FACTORS AFFECTING THE IMPLEMENTATION OF QUALITY IMPROVEMENT IN LEARNING INSTITUTION IN KENYA: A CASE STUDY OF CHRISTIAN INDUSTRIAL TRAINING INSTITUTE

BY

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DECLARATION

Declaration by the Student

This research proposal is my original work and has not been presented to any other examination body. No part of this research should be reproduced without my consent or that of Management University of Africa

Name…………………......................……Signature…..........................Date……………

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Declaration by the Supervisor

This research proposal has been submitted with my approval as Management University of Africa supervisor

Name………………………….............……Signature…………...……Date………….

Lecturer Supervising

DEDICATION

This research proposal is dedicated to my husband Kenneth Aching, my son Gilchrist, my daughter Anne Tatianer, and friends Maureen and Benadetta who supported me morally during this period.

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ABSTRACT

The purpose of this study was to determine the factors affecting the implementation of quality improvement in learning institution in Kenya with reference to Kenya Christian Industrial Training Institute. This study was to be guided by the objectives which are: management commitment, financial resources, internal auditing and organizational culture. The significance of the study was to the management of Kenya Christian Industrial Training Institute, Government, and other manufactures and future researchers.

The study adopted descriptive research design. The target population for this study was 109 employees which involved a sample size of 44 respondents. Data to be collected through questionnaire that was to be distributed to the respondents and to be analyzed using both quantitative and qualitative methods and later presented through tables, bar graphs and pie charts.

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LIST OF ABBREVIATIONS

B.O.G	Board of Governors
E.F.A	Education for All
HOD	Head of Department
K.E.M.I	Kenya Education Management Institute
K.E.S.I	Kenya Education Staff Institute
K.S.S.H.A	Kenya Secondary Schools Heads Association
KESSP	Kenya Education Sector Support Programme
P.T.A	Parents Teachers Association
Q.A	Quality Assurance
Q.A.S.O	Quality Assurance and Standards Officer
QC	Quality circles
Q M	Quality management
S.Q.A	Standards and Quality Assurance
T.O.Y.A	Teacher of the Year Award
TQI	Total Quality Index
TQM	Total Quality Management

OPERATIONAL DEFINITION OF TERMS

Management Commitment

Management leadership improves performance through influencing other TQM practices. It is an important factor in TQM implementation. The lack of commitment in the top leadership levels may lead to some problems in the process of implementing TQM.

Financial Resources

The money available to a business for spending in the form of cash, liquid securities and credit Lines. Before going into business, a businessperson needs to secure sufficient finances to operate effectively.

Internal Auditing

Internal auditing helps measure effectiveness of an organization's quality management system. These audits help serve the purpose of endorsing continual improvement.

Organizational Culture

Organizational culture is refers to basic beliefs, assumptions, norms and ways of interacting that contribute to the unique environment of an organization. This environment can be social and psychological Organizational culture includes an organization’s potentials, practices, as well as the values that guide staff behavior, and is expressed in member self-image , inner workings, interactions with the outside world, and future expectations.

CHAPTER ONE

INTRODUCTION OF THE STUDY

1.1 Introduction

In this chapter I will present the background of the study, statement of the problem, the research objectives, and scope of the study, limitations, justification of the study and significance of the study.

1.2 Background of the Study

Education quality is a vague and controversial concept as argued by Pounder (1999). An international tool most frequently drawn upon is that of total quality management (TQM) according to Cruikshank, (2003) is defined as a management approach of a body, centered on quality, based on the membership of all its links. It aims for success through customer satisfaction and benefits to members of the organization and to society (Wiklund et al, 2003).

Today, QMS is highly regarded in organizations whose goal is long term fulfilment of goals and objectives. Organizations try to push for activities such as investing in on the job trainings for top management. This is because leadership is core for quality to be achieved at all levels in an organization. Other employees are also engaged in similar sessions to ensure every other person is on board for achieving the organizations mission and vision. Companies that do not invest in QMS stand risk of inconsistency in goal achieving. Bad governance in any set up results to bad results and performance. Quality improvement in Learning institutions is a double edged sword, resulting to performance and great output. Education being the knowledge sector, any little investment or tapping into QMS promises long term results, for better days ahead.

Every child deserves a good education set up. A report on The Development of Education in Kenya by the Ministry of Education Science and Technology (MOEST, 2004), notes that the process of providing quality education begins with proper planning for financial, human and physical resources and curriculum. Head teachers and principals should ensure efficiency in performance and proper utilization of teachers under them, effective management and implementation of curriculum and prudent use of resources. They should embrace result oriented management to achieve the desired education goals and target. Education stake holders both from governmental and non-governmental bodies should not be left behind. With financial and human resources, they ensure quality is achieved in Kenya's learning institutions.

TQM has the potential to encompass the quality perspectives of both external and internal guarantors in a given organization. Integrated manner enables a comprehensive approach to quality management and ensures quality as well as facilitate change and innovation.

Quality management (QM) presents a strategic option and an integrated management viewpoint especially organizations which allow them reach their objectives effectively and efficiently, and to achieve sustainable competitive advantage (Goldenberg and Cole, 2002).

Research has been done with regard to the implementation of quality management. Pheng and Jasmine (2004) pointed out that with the adoption of TQM there is the benefit of higher customer fulfilment. Other positive outcomes include better quality products and higher market share. Customer satisfaction is an important objective of TQM. It directs organizational efforts towards the goal of TQM.

Education is the future and foundation of success in all sectors.

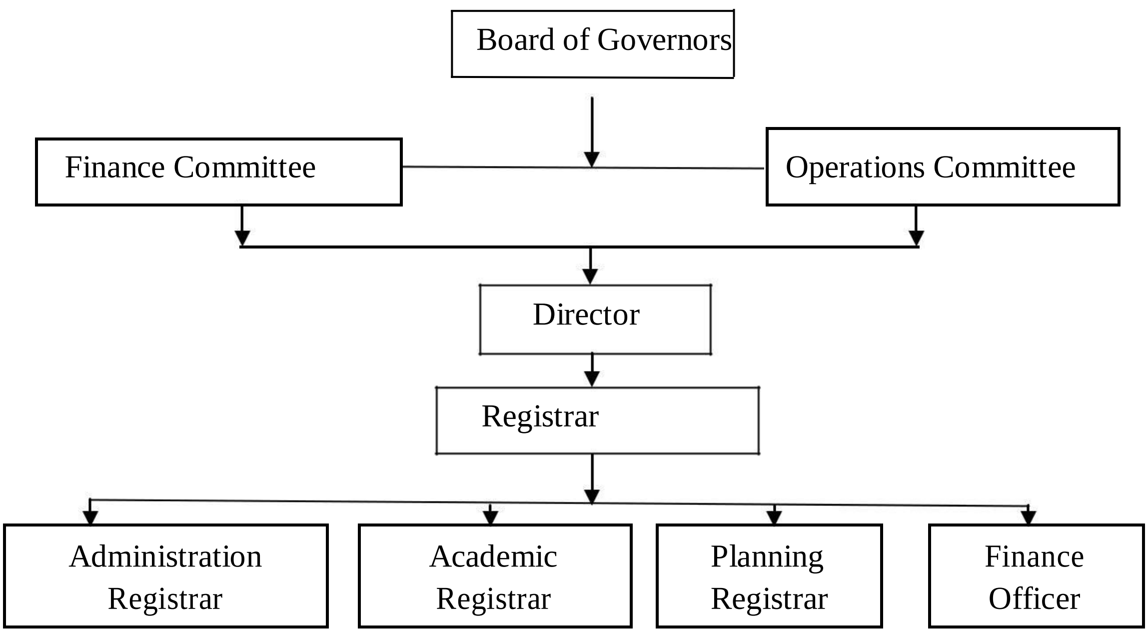
This study takes place at Kenya Christian Industrial Training Institute.

1.2.1 Profile of Kenya Christian Industrial Training Institute

Kenya Christian Industrial Training Institute KCITI is located Eastleigh Section II, 2nd Avenue 5th Street. It is a recognized technical institute by the Ministry of Higher Education Science and Technology. The Institute became fully owned by Kenya Church of Christ offering only various courses. In 2009 the Institute launched

Commercial and technical courses after a feasibility study was conducted that identified inadequate utilization of Institutes training facilities. This culminated to a formal recognition and registration of the Institute the by Ministry of Technical Training Science and Technology. As the demand for an efficient transport in the country grows, the institute is set to harness its rich heritage and experience to re-affirm its position as a center of excellence in transport and logistics management. To this end, a new strategic plan in the past years is being implemented with a mission to provide practical and quality training in transport and logistics responsive to a dynamic market, environment through research and technology. The school will offer automotive professional mandatory and engineering courses accredited by the Kenya National Examination Council. In addition, we are working with professionals in auto mechanic and Road Transport to prepare a comprehensive curriculum for validation with Kenya Commission for Higher Education and Kenya Institute of Curriculum Development (KICD). Our Vision; To become a world class training center committed to professional excellence. Mission; To provide practical and quality training in Transport and logistics responsive to a dynamic market, environment through Research and Technology. Our Values; Innovation, Caring, Integrity, Teamwork, Excellence

Figure 1.1 Organization Structure of Kenya Christian Industrial Training Institute



Source: Kenya Christian Industrial Training Institute (2017)

1.3 Statement of the Problem

The world has become a global competitive village. Advancements are made every day in terms of systems and technologies. Many past researches have been carried our pointing out the importance of making improvements in delivering quality of products and services. As history cites, this concept at some point was not taken seriously by Americans until the Japanese, who adopted it in 1950 to revive their post-war business and industry, used it to dominate world markets by 1980.

Subrata and Anindya (2009) in her study on quality management, it identifies some of the challenges associated with implementation of quality management systems in textile industry in India as: lack of top management commitment, lack of understanding the system, constraints of resources, lack of education and training of employees, excessive documentation and control and understanding of the effort and resources needed in certification. This outlines how important implementation of QMS is. Lack of QMS in an organization affects all levels, having that each level depends on the other, working as a team for overall performance.

QMS is as simple as effective communication between management and employee and high involvement of other levels of management within the organization.

In the education sector, Waithaje, (2006) focused on the degree of practice of TQI in schools in Kenya. The study focused on the determinants of implementation of TQI in technical training institutes.

The researcher’s personal experience is also a great motivation in carrying out a study in this area. TQI being a management practice that is encouraged in all organizations that aims to gain competitive advantage in the industry, secondary school management has not been able to implement this practice fully due to several challenges within the industry.

It is in this view that this study sought to investigate the challenges facing the implementation of total quality improvement practice in public learning institution in Kenya.

1.4 Objectives of the Study

1.4.1 General Objectives

The purpose of the study was to assess factors affecting implementation of quality improvement in learning institution in Kenya.

