approach increases ability to review, challenge and change opinions and decision	3.61	.874
Factual approach ensures data and information are sufficiently accurate and reliable	3.46	1.012
Factual approach making decision and taking action based on factual analysis	3.65	.906

4.9 Effect of Mutually Beneficial Supplier Relationships on Performance

In this section the researcher sought to determine the effect of mutually beneficial supplier relationship on the performance of the organizations. The respondents were therefore asked to state the extent to which they agreed with the following statements. The results in Table 4.7 show that most of the respondents agreed with the statement that mutually beneficial supplier relationships increased flexibility and speed of joint responses to changing market or customer needs and expectations (mean score, 3.64). The results mean that mutually beneficial supplier relationships increased flexibility and speed of the joint responses to changing market or customer needs and expectations.

The results of the study show that most of the respondents agree with the statement that mutually beneficial supplier relationships ensure optimization of costs and resources (mean score, 3.52). These findings mean that mutually beneficial supplier relationships enhanced optimization of costs and resources.

The respondents agreed that mutually beneficial supplier relationships establishes relationships that balance short-term gains with long-term considerations (mean score, 3.63). The results mean that mutually beneficial supplier relationships established the relationship that balanced short term gains consideration.

The study established that most respondents agreed that mutually beneficial supplier relationships ensure pooling of expertise and resources with partners (mean score, 3.63). The findings mean that mutually beneficial supplier relationships ensured pooling of expertise and resources with partners.

Table 4.7: Effect of Mutually Beneficial Supplier Relationships on Performance

	Mean	Std. Dev
Mutually beneficial supplier relationship increase flexibility and speed of joint responses	3.64	.882
Mutually beneficial supplier relationship ensures optimization of costs and resources	3.52	.893
Mutually beneficial supplier relationship establishes relationships	3.63	.934
Mutually beneficial supplier relationship ensures pooling of expertise and resources	3.64	.944
Mutually beneficial supplier relationship established joint development and improvement	3.63	.897

4.10 Regression Analysis

The study further carried out regression analysis to establish the statistical significance relationship between the independent variables on the dependent variable which was employee performance. According to Green and Salkind (2003) regression analysis is a statistics process of estimating the relationship between variables. Regression analysis helps in generating equation that describes the statistics relationship between one or more predictor variables and the response variable. The regression analysis results were presented using regression model summary tables, analysis of variance (ANOVA) table and beta coefficient tables.

4.10.1 Coefficients

The study further determined the beta coefficients of leadership, customer focus, staff involvement, process approach, systems approach, continual improvement, factual approach to decision making and mutual beneficial supplier relation verses the organizational performance. Table 4.10 thus presents the significant relationship between leadership, customer focus, staff involvement, process approach, systems approach, continual improvement, factual approach to decision making and mutual beneficial supplier relation and the organizational performance is positive for most of the variables except customer focus and leadership which have negative coefficients. This

demonstrates that the most TQM indicators have positively influenced on the performance of the public universities in Kenya.

Table 4.10: Regression Coefficient

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	-.056	.232		-.243	.000
Continual improvement	.192	.226	.189	.851	.000
Staff involvement	.967	1.005	.924	.962	.000
Systems approach	.037	.619	.034	.059	.010
1 Customer focus	-.562	.475	-.556	-1.182	.041
Leadership	-.339	.572	-.312	-.594	.034
Process approach	.234	.675	.431	.543	.003
Factual approach	.607	.548	.569	1.107	.000
Mutually beneficial	.046	.887	.043	.052	.000

a. Dependent Variable: Performance

Using the values of the coefficients (β) from the regression coefficient table 4.10, the established regression equation takes the form of:

$$\text{Organizational performance} = -0.056 + 0.192X_1 + 0.967X_2 + 0.037X_3 - 0.562X_4 - 0.339X_5 + 0.234X_6 + 0.607X_7 + 0.046X_8$$

