Total Quality Management Practices on Performance of Selected Private Universities in Nairobi City County, Kenya

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Abstract: Organizational performance has been the concern of both academicians and practitioners during the last many decades as the ultimate outcome of utilization of tangible and intangible resources. In addition the performance of an organization largely depends on its ability to effectively and efficiently produce cost effective products/services of high quality guaranteeing a competitive advantage. For universities to remain successful and relevant, they are implementing Total Quality Management practices which are a common factor that shapes their strategies in an attempt to satisfy various stakeholders and improve performance. This study investigated TQM practices on performance of selected Private Universities in Nairobi City County, Kenya. The study was guided by four specific objectives: to establish the relationship between top management commitment and performance of Private universities, to find out how customer focus affects performance of Private universities; to determine the extent to which employee empowerment affects performance of Private universities; and to establish the role of continuous improvement on performance of Private universities. The study adopted the Resource-Based View, Human Capital, Stakeholders’ and Deming Quality Improvement theories. The study used a descriptive study design and targeted 679 respondents (university management, heads of departments, academic and administrative staff) of two private universities. Simple random sampling technique was used to select the 20% sample from both academic and administrative staff. A five point likert scale questionnaire was used to collect data for the study. The data was analyzed with the help of SPSS and was presented into frequency distributions, charts, tables, means and percentages. Further, inferential analysis such as Chi-square test and Cross tabulation were performed to establish relationships among study variables. Results from the study revealed that there were no significance differences between total quality management practices in the two universities. The study also established that quality goals and policies have been clearly formulated and documented. It also revealed that the objectives of the university are linked to customer needs and expectations. The study recommends that the top management should allow employees at all levels in the university to fully participate in decision making especially on quality issues. It also recommends that all departmental heads should be encouraged to ensure that there is continual improvement of quality management processes as per the quality management policy.

Keywords: Total Quality Management Practices, Organizational performance, Private Universities

I. INTRODUCTION

According to Sakka (2013), organizational performance is the organization’s capability to accomplish its objective through good management, strong governance and a persistent rededication to achieving results. Improving the performance of higher education institutions is a global concern in all countries in the world. Organizational performance has been the concern of both academicians and practitioners in the last decade as the ultimate outcome of utilization of tangible and intangible resources. Intangible resources are considered more important than tangible resources for the effectiveness and the success of organizations (Al-Swidi&Mahmood, 2011). It is also prudent to note those firm-specific resources that are valuable, rare, imperfectly imitable and not substitutable (Barney, 2007).

Many strategies have been confirmed to have a significant effect on the overall organizational performance which has become more crucial for the survival of organizations in today’s globalization market. Thus the development of the performance measurement system that satisfies the organization’s business requirement is necessary to enable the organization to achieve its desired business performance. Organizational performance has been calibrated with financial measures, operational measures, service performance and customer satisfaction measures by including multiple aspects of performance. Several authors have proposed different quality measures that affect business performance. More specifically, some innovative practices and strategies such as TQM practices have been reported to influence significantly organizational performance. It is noted that performance of organizations is represented by various dimensions such as reputation, research results and social responsibility (Chen, Wang, & Yang, 2009).
Management experts continue to build on one another’s work in order to formulate more sophisticated ideas about organizational performance (Kirby, 2005). Profits, growth, balance scorecards, economic value added, activity based analysis and customer satisfaction are some of the frameworks that several scholars have proposed as effective in undertaking firm performance (Kemoli, 2012). Tsiootsou and Vlachopoulos (2011) point out service productivity as a measure of performance. Ramayah, Samat, and Lo (2011) mention customer-satisfaction and finally Zhou, Brown and Dev (2009) point out market share as measures of performance. There are a number of indicators by which organizational performance may be judged; the balanced scorecard offers both qualitative and quantitative measures that acknowledge the expectations of different stakeholders and related assessment of performance in choice of strategy. In this way, performance is linked both to short term outputs and process management (Johnson et al., 2006).

Organizations across the globe are increasingly aligning themselves to the ever changing environment in which they operate by adopting strategies that will make them attain a competitive advantage against their competitors. Sigei (2014) believes that the globalization trend is shaping how organizations set plans and operate to achieve their objectives and one way universities are realizing these objectives is by incorporating TQM practices in their processes to continuously improve their overall organizational performance. Quality Management 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 (Gharakhani, Davood, et al. 2013).