1.4.2 Specific Objectives

i. To find out if management commitment affects implementation of quality improvement in learning institution in Kenya
ii. To find out if financial resources affects implementation of quality improvement in learning institution in Kenya
iii. To find out if internal auditing affects implementation of quality improvement in learning institution in Kenya
iv. To find out if organizational culture influences implementation of quality improvement in learning institution in Kenya

1.5 Research Questions

i. Does management commitment affect implementation of quality improvement in learning institution in Kenya?
ii. How do the financial resources affect implementation of quality improvement in learning institution in Kenya?
iii. In what ways does the internal auditing influence implementation of quality improvement in learning institution in Kenya?
iv. To what extent does organizational culture affect implementation of quality improvement in learning institution in Kenya?

1.6 Significance of the Study

1.6.1 The Management of Kenya Christian Industrial Training Institute

The research will intend to benefit the management of Kenya Christian Industrial Training Institute and also other managements in other Learning institution. Various lessons have been drawn from those occurrences to make recommendations on how the management can enhance strong culture to bring about effectiveness and efficiency in the organization.

1.6.2 Other Researchers

This study can be used as a source of reference by academicians in the field of business management. In the sense that, they were able to know the various factors affecting implementation of quality improvement in learning institution in Kenya if proper policy framework is followed, thus issues like provision of incentives, employees participation in decision making and use of bottom up method by the organization administrators of help to them.

1.6.3 The Government of Kenya

The world had become one global village with the extent of innovation and technology. There is increasing acknowledgement that identifying the problems facing the education sector in a Kenyan context may be expressive in terms of the types of aid (management commitment, financial resources, internal auditing and organizational culture) Kenya may provide.

1.7 Limitations of the Study

1.7.1 Fear of Victimization

Some of the respondents especially the non-management staff might be reluctant to fill questionnaires. The researcher will overcome this by assuring them that their names were to be kept anonymous and that the information provided was to be treated with utmost confidentiality and committed for academic purpose only.

1.7.2 Confidentiality

Some of the respondents especially the management staff might be reluctant in providing and granting access to the relevant information to the researcher due to the fear that their trade secrets maybe leaked to their competitors. The researcher will overcome the limitation by explaining in depth or amplifying the purpose of the study and how it was beneficial to them. Confidentiality of the information obtained will also be emphasized. The researcher will introduce the letter of introduction from the institution of learning as a proof of this fact.

1.7.3 Non Cooperation

In pursuit of this study, several limitations might be encountered. Some employees might not answer all the questions in the questionnaire. Some employees might fear that the information they give could be accessed by their supervisors and which affected their willingness to fill all the questions honestly. This was solved by creating a convenient time with them so that their part of response is included in the research.

1.8 Scope of the Study

This research study was conducted at Kenya Christian industrial training institute located at Section 2, Off 2nd Avenue Eastleigh, Fifth Street, Nairobi, Kenya. The research target population was 109 employees.

CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

In this chapter, I present the scholarly works by other researchers. Textbooks, journals, researcher reports, newspapers and the Internet include the sources for literature.

Literature review is basically in-depth knowledge on a particular area, focusing on a specific topic. Its objective is to ensure unnecessary or intentional duplication of materials already researched. The past studies, theoretical review, critical analysis and research gaps were discussed.

2.2 Review of Theoretical Literature

2.2.1 Management Commitment

Leadership in any other organization plays a vital role to ensure performance, commitment and strategy in execution of work.

However, the most favorable leadership skills or styles for effective quality management in an organization are unknown. Leadership however remains the key role for quality improvement. Good leaders should bring out innovation, creativity and commitment from employees. For this to be achieved, managerial capability needs to be fully activated.

Secondly, for knowledge acquisition, management has to be involved. Leaders in an organization have to have vision and missions, leading to the success of the organization. Leaders must have the ability to realize formulated vision by managing quality elements to transform the firm into using quality managerial practices (Idris & Ali, 2008). This is only achievable through leaders who can inspire their subordinates or every other employee.

Authors including Salaheldin, 2009 concluded that top management funding or support is essential for quality improvement. This conclusion was drawn from a research conducted in Qatar Steel Company. The research focused on problems deterring implementation of quality program. Lack of support from top management was the biggest disablement to TQM implementation. However, when the management reformed and became committed, positive results were achieved. Cooperation and increased productivity were witnessed; all this after change of management style.

We can therefore see how important management leadership is in TQM implementation. It improves performance through influencing other TQM practices. The lack of commitment in the top management levels may lead to problems affecting positive output and performance.

Organization culture is the unique way of life in a given organization or setup. For successful execution of a product or service, good leadership has to be a key factor. Successful employment of TQM requires effective changes in an organization's culture and it is therefore impossible without management leadership. In a TQM process, effective leadership should develop a clear mission statement and then build up suitable strategies in order to support the mission. Leadership must ensure that the principles of quality management are implemented continually (Yusuf et al., 2007). The four distinctive ways that top management can support TQM implementation include allocating budgets and resources, control through visibility and planning for change (Motwani, 2001). The top management should also conduct monitoring and evaluation to ensure commitment to the organizations mission strategies.

Accordingly, Pannirselvam and Ferguson (2001) studied the strength of the relationships among the various quality management constructs as well as between quality management and organizational performance. It was therefore concluded that leadership whether direct or indirect, affects all units in a given system.

Employee satisfaction plays a key role for organization survival. It also promotes TQM. Leaders in an organization should work hard to bring about creativity and innovation. Another related study by Tipparat Laohavichien (2009) tested the influence of both transactional and transformational leadership on a firm's quality improvement. A study was conducted on quality managers in the United States. It was discovered that as much as transformational leadership affects infrastructure and core quality management, transactional leadership does not affect either. We can therefore conclude that up to date, Laohavichien et al. 's study is of a big significance. Leaders influence employees and this enhances quality performance or processes and products. Transformational leadership provides visionary leadership for successful quality management.

On the contrary, transactional leadership does not decrease the quality, according to this study and findings. With regards to the impacts of leadership style and quality management practices on company performances, Idris and Ali (2008) carried out a study based on the empirical evidence from business firms in Malaysia. They established that the ability to adapt to change is critical to survive in the new global economic order. This ability, in the form of transformational leadership, combined with the best practice capability, could lead to organizational success. The study found that transformational leadership, mediated by best practice management, can enhance financial performance. In other words, an effective management approach can bring about much-needed organizational change. The transformational leaders establish the vision and through effective communication, they motivate followers to achieve that vision.

The leading and managing domain is considered with communicating a clear vision for a school and establishing effective management structures. Leaders set directions guide the school community alignment of its purpose and practice. Effective leader ship within the school is collegial student centered and teachers focus promoting a collective responsibility for improvement.

Harris and Linda Lambert, (2003) described the concept of leadership by explaining the leadership is an enacted variable depend up on interactions between leader follower and Context. South worth (2004) also noted the relationship of leadership and context when he states that; Leadership is contingent upon environmental and contextual factors.

One characteristics that marks out successful leaders of school to is their ability to understand the contexts in which the operate. Leadership is a shared functions and only expresses itself with and through others, but it cannot delegate. The expansions of leadership are empowering others to lead and improve schools. In empowerment as Arcaro 1997, Pg.14 states: “People are encouraged to be open, creative, and innovative in finding new ways to work within the system enable everyone to achieve the system wide vision” leadership a critical and essential variable in the process of generating capacity for school improvement. It builds capacity for individuals to flourish and for schools to continually improve and change.

2.2.2 Financial Resources

For companies not involved in quality strategy plans, little attention is paid to TQM in terms of human and financial resources. You find that attention is drawn to increasing profit margins of the organization with little regard to expected quality. There is insignificant budgetary allocation made towards for total quality management implementation. Such funds are supposed to cover employee training and development which is critical in achieving TQM.

The debate about the effectiveness of TQM in education has largely revolved around issues of leadership, institutional mission, teamwork, student satisfaction and empowerment. While these are clearly key issues, without linking them to appropriate budgetary strategies they leave out a vital element in total quality. Without an appropriate and empowering budgetary process many of the TQM objectives are difficult to realize as they lack a relevant driving mechanism. In particular, the success of teamwork and empowerment so central to TQM is inextricably linked to the budgetary process. Unless the institution's own resource allocation mechanisms parallel the devolution of responsibilities to teams explicit in TQM programs, in reality that devolution was little more than a cosmetic exercise, and empowerment was to no more than a slogan, as observed by Sally's (2002). Real delegation of authority, which is the essence of empowerment, requires a real and effective control over resources.

In a research carried out by Florence Osiri Mobegi in Gucha district, they observed that all schools had inadequate physical, learning and teaching materials. The ratio of textbook-pupil was 1:20. It was also reported that over 81.1% Mixed and Girls schools had no essential facilities, such as transport, tapped water and electricity. There is an underlying naivety in much TQM literature, whether educational or commercial, about financial and budgetary issues. The underlying message appears to be that provided one gets the TQM strategy right then educational success will follow. Unfortunately, that is not always the case. Like it or not, educational success is very often resource driven. There are exceptions in the literature to this neglect of the role of budgeting. Tom Peters in Liberation Management, as quoted by Salli's (2002) does significantly include handling budgets in his check list for self-managed teams and he argues that in a world turned upside down 'financial management and control must be decentralized and that the authority for spending must be delegated down the line. Following Peters, it is important to recognize that resource management is about power in the organization. If we are about liberating staff in our institutions and providing them with professional responsibility, then we have to decentralize budgets and the control over them. As a result, the internal financial management of our institutions becomes a key element in any TQM Programme and an important adjunct to any work carried out on building self-motivated teams.

As noted earlier, resources in an institution goes beyond finances and physical resources to encompass the human resource. Traditional HRM practices conflict with TQM and should be changed if TQM principles are to be implemented. Although organizations have initially focused on a production-oriented perspective of quality the recent literatures have underlined the importance of HRM for success (Vouzas, 2006). Therefore, the human resource function must take the lead in activities such as job design and teams that promote cooperation empower employees to provide information, participation and autonomy, select employees that can adapt to the organizational culture, foster programs of training and development with quality goals and define appraisal and compensation policies which support quality targets. A fruitful cooperation between HRM and TQM can produce better organizational results. The alignment of HR and quality policies, such as creating and communicating the TQM vision, preparing the organization and employees for TQM implementation and generating quality awareness among the employees across all levels, functions, and departments, should contribute to an increase company performance (Pal & Padhi, 2005).

Another related study by Laohavichien et al. (2009) tested the influence of both transactional and transformational leadership on a firm ‘s quality improvement. Through a study of quality managers in the United States, the study found that although transformational leadership affects infrastructure and core quality management, transactional leadership does not affect either. To date, no studies have used leadership theories to determine the impact on quality management practices; hence, Laohavichien et al. study is significant. Leaders influence employees and this enhances quality performance or processes and products.

The study also found that transformational leadership provides visionary leadership for successful quality management.