The study shows that all the independent variables have positive relationship except with the dependent variable (organizational performance). The findings show that TQM practices factors held constant, the universities performance would decline by 0.056. The results further show that a unit increases in continual improvement will result into a 0.192 change in organizational performance. According to the results a unit change in staff involvement will result in 0.967 unit change in the organizational performance. The findings show that a unit change in systems approach will result into a 0.037 change in organizational performance. The findings show that a unit change in customer focus will result into -0.562 changes in organizational performance. The result show that a unit changes in leadership will result into a -0.339 change in organizational performance. The

results show that a unit change in process approach will result into a 0.234 change in organizational performance. The results revealed that a unit change in factual approach will result into a 0.607 change in organizational performance. The results show that all the variables are statistically significant as the p-values are less than 0.05 ($p > 0.05$).

4.10.2 Model Summary

The researcher conducted a regression analysis to determine the significance relationship of leadership, customer focus, staff involvement, process approach, systems approach, continual improvement, factual approach to decision making and mutual beneficial supplier relation against the organizational performance. Table 4.8 show that the coefficient of determination is 0.757; therefore, about 75.7% of the variation in the organizational performance is explained by leadership, customer focus, staff involvement, process approach, systems approach, continual improvement, factual approach to decision making and mutual beneficial supplier relation. The regression equation appears to be very useful for making predictions since the value of R^2 is close to 1.

Table 4.8: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.870 ^a	.757	.736	.45966

a. Predictors: (Constant), Mutually beneficial, Continual improvement, Systems approach, Customer focus, Factual approach, Leadership , Staff involvement

4.10.3 Analysis of Variance

Table 4.9 presents the results of the Analysis of Variance (ANOVA) on the leadership, customer focus, staff involvement, process approach, systems approach, continual improvement, factual approach to decision making and mutual beneficial supplier relation versus the organizational performance. The ANOVA results for regression coefficients indicates that the significance of the F is 0.00 which is less than 0.05. This

indicates that, overall, the regression model statistically significantly predicts the outcome variable (i.e., it is a good fit for the data). There is therefore a significant relationship between leadership, customer focus, staff involvement, process approach, systems approach, continual improvement, factual approach to decision making and mutual beneficial supplier relation and the organizational performance.

Table 4.9: ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	53.380	7	7.626	36.093	.000 ^b
Residual	17.114	81	.211		
Total	70.494	88			

a. Dependent Variable: Performance

b. Predictors: (Constant), Mutually beneficial, Continual improvement, Systems approach, Customer focus, Factual approach, Leadership , Staff involvement

CHAPTER FIVE : SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary, conclusions, recommendations, and suggestions for further research.

5.2 Summary

The study established that according to most of the respondents, continual improvement increased the performance advantage through improved organizational capabilities. The results revealed that respondents generally agreed that continual improvement increased alignment of the improvement activities. The findings showed that the respondents agreed that continual improvement increased flexibility to react quickly to opportunities. The results show that the respondents agreed with the statement. Majority of the respondents agreed that providing people with training in the methods and tools of continual improvement increases performance.

The study established that respondents agreed that staff involvement leads to motivated, committed and involved people within the organization. Majority of the respondents agreed that involvement leads to innovation and creativity in furthering organizations objectives. The results show that most of the respondents indicated that staff involvement encourages people to be accountable for their own performance. Most respondents agreed with the statement that staff involvement leads to employees eager to participate in and contribute to continual improvement. The study results show that respondents indicated that staff involvement leads to employees understanding the importance of their contribution and role in the organization.