**Total Quality Management Practices**

Total quality management is considered as a philosophical approach to quality improvement. Mehra and Ranganathan (2008) are of the view that quality improvement is not only a philosophy but also a way of life, and recommend total quality management as a means of achieving this. Over the years, various TQM models/frameworks have been presented by a number of authors and scholars. For example, Greasley (2006) summarized the models presented by quality gurus like Deming, Juran, and Crosby into three main elements: customer focus, employee involvement, and continuous improvement. In addition to these three elements, Chase, Jacobs, and Aquilano (2007) highlighted an additional element, namely, top leadership. They felt that a strong commitment to quality from top management of the organization was required to achieve outstanding quality. Cai (2009) indicated that customer focus is a fundamental issue in TQM, and can be achieved by offering services that satisfy the needs of customers.

Bhat and Rajeshekar (2009) concur that many organizations are using TQM as an important quality improvement technique to achieve success in their performance. They stated that the use of TQM globally across different industries and sectors had resulted in improvement in product, service and systems quality and enhanced the performance of organizations. According to Sharma and Gadenne (2010), the successful implementation of TQM practices will lead to a number of benefits such as a reduction in costs, increased customer satisfaction, an improvement in product and service quality and improved market share.

In Africa, Munene, (2013) posits that quality management in universities has acquired a sense of urgency owing to the rapid growth of the university sector in last two decades. He further points out that the rising concerns about the quality of the universities and the graduates have catalyzed national educational authorities and individual institutions to adopt quality management practices in order to enhance quality education and overall performance of the institutions. The need for quality education that contributes to sustainable economic development is important for economic growth of a country. Therefore, in universities quality is a strategy to achieve good results in terms of quality teaching, research output and financial performance. In order to provide quality education, university managements have realized that their long-term survival will depend on provision of good services (Tsinidou, Gerogiannis & Fitisilis, 2010). Therefore a university providing quality education gains a competitive advantage in the sector, good reputation, enhanced collaborations, increased enrolments and improved growth.

**Private Universities**

University education in Kenya began soon after independence. Since then the university system has undergone considerable expansion with establishment of more public, private, university colleges and constituent colleges. Private universities are independent colleges that set their own policies and goals, are not funded by the government but they are self-financing and privately operated. However, in Kenya most of the private universities were started by religious bodies, in actual facts about 90% of them have religious affiliation and operate as non-profit organizations (Varghese, 2013).

The private university sector has grown tremendously due to increasing population base of learners in the primary and secondary sub-sectors. Most of the private universities mushroomed in the 1990s onwards and currently the fully chartered private universities stand at 18 by end of 2016 (CUE website). Kenya is one of the leading countries in Africa with well-established private universities. They apply market principle in their operations and management but with an eye on the requirements and control of the government whereby they adhere to the set rules and regulations. The Commission for University Education (CUE) requires that all universities whether public or private must meet its stringent regulations meant for establishing and running a
university in order to maintain quality education in the country. Students from private universities also benefit from various government grants and loans (Kamotho, 2012).

Many private universities in Kenya are going through difficult times financially and economically due to increased competition as a result of proliferation and entry of new players in the education sector. Private universities face numerous challenges including: maintaining a steady supply of students who can afford to pay for private university education, stiff competition from their public universities counterpart who have introduced parallel degree courses for full paying students, aggressive competition from foreign universities who have launched an aggressive campaign for recruiting local students, lacking a research focus comparable to public universities and offering specific and narrow programs (Oketch, 2004).

Statement of the Problem

Growing students' numbers, mass enrolment rates, and different type of program delivery, changing society structures and job descriptions produce complex question of quality in the institutions of higher education. Within the new roles and functions, higher education institutions must review their technical, managerial and social functions. The TQM evaluation model is a key tool for assessing the three-dimension function of higher education institutions (Yusof & Aspinwall, 2001).

TQM practices have been reported to influence significantly organizational performance (Chen, Wang, & Yang, 2009). Growing students' numbers, mass enrolment rates, and different type of program delivery, changing society structures and job descriptions produce complex question of quality in the institutions of higher education. It is important to find out whether private universities have been experiencing these complexities and probably the institution’s overall performance or is it that the TQM practices go to waste and/or do not achieve their intended purpose. This study will provide data that may help the private universities identify flaws in TQM and its execution.