However, transactional leadership does not decrease the quality, according to this study, which is contrary to previous findings. With regards to the impacts of leadership style and quality management practices on company performances, Idris and Ali (2008) carried out a study based on the empirical evidence from business firms in Malaysia. They concluded that the ability to adapt to change is critical to survive in the new global economic order. This ability, in the form of transformational leadership, combined with the best practice capability, could lead to organizational success. The study found that transformational leadership, mediated by best practice management, can enhance financial performance. Transformational leaders therefore establish a vision through communication.

For a training to be effective and efficient, planning must top notch. Strategies must be systematic, achievable and objective. Training has to be oriented to the process methodology (Schonberger, 1994). Employee training is fundamental for many TQM for adoption of new quality concepts, the setup and practices of customer satisfaction systems, the use of statistical quality control, or the change of culture or quality control circle (Bowen & Lawler, 1992; Yang, 2006), employee on the on training has to be conducted. Also in mind is that employees require three basic areas of training (Clinton et al., 1994): principles of TQM, the use of TQM tools and problem solving techniques.

2.2.3 Internal Auditing

The main purpose of an internal quality audit is to: determine whether the QMS is effective in maintaining control to meet the resultant products and services of the specified requirements and achieving the prescribed quality objectives, establish through unbiased means, factual information on quality goods. (Hoyle 1996) Further, audit is a planned, independent and documented assessment to determine whether agreed-upon requirements are met. Dougherty, chair and president of IAF stated that the critical element improving credulity, integrity and value to accreditation to ISO 9001 is the methodology of evaluation/measurement of overall effectiveness of certification process. He considered the IQA as the appropriate tool for maintaining ISO 9000 to the highest possible level and to receiving the maximum benefit from the Standard through the achievement of stated business objectives. The results of these research findings show that IQA is an effective tool to measure the effectiveness of the QMS. According to the ISO 9000:2005 an audit is: a systematic, independent, and documented process for obtaining audit evidence and evaluating it objectively to determine the extent to which audit criteria are fulfilled. This means that internal audits are planned, organized, and formally assessed. Quality Management System audit is one of the quality tools to assist organization to improve on the quality of goods. They are commonly used in the effort to diagnose, maintain and improve quality management system. It is made compulsory for the organization to maintain their quality management system based on ISO 9001 standard to undergo series of audit. They are conducted in an impartial and objective manner following a documented procedure. Audits are used to gather facts and determine the degree to which requirements are being met. Quality audits are prominent and proven management tools for assessing compliance and effectiveness of quality systems. They are commonly used in the effort to improve overall business performance.

However, similar to any other physical or conceptual system, they may fail to achieve objectives set forth, raising concerns among auditors and clients alike. A quality audit is conceptualized using the systems approach. Subsequently, a quality assurance framework based on the application of the 2000 versions of the ISO 9001 standard in auditing is presented. Audit system effectiveness is modelled using the concepts of audit reliability, availability and suitability. It is worthwhile to note that audit managers must ensure appropriate levels of quality and effectiveness of quality audit systems.

The ISO 9001:2008 identified Internal audit as a ‘‘non-negotiable’’ requirement. Clause 8.2.2 of ISO 9001:2008 QMS Standard deals with internal audit requirements. As per requirements of ISO 9001:2008 QMS Standard, an organization needs to conduct internal audit at planned intervals. An audit process should include the following aspects: planning of internal audit, examining and reviewing the quality management system documentation of the organization, examining and reviewing other relevant information of the organization, examining and reviewing the quality management system procedures and processes by visiting the audit area spot, interviewing relevant personnel and looking to relevant processes, reporting the internal audit results , and verifying corrective actions taken. An organization should have a documented procedure for conducting internal audit that define and narrate the following aspects: Audit criteria, Scope of the audit, Frequency of audit, Audit methods, Responsibilities and requirements for planning and conducting internal audit, Relevant audit records (including results of audit) to be established and maintained, reporting results of the audit. Effective audit mean the audit will produce the intended result.

Walter Willborn (2000) suggested that the audit effectiveness can be measured in order to improve the audit effectiveness. Systematic approach to auditing is one of the elements for successful QMS audit. Karapetrovic and Willborn developed the generic and self-audit program framework that is useful for performance improvement related audit. The systematic audit program includes initiating the audit, preparing for on-site audit, conducting on site audit, report preparation and follow-up activities. The follow-up activities in this context are the improvements activities result from the audit finding. Effectiveness of audit the second elements of successful QMS audit, where the audit shall cover more than the main process which shall include all supporting process in order to evaluate the organization performance.

Yun Zeng (2007) pointed out that with regard to the effective audit of the QMS based on ISO 9001 standard; the main problems were explored, including: lack of commitment from some certifying bodies; excessive competition between certifying bodies; and offering of a total packaged service from consultancy to certification by certifying bodies. Effective training facilitates speedy development and implementation of management systems, resulting in improved operational performance. Many organizations do not have adequate training resources or expertise in the specific standards to gain these benefits. All organizations pursuing quality or other ISO based management systems will need training in: The requirements of the specific management standard, effective ways to implement the specific standard, management system documentation, Internal Auditing and the use of various tools available to facilitate effective maintenance of management system.

John S. Oakland (2000) highlighted this section, which involves the following: measurement, customer satisfaction is a primary measure of system output and internal audits should be used for evaluating system compliance. The results of the internal audits should be recorded and communicated to the area audited to take the corrective actions on the

records of non-conformed product. The organization needs to control, calibrate, maintain, handle and store the applicable measuring, inspection and test equipment to specified requirements and in specified intervals, analysis of data, the organization should analyze collected data from internal audits, corrective and preventive actions, non-confirming product service, customer complaints and customer satisfaction result.

To provide information on the effectiveness of QMS, customer satisfaction and process operation trends. Suitable statistical process techniques should be selected to analyze the data gathered, improvement, the organization needs to establish a process for eliminating the causes of potential non-conforming product to prevent their occurrence. QMS records and results from the analysis of data should be used as inputs for improvement process.

William Stimson (2001) summarized that the quality management system is supported by a documentation system that attests to its quality policies and objectives, includes a quality manual with a system of procedures and instructions, maintains required quality records and provides information necessary to operating effectively and efficiently all processes in the quality system. This documentation system includes bootstrap and feedback structures to ensure that the information is current and available to users and interested parties everywhere in the system.

According to Singhal (2009), conducting internal audit is a vital tool to assess organization’s quality management system. The organization gets information in a planned way by conducting internal audit from a variety of sources. The purpose of conducting internal audit is to find out the answers to following questions: Is quality management system of the organization conformed to the planning of product, realization carried out in the organization? is the quality management system of the organization conformed to the requirements of ISO 9001:2008 QMS Standard? Is the quality management system of the organization conformed to the quality management system requirements established by the organization? is the quality management system of the organization effectively implemented and maintained.

2.2.4 Organizational Culture

Organizational culture is a wider and deeper concept, something that an organization 'is' rather than what it has. It comprises the attitudes, experiences, beliefs and values of an organization. It has been defined as " the specific collection of values and norms that are shared by people and groups in an organization and that control the way they interact with each other and with stakeholders outside the organization. Organizational values are beliefs and ideas about what kinds of goals members of an organization should pursue and ideas about the appropriate kinds or standards of behaviour organizational members should use to achieve these goals. From organizational values develop organizational norms, guidelines or expectations that prescribe appropriate kinds of behaviour by employees in particular situations and control the behaviour of organizational members towards one another" (Black,2003) Senior management may try to determine a corporate culture. They may wish to impose corporate values and standards of behaviour that specifically reflect the objectives of the organization. In addition, there will also be an extant internal culture within the workforce. Work-groups within the organization have their own behavioural quirks and interactions which, to an extent, affect the whole system.

There are numerous research papers where organizational cultures seen to be one of the major causes of failure in a TQM program as cited by Kekäle, (1998). Very seldom are the causal mechanisms behind the problems addressed or culturally correct TQM methods suggested, however. It is thus of importance to take a closer look to organizational cultures and their effects to TQM. The researcher is relying on Schein's (1986) view to organizational cultures, where culture of an organization is seen to consist of three levels: 1) artifacts and creations, that are visible but not often decipherable, 2) values, and 3) basic assumptions, that operate unconsciously. Artifacts are "the constructed physical and social level of the culture's environment", e.g. language, technological output, artistic production, physical space or the behaviour of the group. Values are the organization's "sense of what ought to be, as distinct from what is" and reflect what is seen to be "good" or "correct",

(Putnam 1983) in different situations of choice, even if artifacts and values are the levels typically approached by the researcher, Schein (1986) states that "the term 'culture' should be reserved for the deeper level of basic assumptions and beliefs that are shared by members of an organization, that operate subconsciously, and that define in a 'taken-for-the granted' fashion an organization's view of itself and its environment. This approach to the organizational culture allows us to try to understand "why organizations do some of the things they do and why leaders have some of the difficulties they have" (Schein 1986) instead of just describing the differences in artifacts and values as some other research directions do. Typical assumptions may include the ultimate basis for human relationships (hierarchy, tradition, group welfare or individual welfare) but also the basic assumptions for structuring organizational relationships. The theoretical background to the model used in evaluating the cases presented here is the notion that all TQM approaches are, similarly, artifacts that are based on some sets of assumptions.

That means that the workers may not resist change: they may resist the specific type of change that seems to bring in the wrong type of underlying cultural values and assumptions (Kekäle 1998).

According to Sally's (2002), TQM requires a change of culture which is notoriously difficult to bring about and takes time to implement. It requires a change of attitudes and working methods. Staff needs to understand and live the message if TQM is to make an impact. However, culture change is not only about changing behaviour. It also requires a change in institutional management.

Strong culture is said to exist where staff respond to stimulus because of their alignment to organizational values. Conversely, there is weak culture where there is little alignment with organizational values and control must be exercised through extensive procedures and bureaucracy. Where culture is strong, people do things because they believe it is the right thing to do, there is a risk of another phenomenon, Groupthink. (Journal of Social and Development Sciences Vol. 4, No. 3, pp. 141-146, 2013)

According to Schein, culture is the most difficult organizational attribute to change, outlasting organizational products, services, founders and leadership and all other physical attributes of the organization. At the first and most cursory level of Schein's model is organizational attributes that can be seen, felt and heard by the uninitiated observer. The next level deals with the professed culture of an organization's members. At this level, company slogans, mission statements and other operational creeds are often expressed, and local and personal values are widely expressed within the organization. At the third and deepest level, the organization's tacit assumptions are found. These are the elements of culture that are unseen and not cognitively identified in everyday interactions between organizational members. Additionally, these are the elements of culture which are often taboo to discuss inside the organization. Many of these 'unspoken rules' exist without the conscious knowledge of the membership. Those with sufficient experience to understand this deepest level of organizational culture usually become acclimatized to its attributes over time, thus reinforcing the invisibility of their existence.