The results show that most of the respondents indicated that systems approach ensures integration and alignment of the processes that will best achieve the desired results. The

findings revealed that most of the respondents indicated that systems approach ensures that effort is focused on the key processes. Majority of the respondents indicated that the systems approach provides confidence to interested parties as to the consistency, effectiveness and efficiency of the organization. The results revealed that most of the respondents indicated that quality systems between administrators, employees and students is essential in universities and can help to boost performance. Majority of the respondents indicated that process approach leads to improve consistent and predictable results. Respondents indicated that process approach leads to focused and prioritized improvement opportunities. The results show that most of the respondents indicated that process approach leads to a systematically defining the activities necessary to obtain a desired result. Majority of the respondents indicated that clear responsibility and accountability for managing key activities performance in universities in Kenya.

The results showed that half of the respondents indicated that customers focus increased revenue and market share obtained through flexible and fast responses to market opportunities. Most of the respondents indicated that customers focus increased effectiveness in the use of the organization's resources to enhance customer satisfaction. The results revealed that majority of the respondents indicated that customers focus led to improved customer loyalty leading to repeat business. The findings revealed that most of the respondents indicated that customers focus ensures that customer needs and expectations are communicated throughout the organization.

The results revealed that majority of the respondents indicated that good leadership motivates employees towards the organization's goals and objectives. The study established that most respondents indicated that good leadership ensured that activities are evaluated, aligned and implemented in a unified way. Majority of the respondents indicated that leadership should ensure miscommunication between levels of an organization is minimized. The results show that majority of the respondents indicated that leadership helps in establishing a clear vision of the organization's future. The study

established that majority of the respondents indicated that leadership help in creating and sustaining shared values, fairness and ethical role models at all levels of the organization.

The result showed that majority of the respondents indicated that factual approach to decision making ensures informed decisions. The results further show that most of the respondents indicated that factual approach to decision making increases ability to demonstrate the effectiveness of past decisions through reference to factual records. The results respondents indicated that factual approach to decision making increased the ability to review, challenge and change opinions and decisions. Most respondents indicated that ensuring that data and information are sufficiently accurate and reliable. According to most respondents, making decisions and taking action based on factual analysis, balanced with experience and intuition.

The results show that majority of the respondents indicated that mutually beneficial supplier relationships increased flexibility and speed of joint responses to changing market or customer needs and expectations. The results also revealed that majority of the respondents indicated that mutually beneficial supplier relationships ensure optimization of costs and resources. Most respondents indicated that mutually beneficial supplier relationships establish relationships that balance short-term gains with long-term considerations. The study showed that respondents indicated that mutually beneficial supplier relationships ensure pooling of expertise and resources with partners.

5.3 Conclusions

The study established that continual improvement enhance the organizational development through improved organizational capabilities, strategic intent, flexibility in react quickly to opportunities and training. The study further established that staff involvement affected the organizational performance through motivation and commitment, innovation and creativity, staff accountability, employee eagerness to participate and employee understanding. The results also showed that systems approach

affected the performance of the organizations through integration and alignment of the processes, focusing efforts on key processes, ensuring consistency, effectiveness and efficiency, lowering the costs and shortening cycles through effective use of resources and improved results on the organizations. The customer focus affected the organizational performance by increasing revenue and market share, effectiveness in use of resources, improved customer loyalty and ensuring that the customer needs expectations are communicated. The findings revealed that leadership affected the performance of the organization through motivation of employees, evaluation of activities, providing clear vision and creation of provision of shared values, fairness and ethical role model. The factual approach to decision making affected the organizational performance through informed decisions, ability to demonstrate effectiveness through reference to past records, ability to change opinions and accurate and reliable data.

5.4 Recommendations

The study established that the use of continual improvement was directly linked to the performance of the institutions. The study recommends that the management of the institutions of higher learning should adopt continual improvement to be the strategy for improving their capabilities and quick reaction to opportunities and training.

The study established that staff involvement was very key for the institutions performance as it resulted in staff motivation, innovation and creativity and accountability among others. The study recommends that the management of the institutions of higher learning should involve their employees the more as a strategy to enhance the performance of the institutions.