Past studies have mostly concentrated on the impact of TQM practices on performance of profit making organizations but not so much on academic institutions more specifically private universities. The main question, however, is how these TQM practices are expected to enhance organizational performance and create the competitive advantage. Under the given circumstances, there is lack of agreement on the findings and some results are contradictory with performance theories. There are also some gaps in both research and documentation in previous researches about TQM practices on performance of private universities. Therefore, the research aimed at bridging the knowledge gaps identified in the previous studies. The study further sought to establish how total quality management practices enhance performance of selected private universities in Nairobi City County, Kenya.

Objectives of the Study

General Objective

The general objective of the study was to examine influence of Total Quality Management Practices on Performance of selected Private Universities in Nairobi City County, Kenya.

Specific Objectives

The specific objectives of the study were:

i) To establish the relationship between top management commitment and performance of Private universities.

ii) To find out how customer focus affects performance of Private universities.

iii) To determine the extent to which employee empowerment affects performance of Private universities.

iv) To establish the role of continuous improvement on performance of Private universities.

Significance of the Study

The study examined Total Quality Management Practices on Performance of selected Private Universities in Nairobi City County, Kenya. The study would be beneficial to the top management of these universities by providing valuable information on how to further improve the TQM practices already in practice and attain improved performance. It would also assist them in decision making in regards to adaptation of more TQM practices to improve performance in terms of quality teaching, research and community service.

The study would benefit academicians, scholars and other researchers in carrying out other empirical studies on TQM practices on performance of organizations. The study would also build on the existing body of literature and knowledge as it would serve as a scholarly reference material for future studies and further research work.

The education policy makers and the Commission for University Education would benefit in the study by understanding critical areas of concern on provision of quality education and performance of universities in Kenya. This would enlighten them on adoption of TQM practices and implementation issues that may improve the performance of the universities.

Limitations of the Study

The study based on the education sector and precisely higher education in Private Universities thus limiting the generalizability of the results across the sector. Within the context of the Total Quality Management, the study specifically focused on four core practices of TQM namely top management
commitment, customer focus, employee empowerment and continuous improvement. These were not exhaustive enough and could not provide more insight on TQM practices and performance of organizations necessitating for further research to be done before general conclusions can be drawn.

**Conceptual Framework**

<table>
<thead>
<tr>
<th>Independent variables</th>
<th>Dependent variable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Top Management commitment</td>
<td>Organizational Performance</td>
</tr>
<tr>
<td>• Quality Leadership</td>
<td>• Student enrolment</td>
</tr>
<tr>
<td>• Resource Allocation</td>
<td>• University ranking</td>
</tr>
<tr>
<td>Customer Focus</td>
<td>Collaborations</td>
</tr>
<tr>
<td>• Orientation</td>
<td>Research Publications</td>
</tr>
<tr>
<td>• Satisfaction</td>
<td></td>
</tr>
<tr>
<td>Employee Empowerment</td>
<td>Organizational Culture</td>
</tr>
<tr>
<td>• Training</td>
<td>• History of organization</td>
</tr>
<tr>
<td>• Recognition</td>
<td>• Management style</td>
</tr>
<tr>
<td>Continuous Improvement</td>
<td>Intervening</td>
</tr>
<tr>
<td>• Benchmarking</td>
<td></td>
</tr>
<tr>
<td>• Quality Audits</td>
<td></td>
</tr>
</tbody>
</table>

*Figure 1.1: Conceptual Framework*

*Source: The author, 2018*

The independent variable was measured using top management commitment, customer focus, employee empowerment and continuous improvement whereas the dependent variable was the university’s performance which was measured using student enrolment, university ranking, collaborations and research publications. Organizational culture was the intervening variable on how TQM practices enhance performance of organizations.

**II. LITERATURE REVIEW**

**Theoretical Framework**

**Resource-Based View Theory**

The premises of Resource-Based View (RBV) are based on the argument that the organizational performance is determined by the key resources it possesses. The RBV theory of the firm envisions the organization as a collection of resources that the organization can use to gain competitive advantage edge in the market (Hinterhuber, 2013). These resources are categorized as: physical capital, human capital and organizational capital. The resources can further be viewed as tangible resources, knowledge resources, system and procedural resources; cultural values and resources, network resources and resources that may have dynamic capability features and finally intangible resources (Mills *et al.*, 2003). The organization is expected to combine its set of resources in a manner that generates synergy and yields competitive edge for it (Dess & McNamara, 2012). The ability of the organization to exploit its resources better than competitors is what makes it more competitive than others. In applying this theoretical perspective, the organization should be able to ensure that the exploitation of their resources is optimized.