2.3 Review of Critical Literature

School leadership plays a great role in implementing school improvement programs. To implement school improvement programs effectively and sustainably school leadership capacity has to be enhanced. Hopkins et al, (2001) in Harries et al. (2003, Pg. 122) point out school capacity is the collective competency of the school to bring about effective change in four components; namely, knowledge, skills and dispositions of individual staff; a professional learning community in which staff work collaboratively; program coherence, and technical resource. School principals empower others to lead and they serve as catalysts for changes (Harris & Linda Lambert, 2003:). This is very true but from a general point of view the author fails to bring out how cost directly impact on the implementation of quality improvement in learning institution in Kenya and more specifically at Kenya Christian Industrial Training Institute. The research seeks to fill in the gaps.

Effective training pursuits must be planned systematically and objectively. Basically, training has to be oriented to the process methodology (Schonberger, 1994). Employee training is fundamental for many TQM programs such as the adoption of new quality concepts, the setup and practices of customer satisfaction systems, the use of statistical quality control, or the change of culture or quality control circle (Bowen & Lawler, 1992; Yang, 2006). Moreover, employees require three basic areas of training (Clinton et al., 1994): principles of TQM, the use of TQM tools and problem solving techniques. This is very true but from a general point of view the author fails to bring out how cost directly impact on the implementation of quality improvement in learning institution in Kenya and more specifically at Christian industrial training institute. The research seeks to fill in the gaps.

Audit effectiveness can be measured in order to improve the audit effectiveness. (Willborn, 2000) Systematic approach to auditing is one of the elements for successful QMS audit. Karapetrovic and Willborn developed the generic and self-audit program basis that is useful for recital improvement related audit. The systematic audit program includes initiating the audit, preparing for on-site audit, conducting on site audit and report groundwork. The follow-up activities in this context are the improvements activities result from the audit finding. Effectiveness of audit the second elements of successful QMS audit, where the audit shall cover more than the main process which shall include all subsidiary process in order to evaluate the body’s performance. This is very true but from a general point of view the author fails to bring out how cost straight impact on the implementation of quality improvement in learning institution specifically in Christian ones.

Organizational culture is a broader and deeper concept, something that an organization 'is' rather than what it has. It comprises the insolences, experiences, opinions and values of any given organization. It has been defined as " the specific collection of standards and norms that are shared by people and groups in an organization and that control the way they interact with each other and with stakeholders outside the organization. Organizational values are beliefs and ideas about what kinds of goals members of an organization should pursue and ideas about the appropriate kinds or standards of behavior organizational members should use to achieve these goals. From organizational values develop organizational norms, guidelines or expectations that prescribe appropriate kinds of behaviour by employees in particular situations and control the behaviour of organizational members towards one another" (Black,2003) This is very true but from a general point of view the author fails to bring out how cost directly impact on the implementation of quality improvement in learning institution in Kenya and more specifically at Kenya Christian Industrial Training Institute. The research seeks to fill in the gaps.

2.4 Summary

Management leadership is an important factor in TQM execution. It improves routine through influencing other TQM practices. The lack of commitment in the top management levels may lead to some problems in the process of implementing TQM. Topmost management is completely involved in implementing and stimulating the TQM approach. Leadership is also accountable for the product and service offered. Successful implementation of TQM requires effective changes in an organization's culture and it is somehow impossible without supervision leadership.

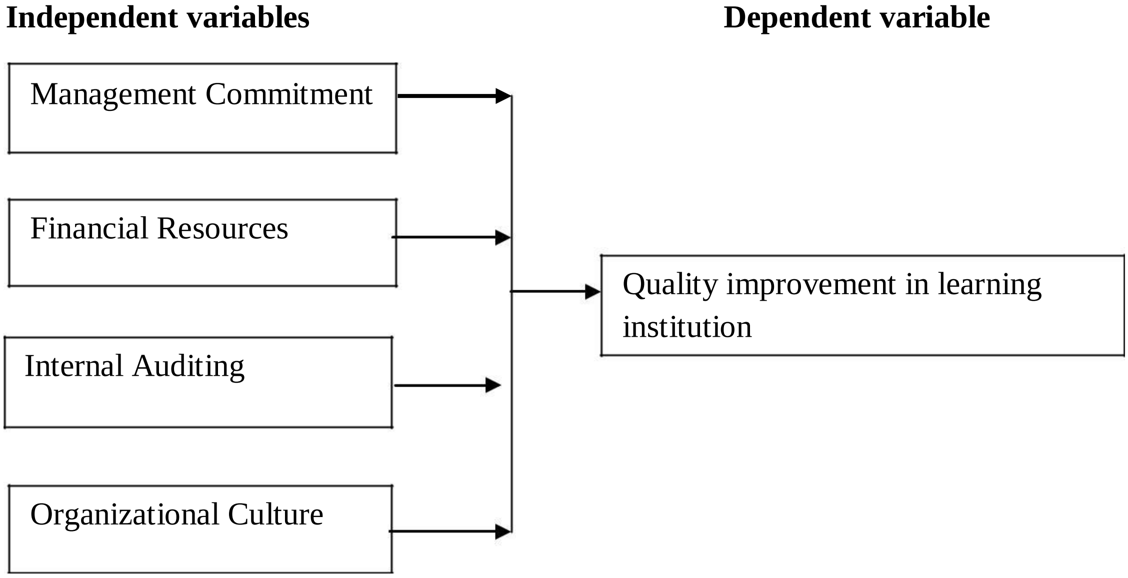
Since most companies do not involve quality in their strategic plan, little attention is paid to TQM in terms of human and economic resources. Much of the attention is drawn to growing profit limits of the organization with little respect as to whether their offers and supply to clients are of likely quality. There is budget allocation made towards employee training and development which is critical for total quality management implementation.

Any other organization should have a standard operative procedure for conducting internal audit that define and narrate the following aspects of an audit: Criteria, Scope, Frequency, Responsibilities and requirements for planning and conducting internal audit, Applicable audit records to be established and preserved, reporting results of the audit. Operative and effective audit mean the audit will produce the intended result.

Strong culture is said to exist where staff respond to stimulus because of their alignment to organizational values. Conversely, there is weak culture where there is little alignment with organizational values and control must be exercised through extensive procedures and bureaucracy. Where culture is strong, people do things because they believe it is the right thing to do, there is a risk of another phenomenon, Groupthink.

2.5 Conceptual Framework

Figure 2.5.1 Conceptual Framework



2.5.1 Management Commitment

Management leadership is an important factor in TQM execution. It improves routine through other TQM practices. The lack of obligation in the topmost levels of management leads to dominant problems in the process of implementation.

2.5.2 Financial Resources

An entrepreneur should secure sufficient finances before anything to ensure the business kicks off well. The money available to a business for spending can be in the form of cash, liquid securities and credit lines.

2.5.3 Internal Auditing

Internal auditing is a tool for measuring the effectiveness of an organization's quality management system. These audits are useful tools and can help serve the purpose of promoting continual improvement. After the completion of an internal audit, corporate management examines the results and makes critical business decisions based on them.

2.5.4 Organizational Culture

Organizational culture encompasses existing beliefs, norms, values and ways of interacting that donate to the unique environment of an organization. This environment is social and psychological. It includes expectations and experiences as and values that guide individual behaviour, and is articulated in member self-image, inner workings, interactions with the world and future expectations. Culture on the other hand is based on shared attitudes, beliefs, customs, and written and unwritten rules that have been developed over time and are considered binding.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLY

3.1 Introduction

This chapter dealt with research methodology and procedures that were used in carrying out the study. It described the methods that the researcher applied in carrying out the study. It details the research design, target population sampling techniques instruments for data collection and analysis.

3.2 Research Design

Zikmund (2003) defined a research design as master plan or blueprint that specifies methods and procedures for collecting and analyzing information. This study adapted descriptive research method. This is because this research design describes the phenomenon as it is based on different characteristics. It describes the state of affairs, predictions, recitation of facts and characteristics regarding individuals, group or circumstances. Descriptive design aimed at obtaining complete and accurate information.

3.3 Target population

A population is defined as a group having common characteristics that conform to a given specification. A population can be made of individuals, events or objects. The population is the full or complete set from which a sample is taken from. In this research, the researcher used a target population of 109 employees. This included top management, middle management and support staffs of the organization. The target population enabled the researcher to obtain accurate valuable information from all levels on effects of management by objective.

Table 3.1 Target Population

Category	**Target population**	**Percentage**
Topmost management	3	3
Middle management	5	5
Support staff	101	2
Total	**109**	**100**

3.4 Sample Design

Gay, 2008 defined a sample as a fixed part of a population whose properties are studied to increase material or information about the whole, and this population is statistical. Stratified random sampling was used because the group was heterogeneous and the researcher wanted each member of the target population all have a chance of take part in the training. Sample size was picked by use of stratified random method with the strata divided with the population in each stratum.

Table 3.2 Sample Size

Category	Target Population	Sample Size	Percentage
Top management	3	1	3
Middle management	5	3	5
Support staff	101	40	92
Total	**109**	**44**	**100**

3.5 Data Collection Instruments

3.5.1 Questionnaires

A questionnaire is a method for elicitation, recording, and collecting of information. (Kothari, 2004) The self-administered questionnaire method for all correspondents as it is cheap and allowed the respondents to complete the questionnaire fast. A questionnaire is a printed form containing a set of questions for gathering information administered by the researcher or his or her assistants, or self-administered under supervision or unsupervised. The questionnaires were answered by each of the individual respondents independently.

3.5.2 Validity and Reliability of Research Instruments

Validity and reliability of the data collected is vital to ensure good quality research. Reliability has to do with the quality of amount or measurement. Reliability is the consistency of your measures. Validity concerns whether the concept really measures the aimed concept. Pre-testing of the instrument enabled the researcher to access clarity of the instrument and its ease of use. Pre-testing allows the errors to be revealed and act as a tool for training the research team before the actual collection of the data commences. (Mugenda and Mugenda, 2003)

3.6 Data Analysis Methods

This involved qualitative and quantitative analysis for data analysis. The data was coded to ensure and facilitate correct tabulation. The data was then analyzed by calculating various percentages where possible. Data collected was calculated by use of statistical inference such as mean and mode where applicable. Presentation of data was in form of pie-charts and bar-graphs where it provided successful interpretation of the findings. Descriptive data was provided in form of explanatory notes.

CHAPTER FOUR
DATA ANALYSIS AND PRESENTATION OF FINDINGS

4.1 Introduction

In this chapter data analysis and findings of the study in line with the research objective are presented. The research objective was to find out factors affecting Implementation of Quality Improvement in Learning Institution, with specific reference to Kenya Christian Industrial Training Institute (KCITI). The data was analyzed using descriptive statistics and results presented in table and figure forms for interpretation.