The systems approach influenced the performance of the institutions through integration and alignment of the processes which enhanced their effectiveness. The study recommends that the management of the institutions should adopt technology especially

information systems so as to integrate the processes in the institutions for ease of coordination.

The factual approach to decision making affected enhanced data availability and change management. The study recommends that the management of the institutions should use factual approach the more to manage change in the institutions.

5.4 Limitations of the Study

The study was done in public Universities in Kenya only. The setup in the public universities may not be the same as those of the private universities and other middle level colleges in Kenya. The findings may therefore not be used for generalization on the effect of TQM on performance on the institutions of middle and higher learning.

5.5 Suggestions for Future Research

This study was done in the public institutions higher learning in Kenya. Similar studies should be done in other institutions of learning to investigate the effect of TQM on the institutional performance.

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APPENDICES

Appendix I: Introduction Letter

Date.....

Dear Sir,

RE: VOLUNTARY PARTICIPATION IN DATA COLLECTION

My name is Caren Oduor an MBA student from University of Nairobi. I am conducting a study on “*the effects of TQM practices on performance of universities in Kenya*”. Your feedback and views on the mentioned will help in compiling my research. The data collected is for research purposes only and it takes the form of a survey which should take no more than 15 minutes of your time. All responses received are anonymous and information collected will not be distributed to any other party.

Thank you for taking time to complete this survey.

Yours Sincerely,

CAREN ODUOR

Appendix II: Questionnaire

Kindly answer the following questions as honestly and accurately as possible. The information given will be treated with a lot of confidentiality. Please do not write your name anywhere on this questionnaire. You are encouraged to give your honest opinion.

SECTION A: DEMOGRAPHIC INFORMATION

Indicate your age group in years

Below 30

31 to 40

41 to 60

Above 60

Indicate your level of education

Below secondary

Diploma/certificate

Bachelor's degree

Master's degree

Above master's degree

Indicate your occupation/profession

Administrator

Senior Lecturer

Support Staff

Student

Number of years worked with the university

Below 4 years

5 to 10 years

11 to 20years

Above 20 years

How long has the university been in existence

Less than 5 years

Between 6 to 10 years

11 to 20 years

Over 20 years

SECTION B: CONTINUAL IMPROVEMENT AND PERFORMANCE

This Section is concerned with assessing the effects of continual improvement on performance of universities in Kenya. Please mark (x) in the box which best describes your agreement or disagreement on each of the following statements in respect to your university.

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Continual improvement increases performance advantage through improved organizational capabilities					
Continual improvement increases alignment of improvement activities at all levels to an organization's strategic intent					
Continual improvement increases flexibility to react quickly to opportunities.					
Employing a consistent organization-wide approach to continual improvement increases organization's performance					
Providing people with training in the methods and tools of continual improvement increases performance					

SECTION C: STAFF INVOLVEMENT AND PERFORMANCE

This Section is concerned with assessing the effects of staff involvement on performance of universities in Kenya. Please mark (x) in the box which best describes your agreement or disagreement on each of the following statements in respect to your university.

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Staff involvement leads to motivated, committed and involved people within the organization					
Staff involvement leads to Innovation and creativity in furthering the organization's					

objectives					
Staff involvement encourages people to be accountable for their own performance					
Staff involvement leads to employees eager to participate in and contribute to continual improvement.					
Staff involvement leads to employees understanding the importance of their contribution and role in the organization					

SECTION D: SYSTEMS APPROACH AND PERFORMANCE

This Section is concerned with assessing the effects of systems approach on performance of universities in Kenya. Please mark (x) in the box which best describes your agreement or disagreement on each of the following statements in respect to your university.