In reference to human resources, the aim of the organization should be to ensure that the level of motivation, performance and productivity are very high (Kalsbeek, 2013). They should be able to ensure that they can attract and retain a unique pool for employees whose individual and collective contribution uniquely enhances the vision and mission of the organization. The concept of competitive advantage in the Resource-based view of the firm is further explained using the VRIN framework for competitive advantage (Kalsbeek, 2013). In this framework, a resource or capability yields a competitive advantage for the firm, it must be valuable, rare, inimitable and non-substitutable. Only the firm that is capable to exploit the valuable, rare and imitable resources can achieve sustained competitive advantage. According to the theory, a firm’s internal capabilities determine the strategic choice it makes in competing in its external environment. The theory states that in order for strategic planning, strategic competitive and control practices to be attained there is need for adequate distribution of resources that will enhance implementation of strategy. In the context of higher education institutions, Mather and Seifert (2014) describe the University Charter as one of the non-physical resources that they can use to create unique curriculums whose product is recognizable in the market. The RBV theory is relevant to the study noting that total quality management practices are a resource that creates quality image that the organization uses to improve its performance.

**Human Capital Theory**

The human capital theory was proposed by Schultz in 1961 and later developed extensively by Becker in 1964. The term “human capital” has been defined as a key element in improving a firm assets and employees...
in order to increase productivity as well as sustain competitive advantage. The Human capital theory emphasizes how education and training increases the productivity and efficiency of employees by increasing the levels of cognitive stock of economically productive human capital which is a product of innate abilities and investment in human beings (Becker, 1964). Admittedly, human capital development and enhancement in organizations tend to create a significant contribution on organizational competencies and this in turn becomes a great boost for further enhancing innovativeness and the current literature to a large extent supports the fact that firm performance is positively impacted by the presence of human capital practices (Noe et al., 2003; Youndt et al., 2004). In addition, evidence shows that the relevance of human capital to firm performance has also become prevalent among the technology-based new ventures, and it seems that the use of human capital tool (emphasizing quality of employees) per say in small. Human capital theory stresses the significance of education and training as the key to participation in the new global economy. In order to enhance human development in the general society, it is necessary to apply the theory of human capital to educational systems.

From an economic point of view, the human capital theory emphasizes that investing in people adds value to the organization. Individuals expect return on their own investment and firms recognize that the increased value of their employees should be rewarded. In this connection, Armstrong (2004) observed that individuals have their own value to the market place. The value was acquired and increased through investment by their employer and themselves in gaining extra expertise and competence by means of training, development and experience. Investing in human capital through training results into improved organizational performance.

**Stakeholders’ Theory**

The stakeholders’ theory generally identifies five primary stakeholder groups for an organization: three of them, shareholders, customers and communities, define the external expectations of an organization’s performance; the other two, suppliers, contractual professionals and employees, participate with the company to plan, design, implement and deliver the company’s products and services to its customers. According to Post (2002), stakeholders can be perceived as individuals that have a direct or indirect interest in the subject organization hence are key players in realization of strategic management practices which in turn improves its performance.

As a matter of fact, the stakeholders’ theory postulates that an organization’s strategic management practices should be able to conceptualize and digest the expectations of various stakeholders towards the endeavor of attaining the goals and objectives of the firm. Newcombe (2003) rationalizes that meaningful and impactful stakeholder management commences with identification of key stakeholders. He emphasizes that the efforts in aggregating the strategic importance of various stakeholder groups can aid the firm to determine the best strategic approach to tie in all interested parties towards the endeavor. Freeman and McVea (2001) bring to the forefront two approaches for managing stakeholders in relation to organizational performance by identifying the ‘buffering’ and ‘bridging’ approach. These two approaches seek to mix both a barrier effect that limits the extent to which a stakeholder has influence towards the overall objectives but at the same time offers an ‘olive branch’ in effort to form common ground and plan of action therefore decreasing discontent within the trajectory of the firm’s strategic management roadmap.

Hillman and Keim (2001) attempt to draw a link between the stakeholder theory and the RBV theory by indicating that ‘bridging’ approach can provide additional resources to the firm and stimulate competitive advantage within the firm’s operative markets. Harrison and St. John (1996) offer a summarized view of the balance between the levels of interest of the stakeholder and their power of influence within the firm’s endeavor, through a power matrix. Stakeholder management concerns people and management of people. Individuals represent organizational needs as well as spearhead various stake holding functions. The Stakeholders’ theory is relevant to the study as it provides an understanding of how to deal with these needs and provides a channel in applying good stakeholder management practice thereby improves the firm’s strategic management practice which ultimately enhances performance.