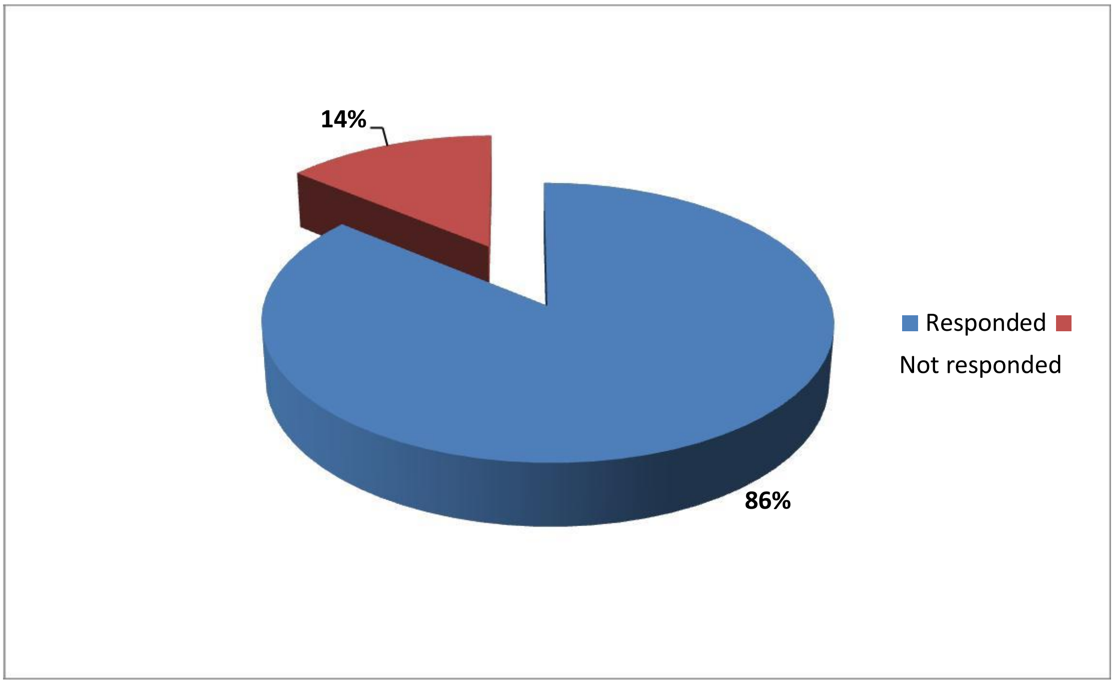
4.2 Presentation of Findings

4.2.1 Response Rate

Table 4.1 Response Analysis

Category	Frequency	Percentage
Responded	38	86
Not responded	6	14
Total	**44**	**100**

Figure 4.1 Response Analysis



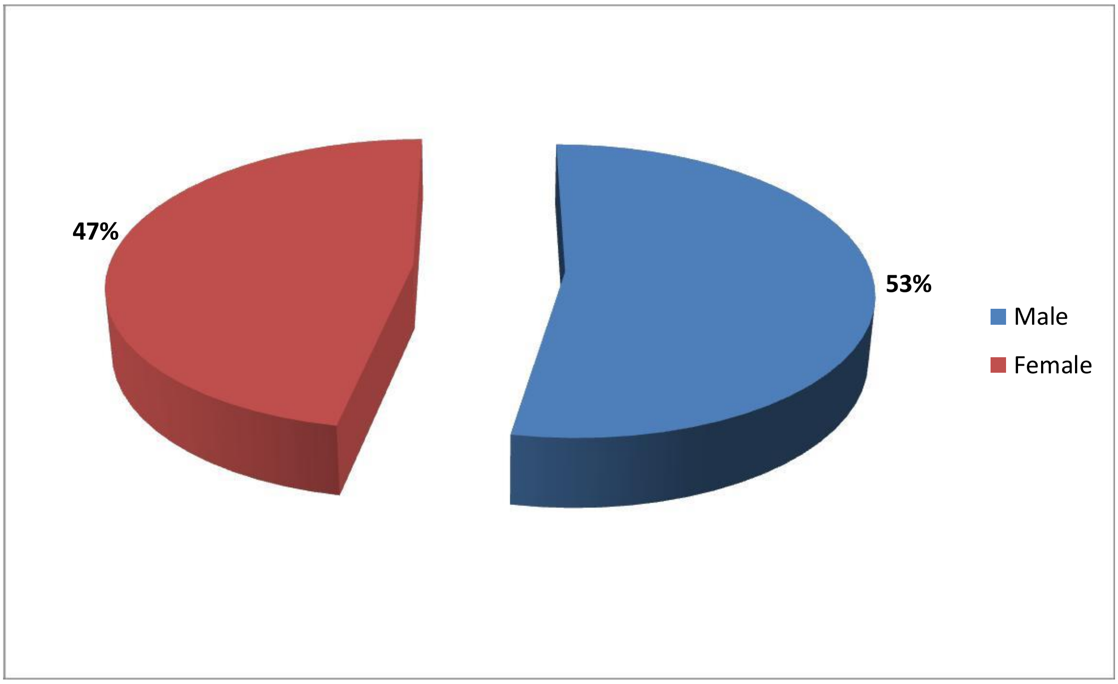
Results on Table 4.1 and Figure 4.1 indicates that the response rate for the actual representation of the population. Out of 44 questionnaires distributed 38 were returned, that is 86% of the total population and only 6 which is 14% was not returned. The response rate was sufficient enough for the researcher to proceed on.

4.2.2 Gender Analysis

Table 4.2 Gender Analysis

Category	Frequency	Percentage
Male	20	53
Female	18	47
Total	**38**	**100**

Figure 4.2 Gender Analysis



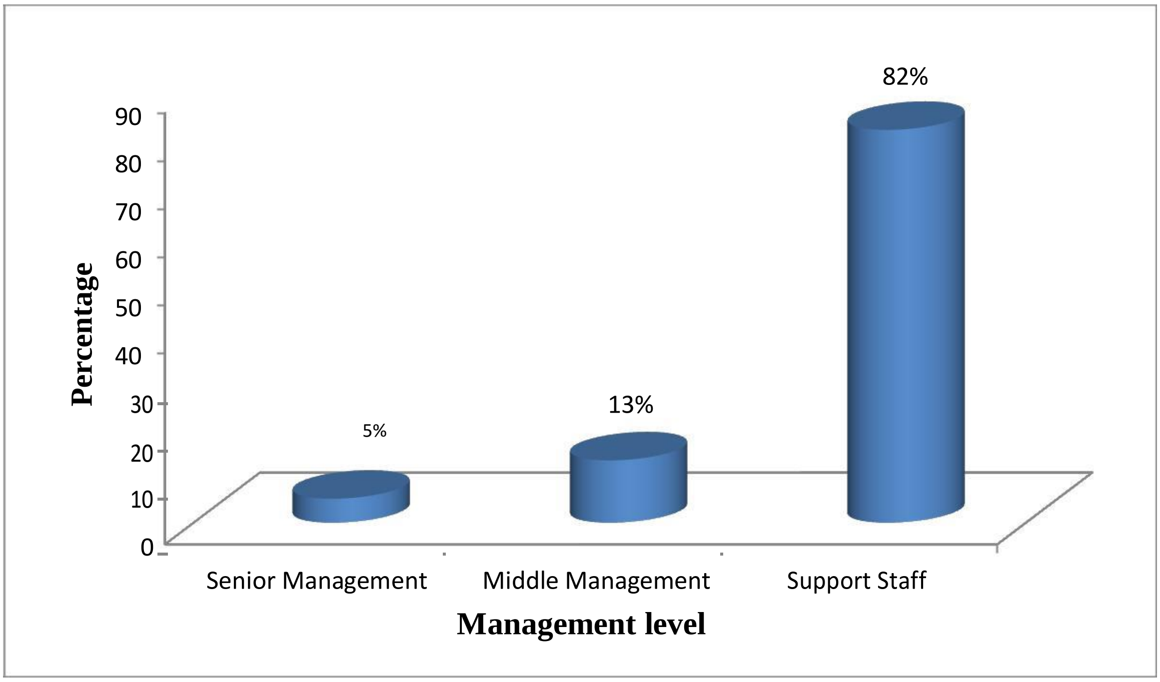
The findings on table 4.2 and figure 4.2 indicates that majority of the respondents belonged to Male gender.

4.2.3 Management level

Table 4.3 Analysis of Management level

Management level	Frequency	Percentage
Senior Management	2	5
Middle Management	5	13
Support Staff	31	82
Total	**38**	**100**

Figure 4.3 Analysis of Management level



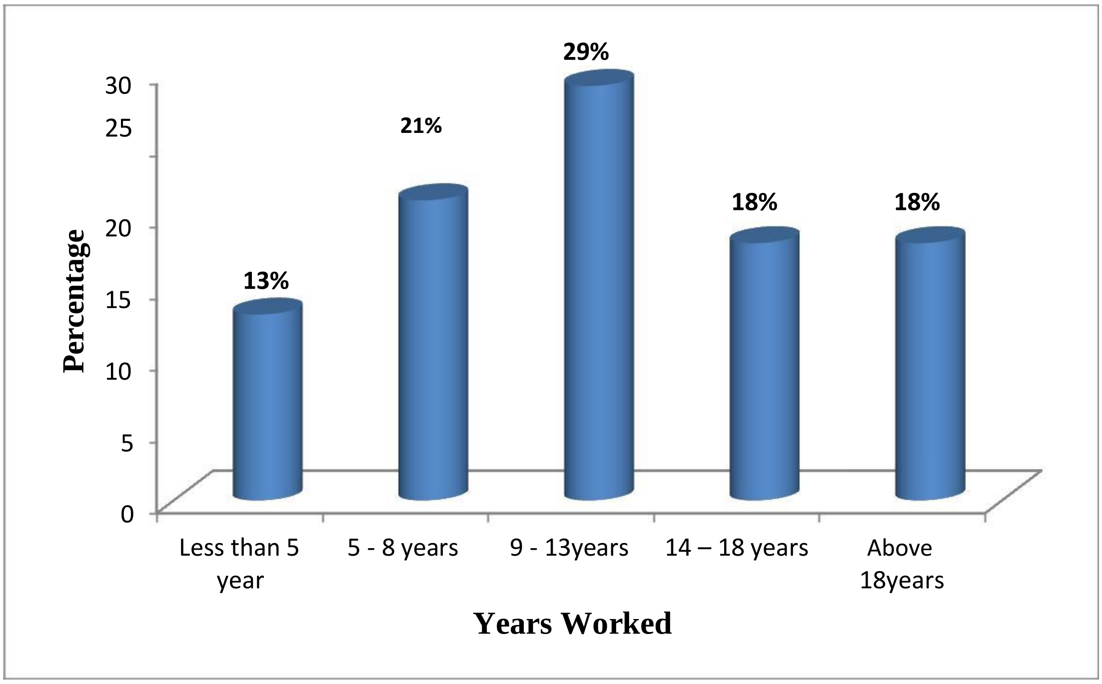
The analysis on Table 4.3 and figure 4.3 indicate that 82% of the respondents were support staff while 13% of respondents were in the middle management and 5% of the respondents were from the senior management level. This indicated therefore that most of the respondents were support staff.