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Systems approach ensures Integration and alignment of the processes that will best achieve the desired results					
Systems approach ensures that effort is focused on the key processes					
Systems approach provides confidence to interested parties as to the consistency, effectiveness and efficiency of the organization					
Quality Systems between administrators, employees and students is essential in universities and can help to boost performance					
Process approach leads to Lower costs and shorter cycle times through effective use of resources					
Process approach leads to Improved, consistent and predictable results					
Process approach leads to focused					

and prioritized improvement opportunities.					
Process approach leads to a systematically defining the activities necessary to obtain a desired result					
Establishing clear responsibility and accountability for managing key activities performance in universities in Kenya					

SECTION F: CUSTOMER FOCUS AND PERFORMANCE

This Section is concerned with assessing the effects of customer focus on performance of universities in Kenya. Please mark (x) in the box which best describes your agreement or disagreement on each of the following statements in respect to your university.

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Customers focus Increases revenue and market share obtained through flexible and fast responses to market opportunities					
Customers focus Increases effectiveness in the use of the organization’s resources to enhance customer satisfaction					
Customers focus leads to improved customer loyalty leading to repeat business.					
Customers focus ensures that customer needs and expectations are communicated throughout the organization					

SECTION G: LEADERSHIP AND PERFORMANCE

This Section is concerned with assessing the effects of leadership on performance of universities in Kenya. Please mark (x) in the box which best describes your agreement or disagreement on each of the following statements in respect to your university.

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Good leadership motivates employees towards the organization's goals and objectives					
Good leadership ensures that activities are evaluated, aligned and implemented in a unified way					
Leadership should ensure miscommunication between levels of an organization is minimized.					
Leadership help in establishing a clear vision of the organization's future					
Leadership help in creating and sustaining shared values, fairness and ethical role models at all levels of the organization					

SECTION H: FACTUAL APPROACH TO DECISION MAKING AND PERFORMANCE

This Section is concerned with assessing the effects of factual approach to decision making on performance of universities in Kenya. Please mark (x) in the box which best describes your agreement or disagreement on each of the following statements in respect to your university.

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Factual approach to decision making ensures informed decisions					
Factual approach to decision making increases ability to demonstrate the effectiveness of past decisions through reference to factual records					
Factual approach to decision making increases ability to review, challenge and change opinions and decisions..					
Ensuring that data and information					

are sufficiently accurate and reliable					
Making decisions and taking action based on factual analysis, balanced with experience and intuition.					

SECTION I: MUTUALLY BENEFICIAL SUPPLIER RELATIONSHIPS AND PERFORMANCE

This Section is concerned with assessing the effects of mutually beneficial supplier relationships on performance of universities in Kenya. Please mark (x) in the box which best describes your agreement or disagreement on each of the following statements in respect to your university.

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
mutually beneficial supplier relationships increase flexibility and speed of joint responses to changing market or customer needs and expectations					
Mutually beneficial supplier relationships ensures optimization of costs and resources					
Mutually beneficial supplier relationships establishes relationships that balance short-term gains with long-term considerations					
Mutually beneficial supplier relationships ensures pooling of expertise and resources with partners					
Mutually beneficial supplier relationship establishes joint development and improvement activities.					

SECTION I: PERFORMANCE

Kindly indicate the latest performance ranking of the your university_____

Appendix III: Work Plan

Activity	June 2015	July 2015	August 2015	Sept 2015	November 2015
Proposal writing					
Pilot Study					
Fieldwork–data collection					
Analysis and project writing					
Final Submission					

Appendix IV: Research Budget

Description

a) Secretarial Services	Costs
Typing the proposal	2000/-
Typing the final report	5000/-
Photocopying the questionnaire	500/-
Research Assistants fees	30,000/-
b) Stationary	
Writing materials	5,000/-
Duplicating paper	2,000/-
Pens	500/-
c) Travelling	
Follow ups on questionnaires	20,000/-
To consult supervisor	10,000/-
d) Output	
Printing Expenses	5,500/-
Binding the proposal	2,000/-
Binding the final report	4,500/-
f) Miscellaneous expenses	<u>10,000/-</u>
Total	<u>97,000/-</u>