**Deming Quality Improvement Theory**

Edward Deming proposed a self-auditing method, known as the Deming cycle or more commonly referred to as the PDCA cycle, for continuous quality improvement. This cycle consisted of four stages, namely, Plan, Do, Check, and Act (Alhatmi, 2010). Deming encouraged organizations to adopt a systematic approach to problems by using the PDCA cycle. The philosophy is to keep improving the quality of an organization. Kachru (2007) explained that the Plan-stage required the development and implementation of a quality policy with the objective of improving the quality of products, services and processes, whilst the Do-stage involved putting the plan into action. The Check-stage was to ascertain if the actions have actually worked and report the results to decision makers, and finally, the Act-stage determined what corrective measures were taken and decision on changes needed to improve the process. The consolidation phase enables the organization to take stock of what has been taking place and to ensure its made to processes that require documentation (both to allow processes to be repeatable and to facilitate recognition of the achievement of some form of quality standard).

Deming (1986) was further best known for his management philosophy establishing quality, productivity and competitive position. He formulated 14 points of attention for managers, some of these points
are more appropriate for service management: He stated that the adoption of, and action on, the 14 points are signals that management intends to stay in business. These points apply to small or large organizations both service and product. Deming’s 14 points to management include: constancy of purpose, the new philosophy, cease the mass inspection and lowest price purchasing, constantly improve systems, train every one, institute leadership, drive out fear, break down barriers, eliminate exhortations, eliminate targets, permit pride of workmanship, encourage education and top management’s commitment. Deming summarized his works into what is known as system of profound knowledge (Ater, 2013).

According to English (2007), the fundamental quality principles as emphasized by Deming are customer focus, process improvement, proven scientific methods and management accountability. This is supported by Ater (2013) who states that the theory emphasizes the need for manager to understand the relationship between functions and activities. It also emphasizes that all the organizations should understand that the long term aim is for everybody to gain employees, shareholders, customers, suppliers and the environment. Failure to accomplish the aim causes lost to everybody in the system. The Deming’s quality improvement theory is relevant to study in that total quality management practices can be used by organizations to realize performance.

**Empirical Review**

**Continuous Improvement on Organizational Performance**

According to a study carried out by Jimoh, Isa and Waziri (2018) on total quality management practices and organizational practices: the mediating roles of strategies for continuous improvement among large and medium-sized construction companies in the Nigerian construction industry. The study was conducted using sequential mixed methods where in-depth structured interviews were first conducted to form the basis for cross-sectional survey that subsequently followed. Questionnaires were also administered to 155 to the employees in the companies. Data was analyzed through factor analysis and partial least square structural equation modelling. Results from the study revealed that TQM practices have significant effects on organizational performance and that the mediating roles of strategies for continuous improvement are necessary to ensuring better organizational performance. It recommended that organizations that are craving for competitive advantage should place high premium on TQM practices while ensuring that the right strategies for continuous improvement are put in place.

In addition, Otieno (2016) carried out a study on continuous improvement practices and efficiency of commercial banks in Kenya. Through a descriptive survey research design, a target population of 39 commercial banks branch managers was selected for the study. A questionnaire was used for data collection and data was analyzed through SPSS. Results from the study revealed that continuous improvement practices considered in this study namely customer focus; engagement of people, quality improvement programs, leadership and factual approach to decision making had a positive relationship with organizational efficiency.

Further, Kazilijunas (2010) study noted that success factors for quality management systems include continuous improvement of processes, top management, people and systems, reward systems, team, motivational factors and education and training. The study findings deduced that there is a relationship between the values and requirements stated above, thus underpinning the quality management practices standard and organizations’ strategic dimensions. The study concluded that education and training of employees is another way of providing employees with the knowledge and skills to meet their overall work and personal objective. If carried out consistently and reinforced in the workplace by real-time updating, education and training, it can form a solid base for continuous improvement. The study found out that top management commitment was essential for safeguarding quality improvement and communicating strategy for achieving quality across the organization. The top management should create an environment in the organization that focuses on continuous improvement.