4.2.4 Years Worked in the Organization

Table 4.4 Analysis of Years Worked in the Organization

Years worked	Frequency	Percentage
Less than 5 year	5	13
5 - 8 years	8	21
9 - 13years	11	29
14 – 18 years	7	18
Above 18 years	7	18
Total	**38**	**100**

Figure 4.4 Analysis of Years Worked in the Organization



Source: Author (2017)

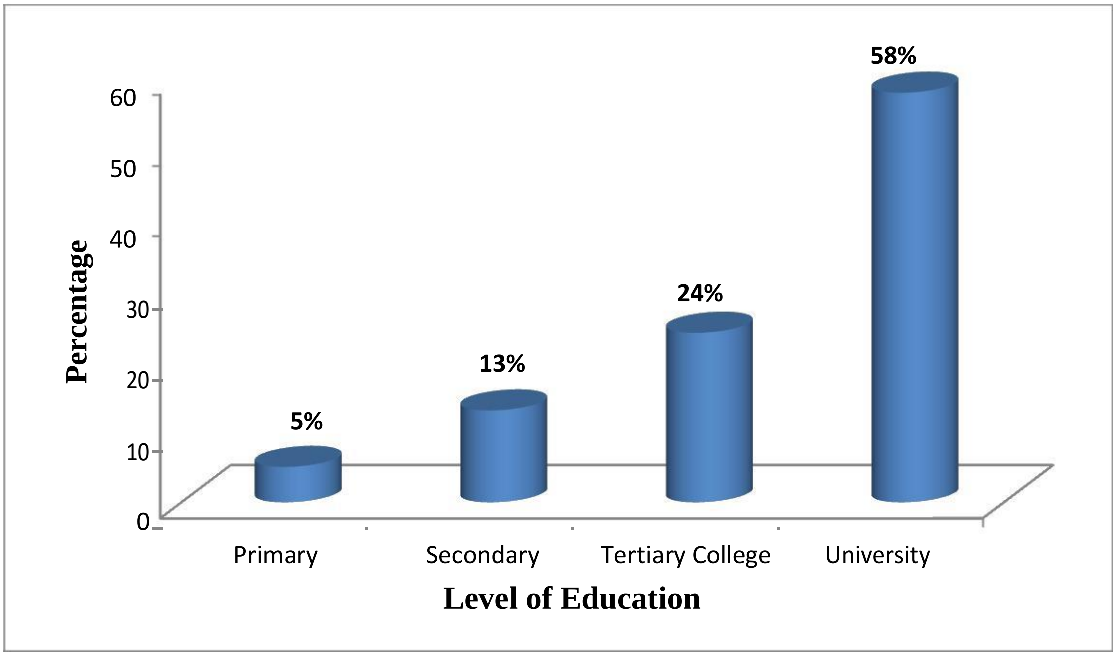
The findings on Table 4.4 and Figure 4.4 above reveals the analysis of years worked in the organization. From the findings 13% had less than 5 year of experience, 21% had between 5-8 years of experience, 29% had between 9-13 years of experience while 18% and 18% had between 14-18 years and above 18 years of experience respectively. This indicated that majority of the employees of organization had between 9-13 years of experienced.

4.2.5 Highest Level of Education

Table 4.5 Analysis of Highest Level of Education

Level of Education	Frequency	Percentage
Primary	2	5
Secondary	5	13
Tertiary College	9	24
University	22	58
Total	**38**	**100**

Figure 4.5 Analysis of Highest Level of Education



Source: Author (2017)

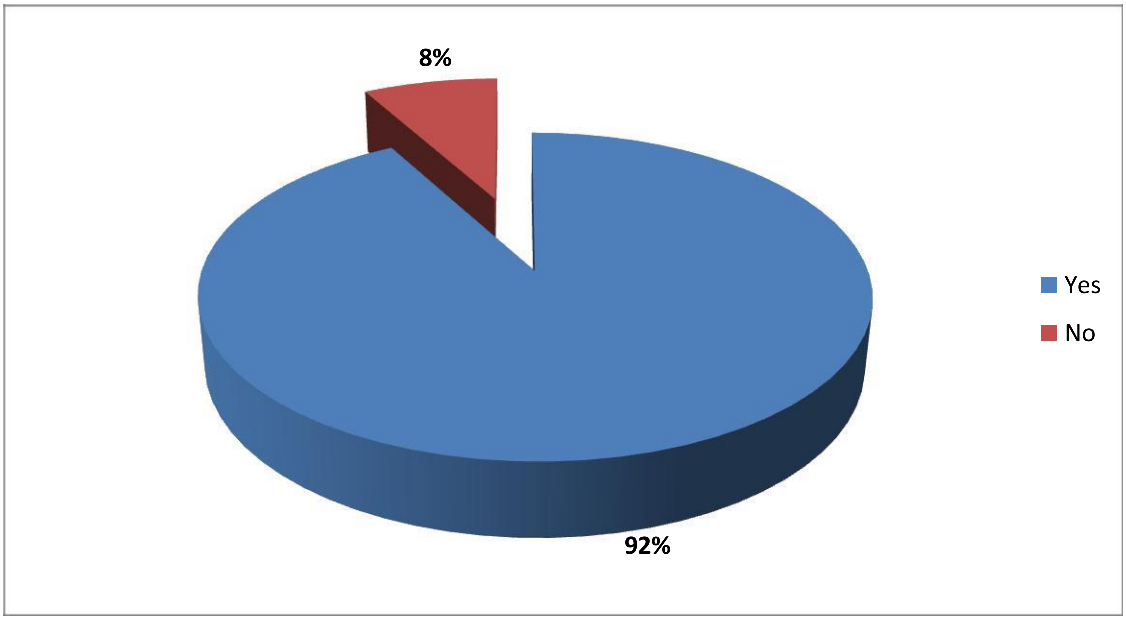
The analysis on Table 4.5 and figure 4.5 indicate that majority of the respondents 58% had University level of education as their highest level of education. 24% of respondents had tertiary college level of education, 13% had secondary level of education whereas the remaining 5% had primary level of education. This indicates that most of the respondents were learned, hence understood very well the impact of quality management on the education.

4.2.6 Management Commitment

Table 4.6 Whether Management Commitment Implementation of Quality Improvement in Learning Institution in Kenya

Response	Frequency	Percentage
Yes	35	92
No	3	8
Total	**38**	**100**

Figure 4.6 Whether Management Commitment Affects Implementation of Quality Improvement in Learning Institution in Kenya



Source: Author (2017)

The analysis on table 4.6 and figure 4.6 indicates the effect of management commitment on implementation of quality improvement in learning institution in Kenya, from the analysis of findings 92% of the respondents agreed that management commitment affects implementation of quality improvement in learning institution in Kenya whereas 8% of the respondents disagreed. From the analysis above the researcher concluded that management commitment affected implementation of quality improvement in learning institution in Kenya.

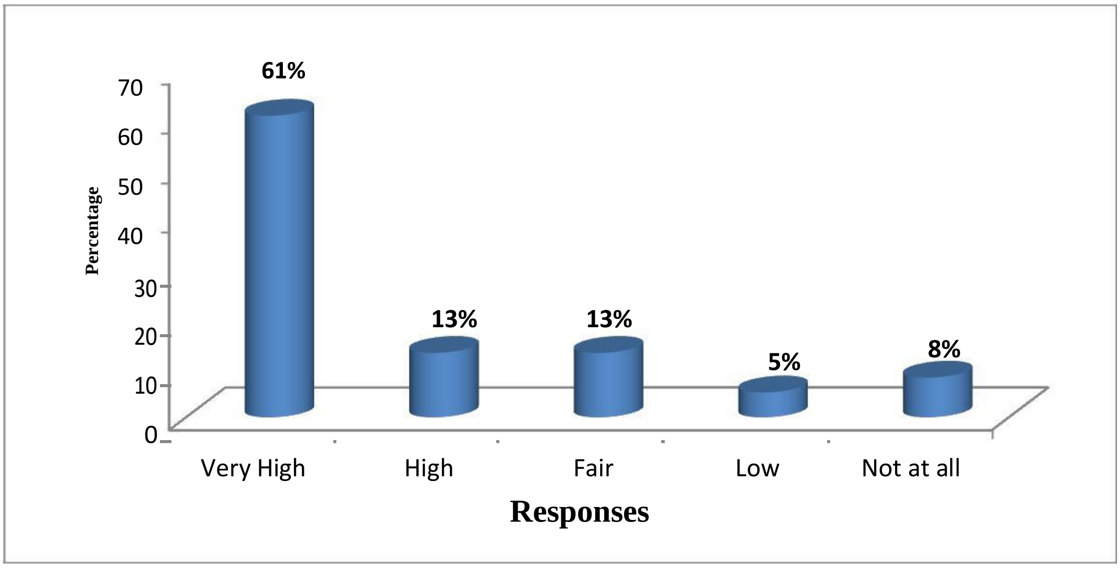
4.2.7 Rating of Management Commitment

Table 4.7 Effect of Management Commitment on Implementation of Quality Improvement in Learning Institution in Kenya

Responses	Frequency	Percentage
Very High	23	61
High	5	13
Fair	5	13
Low	2	5
Not at all	3	8
Total	**38**	**100**

Source: Author (2017)

Figure 4.7 Effect of Management Commitment on Implementation of Quality Improvement in Learning Institution in Kenya



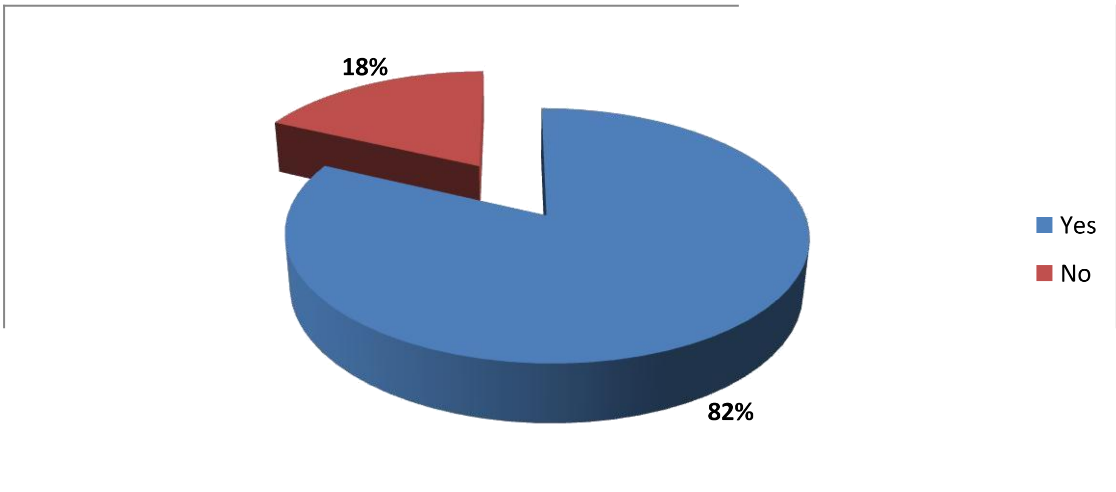
The result on Table 4.7 and Figure 4.7 above reveals the rating of effects of management commitment on implementation of quality improvement in learning institution in Kenya. The analysis indicated that 61% of the respondents rated management commitment at a very high, 13% rated at high while 13%, 5% and 8%of the respondents rated management commitment as fair, low and not at all respectively. The researcher therefore concluded that management commitment very highly affected implementation of quality improvement in learning institution in Kenya