**III. RESEARCH METHODOLOGY**

The study adopted a descriptive research design because it describes the state of affairs as it exists and makes assertions on how TQM practices enhance organizational performance. According to Mugenda and Mugenda (2006), descriptive research design is preferable, as it tries to answers the ‘who’, ‘what’, ‘when’, ‘where’ and sometimes ‘how’ questions. According to Eriksson and Kovalainen (2008), descriptive research involves producing data that is holistic, contextual and one that is rich in details to answer questions concerning the current status of the subject of the study.

Population can be described as an aggregate or totality of all the objects, subjects or members that conform to a set of specifications (Cooper, Schindler and Sun, 2016). The target population consisted of 679 staff selected from the two private universities. The target population consisted of both academic and non-academic staff from the two universities. The researcher used simple random sampling method as the sampling procedure. The goal of simple random sampling is that each member of the population has an equal chance of being chosen since the groups will be homogeneous. The sample size used in the study was 20% of the target population.

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Data was collected using a questionnaire. According to Owens (2002), the use of questionnaires in a research study is prompted by the fact that they are straightforward, less time consuming for both the researcher and the participants and can reach a huge sample. It was a structured questionnaire consisting of closed-ended questions for the purpose of obtaining richer information. The letter of authorization from the University was used to apply for a research permit from National Commission for Science, Technology and Innovation (NACOSTI). Both played introductory functions to the research project exercise. Upon approval data was collected from the selected Private Universities by administering the questionnaires through hand delivery.

Data collected through the questionnaire were analyzed statistically using the Software Package for Social Science (SPSS Version 20.0). Besides, it also enabled the researcher to present the data better through graphical presentation (e.g. bar chart, histogram). SPSS was also used compare the relationship between the two universities using cross tabulation method. A Cross tabulation is a joint frequency distribution of cases based on two or more categorical variables. Displaying a distribution of cases by their values on two or more variables is known as contingency table analysis and is one of the more commonly used analytic methods in the social sciences. It allows researchers to examine which independent variables have the most significant influence on the dependent variable. To compare the relationship between the two universities, the researcher used Cross tabulation to analyze the influence of total quality management practices on the performance of KCA and CUEA universities, and to determine the strength of the predictor variable (top management commitment, customer focus, employee empowerment and continuous improvement) on organizational performance.

The multiple regression analysis model used for the study was:

\[ Y = \alpha + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + e \]

Where:
- \( Y \): Organizational Performance
- \( \alpha \): Constant
- \( X_1 \): Top Management Commitment
- \( X_2 \): Customer Focus
- \( X_3 \): Employee Empowerment
- \( X_4 \): Continuous Improvement
- \( \beta_1, \beta_2, \beta_3, \beta_4 \): Coefficients
- \( e \): Error term

**IV. RESULTS AND DISCUSSION OF FINDINGS**

### Table 1: Continuous Improvement and Organizational Performance

In order to establish the effect of Continuous Improvement and Organizational Performance, a number of questions were drawn from the variable, Continuous Improvement and Organizational Performance. The results are as presented in the table below.

<table>
<thead>
<tr>
<th>Items</th>
<th>SD (%)</th>
<th>D (%)</th>
<th>N (%)</th>
<th>A (%)</th>
<th>SA (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is continuous monitoring and improvement of services and systems to enhance performance</td>
<td>6.5</td>
<td>16.1</td>
<td>25.8</td>
<td>46.8</td>
<td>4.8</td>
</tr>
<tr>
<td>There is continuous improvement reviews through internal quality audits</td>
<td>7.0</td>
<td>12.8</td>
<td>27.9</td>
<td>47.7</td>
<td>4.7</td>
</tr>
<tr>
<td>The university has invested more resources in continuously training employees to enhance internal quality performance</td>
<td>9.7</td>
<td>9.7</td>
<td>19.4</td>
<td>37.1</td>
<td>24.2</td>
</tr>
<tr>
<td>The university benchmarks its quality against other total quality management practices best practices</td>
<td>11.6</td>
<td>11.6</td>
<td>23.3</td>
<td>31.4</td>
<td>22.1</td>
</tr>
<tr>
<td>University divisions take up corrective actions with respect to non-conformity and areas of improvement</td>
<td>4.8</td>
<td>9.7</td>
<td>29.0</td>
<td>41.9</td>
<td>14.5</td>
</tr>
<tr>
<td>The university has invested more resources in continuously training employees to enhance internal quality performance</td>
<td>7.0</td>
<td>5.8</td>
<td>25.6</td>
<td>40.7</td>
<td>20.9</td>
</tr>
<tr>
<td>The university benchmarks its quality against other total quality management practices best practices</td>
<td>3.2</td>
<td>11.3</td>
<td>12.9</td>
<td>35.5</td>
<td>37.1</td>
</tr>
<tr>
<td>University divisions take up corrective actions with respect to non-conformity and areas of improvement</td>
<td>9.3</td>
<td>10.5</td>
<td>11.6</td>
<td>33.7</td>
<td>34.9</td>
</tr>
<tr>
<td>There is a policy for making continuous improvement of products, services and systems quality for every individual in the university</td>
<td>6.5</td>
<td>8.1</td>
<td>19.4</td>
<td>50.0</td>
<td>16.1</td>
</tr>
<tr>
<td>University divisions take up corrective actions with respect to non-conformity and areas of improvement</td>
<td>8.1</td>
<td>14.0</td>
<td>11.6</td>
<td>47.7</td>
<td>18.6</td>
</tr>
</tbody>
</table>