4.2.8 Financial Resources

Table 4.8 Whether Financial Resources affects Implementation of Quality Improvement in Learning Institution in Kenya

Response	Frequency	Percentage
Yes	31	82
No	7	18
Total	**38**	**100**

Figure 4.8 Whether Financial Resources affects Implementation of Quality Improvement in Learning Institution in Kenya



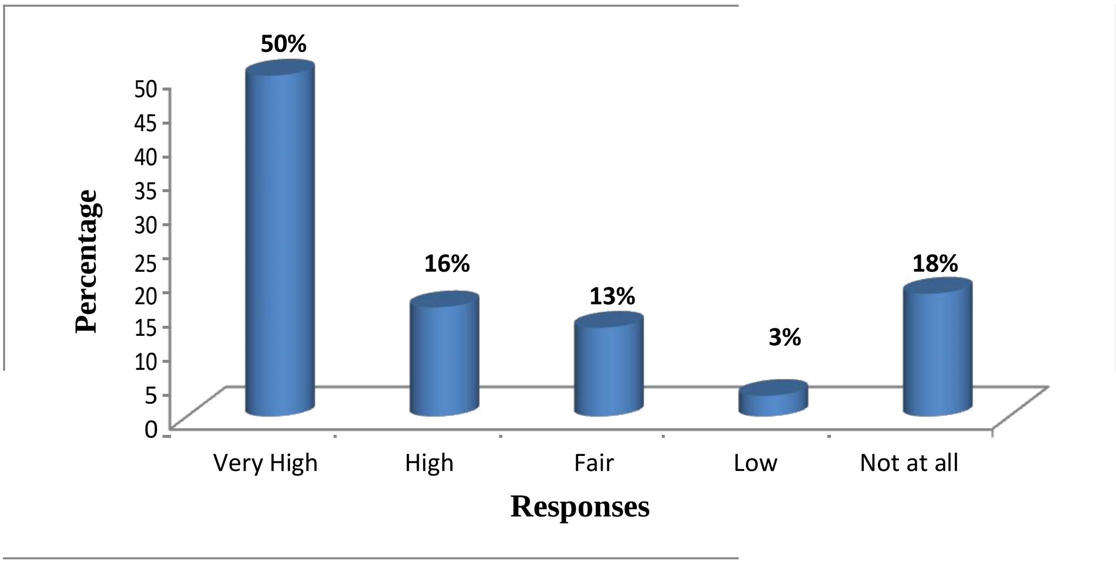
The results on Table 4.8 and Figure 4.8 revealed that 82% of the respondents agreed that financial resources affected implementation of quality improvement in learning institution in Kenya while the remaining 18% disagreed. This indicated that majority of the respondents agreed that financial resources affected total quality management learning institutions in Kenya.

4.2.9 Rating of Financial Resources

Table 4.9 Extent to which Financial Resources affects Implementation of Quality Improvement in Learning Institution in Kenya

Responses	Frequency	Percentage
Very High	19	50
High	6	16
Fair	5	13
Low	1	3
Not at all	7	18
Total	**38**	**100**

Figure 4.9 Extents to Which Financial Resources Affect Execution of Quality Improvement in Learning Institution in Kenya



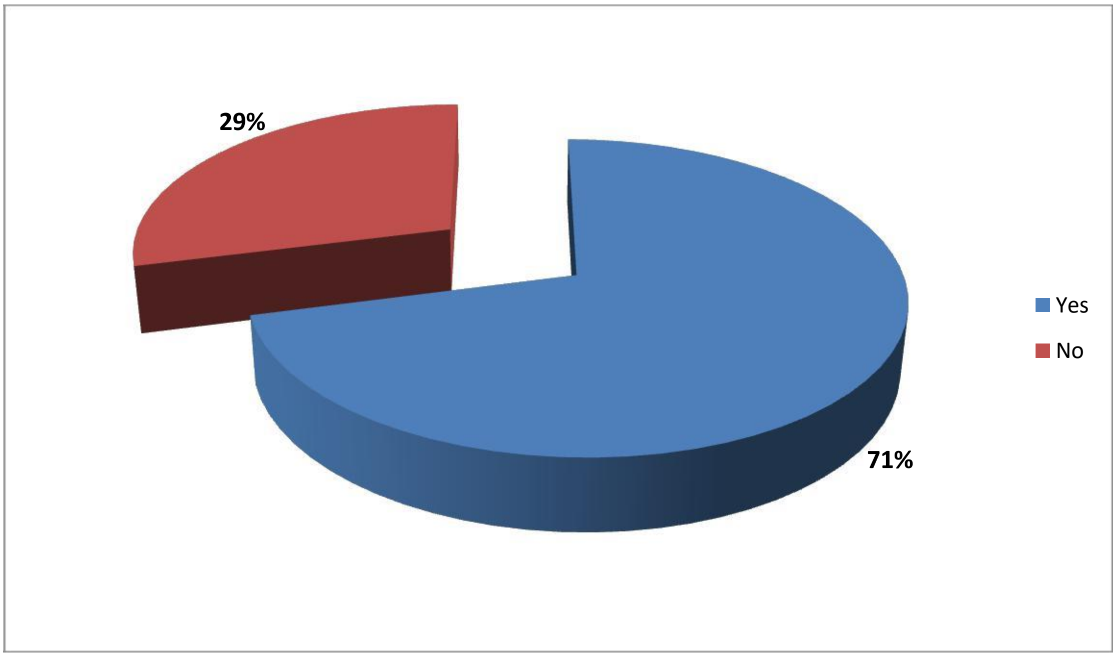
The Table 4.9 and Figure 4.9 revealed that 50% of the respondents rated that financial resources affect execution of quality improvement in learning institution in Kenya at a very high rate, 16% of the respondents rated as high, 13% rated financial resources as fair while 3% and 18% rated it as low and not at all respectively. The researcher concluded from the study that financial resources affected implementation of quality improvement in learning institution in Kenya at a very high rate.

4.2.10 Internal Auditing

Table 4.10 Whether Internal Auditing Affect Execution of Quality Improvement in Learning Institution in Kenya

Category	Frequency	Percentage
Yes	27	71
No	11	29
Totals	**38**	**100**

Figure 4.10 Whether Internal Auditing Affect Execution of Quality Improvement in Learning Institution in Kenya



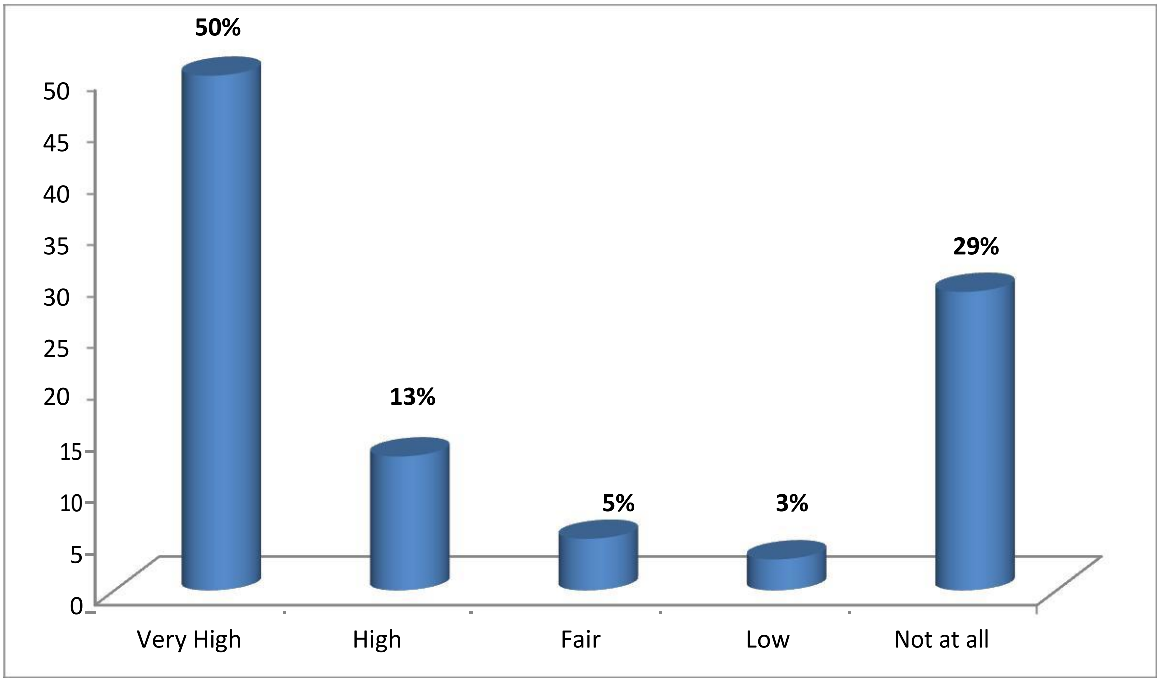
The results on the Table 4.10 and Figure 4.10 indicates that 71% of the respondents agreed that internal auditing affects implementation of quality improvement in learning institution in Kenya while the minority of the respondents represented by 29% of the respondents disagreed. It was concluded that majority of the respondents agreed that internal auditing affected implementation of quality improvement in learning institution in Kenya.