Source: Research data, 2018
Majority of the respondents from KCA University 29(46.8%) agreed that there is continuous monitoring and improvement of services and systems to enhance performance while 41(47.7%) of the respondents from CUEA agreed with the statement. 23(37.1%) of the respondents from KCA University agreed that there is continuous improvement reviews through internal quality audits while 27(31.4%) of the respondents from CUEA also agreed with the statement. The results are in tandem with those who by Otieno (2016) whose results revealed that continuous improvement practices like quality improvement programs, leadership and factual approach to decision making had a positive relationship with organizational efficiency. 26(41.9%) of the respondents from KCA University agreed that the university has invested more resources in continuously training employees to enhance internal quality while 35(40.7%) of the respondents from CUEA agreed with the statement. Majority of the respondents from KCA University 23(37.1%) strongly agreed that the university benchmarks its quality against other total quality management practices while 29(33.7%) of the respondents from CUEA agreed with the statement. The results are in line with those of Kaziliunas (2010) study which noted that success factors for quality management systems include continuous improvement of processes, top management, people and systems, reward systems, team, motivational factors and education and training. 31(50%) of the respondents from KCA University agreed that the university divisions take up corrective actions with respect to non-conformity and areas of improvement while 41(47.7%) of the respondents from CUEA also agreed with the statement. 28(45.2%) of the respondents from KCA University strongly agreed that there is a policy for making continuous improvement of products, services and systems for every individual while 38(44.2%) of the respondents from CUEA also strongly agreed with the statement. This is supported by Jimoh, et. al. (2018) study that established that strategies for continuous improvement are necessary to ensuring better organizational performance.

**Statistical Analysis through Cross Tabulation**

In order to compare the relationship between the two universities, the researcher used Cross tabulation to analyze the influence of total quality management practices on their performance, and also to determine the strength of the predictor variable (continuous improvement) on organizational performance. The results are presented below.

### Table 2 Contingency Table for Relationship between the Institution and Continuous Improvement

<table>
<thead>
<tr>
<th>Institution</th>
<th>Neutral</th>
<th>Strongly agree/agree</th>
<th>Strongly disagree/disagree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>KCA</td>
<td>Count</td>
<td>16</td>
<td>32</td>
<td>62</td>
</tr>
<tr>
<td>Expected Count</td>
<td>16.8</td>
<td>32.3</td>
<td>13.0</td>
<td>62.0</td>
</tr>
<tr>
<td>% within Institution</td>
<td>25.8%</td>
<td>51.6%</td>
<td>22.6%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Count</td>
<td>24</td>
<td>45</td>
<td>17</td>
<td>86</td>
</tr>
<tr>
<td>CUEA</td>
<td>Expected Count</td>
<td>23.2</td>
<td>44.7</td>
<td>18.0</td>
</tr>
<tr>
<td>% within Institution</td>
<td>27.9%</td>
<td>52.3%</td>
<td>19.8%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Count</td>
<td>40</td>
<td>77</td>
<td>31</td>
<td>148</td>
</tr>
<tr>
<td>Total</td>
<td>Expected Count</td>
<td>40.0</td>
<td>77.0</td>
<td>31.0</td>
</tr>
<tr>
<td>% within Institution</td>
<td>27.0%</td>
<td>52.0%</td>
<td>20.9%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Source: Research data, 2018

### Table 3 Chi-Square for Relationship between the Institution and Continuous Improvement

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
<th>df</th>
<th>Asymp. Sig. (2-sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>.198</td>
<td>2</td>
<td>.906</td>
</tr>
<tr>
<td>Likelihood Ratio</td>
<td>.198</td>
<td>2</td>
<td>.906</td>
</tr>
<tr>
<td>N of Valid Cases</td>
<td>148</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Research data, 2018

Chi-square test results ($X^2 = 0.198$, $p = .906$) in Table 2 drawn from results in Table 3 to establish the relationship between the institution and continuous improvement of its quality management systems of the two universities indicate that there were no significant differences between the two institutions. Descriptive data on Table 3 further show that up to 51.6% of the respondents from KCA University agreeing or strongly agreeing...
that their university was committed to the continuous improvement of its quality management systems while 52.3% of the respondents from CUEA also agreeing or strongly agreeing that their university was committed to the continuous improvement of its quality management systems. 25.8% of the respondents from KCA University were indifferent on the commitment of continuous improvement of quality management systems as compared to 29.9% of the respondents from CUEA. 22.6% of the respondents from KCA University strongly disagreed or disagreed that their university was committed to continuous improvement of its quality management systems as compared to 19.8% of the respondents from CUEA.

The results are supported by Jimoh, et. al. (2018), whose study established that strategies for continuous improvement are necessary to improve organizational performance.

V. SUMMARY OF THE FINDINGS

Influence of Continuous Improvement on Organizational Performance

Based on the result from chapter four, a Pearson Chi-Square test to establish the role of continuous improvement on the performance of the two private universities showed that there were no significant differences. This is in accordance with the Chi-square results ($X^2 = 0.198$, $p = .906$). Descriptive analysis showed that Majority of the respondents from KCA University 29(46.8%) agreed that there is continuous monitoring and improvement of services and systems to enhance performance while 41(47.7%) of the respondents from CUEA agreed with the statement. 23(37.1%) of the respondents from KCA University agreed that there is continuous improvement reviews through internal quality audits while 27(31.4%) of the respondents from CUEA also agreed with the statement. 26(41.9%) of the respondents from KCA University agreed that the university has invested more resources in continuously training employees to enhance internal quality while 35(40.7%) of the respondents from CUEA agreed with the statement. Majority of the respondents from KCA University 23(37.1%) strongly agreed that the university benchmarks its quality against other total quality management practices while 29(33.7%) of the respondents from CUEA agreed with the statement. 31(50%) of the respondents from KCA University agreed that the university divisions take up corrective actions with respect to non-conformity and areas of improvement while 41(47.7%) of the respondents from CUEA also agreed with the statement. 28(45.2%) of the respondents from KCA University strongly agreed that there is a policy for making continuous improvement of products, services and systems for every individual while 38(44.2%) of the respondents from CUEA also strongly agreed with the statement.

VI. CONCLUSIONS

From the findings, there were no significant differences on the role of continuous improvement on the performance of the two private universities. Majority of the respondents from the two universities agreed that there is continuous monitoring and improvement of services and systems to enhance performance and that there is continuous improvement reviews through internal quality audits. They further agreed that their university has invested more resources in continuously training employees to enhance internal quality and that their university benchmarks its quality against other total quality management practices. Majority of the respondents also agreed that their university divisions take up corrective actions with respect to non-conformity and areas of improvement and that there is a policy for making continuous improvement of products, services and systems for every individual.

Recommendations

It is recommended that the top management should allocate adequate resources to the divisions of the university. This will ensure that they are able to promote quality in all their activities as this will increase the overall organizational performance. It is further recommended that the top management should allow employees at all levels in the university to fully participate in decision making especially on quality issues. This will make them own the quality management system and process thus boosting the organizational performance. Another recommendation is that the top management should encourage all departmental heads to ensure that there is continual improvement of quality management processes. This will ensure that the university remains competitive as its processes will not become obsolete.

Suggestion Areas

This study can serve as a guideline for future research. The focus was on Total Quality Management practices (top management commitment, customer focus, employee empowerment and continuous improvement) in private universities in Nairobi City County and whether they affect the performance of the universities. Measurements and items adapted from other researches should be adjusted to fit into the research’s context. Validity test should be done to assure the validity of the measures. Future researches should expand sample size to better represent the population for better and more accurate results. Since the study only focused on quantitative measures in two private universities, future works are encouraged in several areas in both quantitative and qualitative measures. It is recommended that future research can get a better understanding for the Total Quality Management practices in other industries and sectors in order to go deeper for the study.
VII. REFERENCES


http://indusedu.org