4.2.11 Rating of Internal Auditing

Table 4.11 Extent to Which Internal Auditing Affect Execution of Quality Improvement in Learning Institution in Kenya

Responses	Frequency	Percentage
Very High	19	50
High	5	13
Fair	2	5
Low	1	3
Not at all	11	29
Total	**38**	**100**

Figure 4.11 Extent to Which Internal Auditing Affect Execution of Quality Improvement in Learning Institution in Kenya



The results on the Table 4.11 and Figure 4.11 above reveal the extent to which internal auditing affect implementation of quality improvement in learning institution in Kenya. The 50% of the respondents said that internal auditing affected implementation of quality improvement in learning institution in Kenya at very high rate, 13% rated as high while 5%, 3% and 29% of the respondents rated Internal

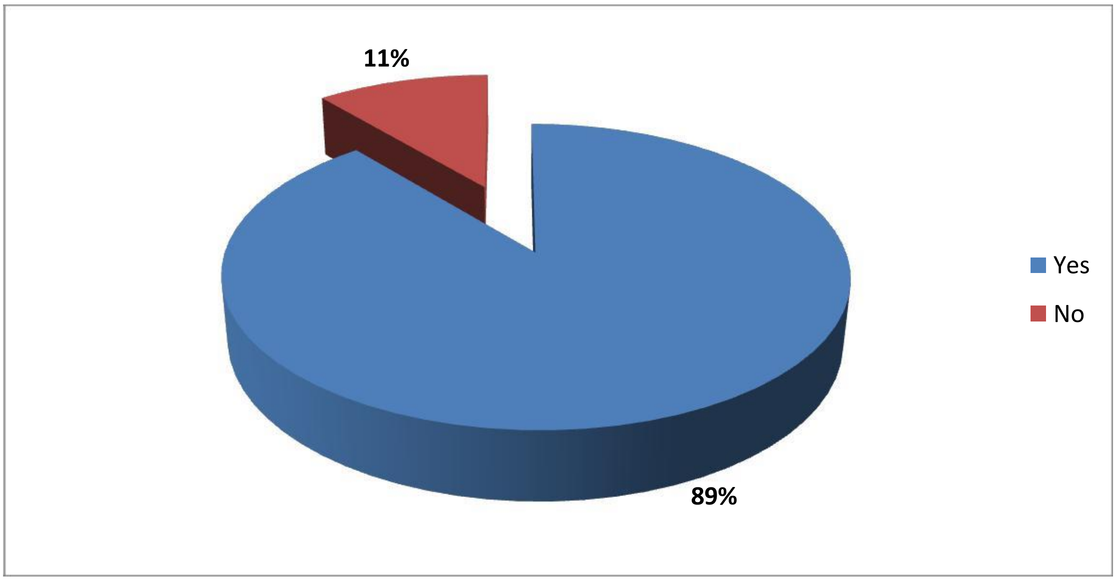
Auditing as fair, low and not at all respectively. The researcher concluded that internal auditing affected implementation of quality improvement in learning institution in Kenya at a very high rate and it was therefore a crucial factor in ensuring achieving of QM in learning institutions.

4.2.12 Organizational Culture

Table 4.12 Whether Organizational Culture Affects Execution of Quality Improvement in Learning Institution in Kenya

Category	Frequency	Percentage
Yes	34	89
No	4	11
Totals	**38**	**100**

Figure 4.12 Whether Organizational Culture Affects Execution of Quality Improvement in Learning Institution in Kenya



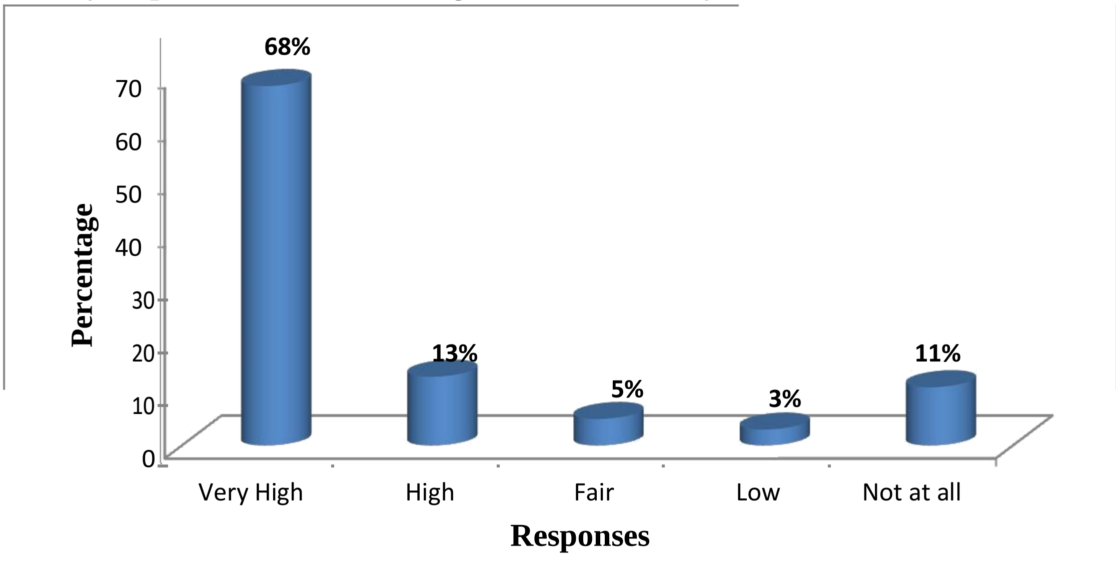
The results on the Table 4.12 and Figure 4.12 above indicate that 89% of the respondents agreed that Organizational culture affects implementation of quality improvement in learning institution in Kenya whereas 11% of the respondents disagreed. Therefore, the researcher concluded from the majority of the respondents that Organizational culture affects implementation of quality improvement in learning institution in Kenya.

4.2.13 Rating of Organizational Culture

Table 4.13 Extent to Which Organizational Culture Affect Execution of Quality Improvement in Learning Institution in Kenya

Responses	Frequency	Percentage
Very High	26	68
High	5	13
Fair	2	5
Low	1	3
Not at all	4	11
Total	**38**	**100**

Figure 4.13 Extents to Which Organizational Culture Affect Execution of Quality Improvement in Learning Institution - Kenya



The results on the Table 4.13 and Figure 4.13 above reveals the degree to which Organizational culture affects application or execution of quality improvement in learning institutions, Kenya. The response of 68% rated Organizational Culture as very high, 13% rated it high whereas 5%, 3% and 11% of the respondents rated Organizational Culture as fair, low and not at all respectively. The researcher therefore, concluded that Organizational culture affected implementation of quality improvement in learning institution. This indicated that Organizational Culture was an important factor in influencing effective implementation of quality improvement in learning institution.

4.3 Summary of Data Findings

4.3.1 General Information

Out of 44 questionnaires distributed 38 were returned, that is 86% of the total population and only 6 which were 14% were not returned. This was sufficient enough for the researcher to carry on the study. The analysis of findings shows that 53% which is a bigger percentage, were male gender while the balancing 47% were of female gender. This can be interpreted that majority of the respondents were Male. The analysis of findings on the management level indicates that only 5% of the respondents belonged to the senior management, 13% and 82% of the respondents were in the middle level management and support staff respectively. The analysis of work experience revealed that 13% had less than 5 years, 21% had 5-8 years of experience, 29% had 9-13 years of experience, 18% had between 13-18 years of service whereas the remaining 18% had above 18 years of experience. The findings indicated that majority of the respondents of 58% had university level of education, 24% had college education, 13% had secondary level of education and the remaining had primary level of education.

4.3.2 Management Commitment

The analysis on the effects of management commitment on implementation of quality improvement in learning institution indicated that 92% of the respondents agreed that management commitment affected implementation of quality improvement in learning institution while 8% of the respondents disagreed. The researcher therefore concluded that management commitment affected implementation of quality improvement in learning institution in Kenya.

4.3.3 Financial Resources

The analysis on the effects of financial resources on implementation of quality improvement in learning institution revealed that 82% agreed that financial resources affected implementation of quality improvement in learning whereas the remaining 18% disagreed. The researcher concluded that financial resources affected implementation of quality improvement in learning institution.

4.3.4 Internal Auditing

The analysis of study indicates that 71% of the respondents agreed that internal auditing affected implementation of quality improvement in learning institution whereas the minority represented by 29% disagreed. The researcher concluded by majority of respondents that internal auditing affected implementation of quality improvement in learning institution in Kenya.

4.3.5 Organizational Culture

The analysis of study revealed that 89% agreed that Organizational culture affect implementation of quality improvement in learning institution whereas 11% of the respondents disagreed. The researcher concluded by majority of respondents that Organizational culture affected implementation of quality improvement in learning institution in Kenya.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION

5.1Introduction

This chapter summarizes the findings of this study in relation to the objectives put forward in chapter one. It also discusses the recommendations for any other research.

5.2 Summary of Findings

5.2.1 To what extent does management commitment affect the implementation of quality improvement in learning institution in Kenya?

The rating of management commitment on implementation of quality improvement in learning institution in Kenya revealed that 61% of the respondents stated that management commitment affects implementation of quality improvement in learning institution very high, 13% of the respondent rated it high, 13% of the respondents rated the effect of management commitment on implementation of quality improvement in learning institution as fair while the remaining 5% and 8% of the respondent rated it as low and not at all respectively. The researcher concluded that management commitment affected implementation of quality improvement in learning institution in Kenya at a very high rate.

5.2.2 How do financial resources affect the implementation of quality improvement in learning institution in Kenya?

The rating of financial resources on implementation of quality improvement in learning institution in Kenya indicated that 50% of the respondents believed that financial resources affected implementation of quality improvement in learning institution at very high rate, 16% of the respondents said that top financial resources affected implementation of quality improvement in learning institution at a high rate, 13% believed that financial resources affected implementation of quality improvement in learning institution fairly while 3% and 18% said financial resources affected at a low rate and not at all respectively. The researcher therefore concluded that financial resources affected implementation of quality improvement in learning institution in Kenya at a very high rate.

5.2.3 To what extent does internal auditing affect the implementation of quality improvement in learning institution in Kenya?

The rating of internal auditing on implementation of quality improvement in learning institution in Kenya revealed that 50% of the respondents rated that internal auditing do affect implementation of quality improvement in learning institution at a very high rate, 13% of the respondents rated it as high, 5% rated internal auditing affect implementation of quality improvement in learning institution fairly, 3% stated that internal auditing affected implementation of quality improvement in learning institution as low whereas 29% said internal auditing does not effect at all . The researcher concluded that internal auditing had a very high impact on implementation of quality improvement in learning institution in Kenya.

5.2.4 To what extent do organizational culture the implementation of quality improvement in learning institution in Kenya?

The rating of organizational culture on implementation of quality improvement in learning institution in Kenya revealed 68% rated as very high, 13% indicated high, 5% indicated fair, 3% of the respondents rated organizational culture as low and lastly 11% of the response stated that organizational culture does not affect at all. From the study it was concluded from majority of the respondents that organizational affected implementation of quality improvement in learning institution culture at a very high rate. This implied that organizational culture was vital in the successful implementation of quality improvement in learning institution in Kenya?

5.3 Conclusion

The analysis on the effects of management commitment on Implementation of Quality Improvement in Learning Institution in Kenya revealed that majority of the respondents believes that management commitment affected implementation of quality improvement in learning institution in Kenya very highly. In conclusion, managers should get committed to quality to focus on service improvement. The management is responsible for developing and communicating an organizational vision, then building organization-wide commitment to its achievement.

It was concluded that financial resources affected Implementation of Quality Improvement in Learning Institution in Kenya. Sufficient funds should be allocated to finance quality improvement initiatives in Learning Institution. In Quality management environment everyone is required to gain additional capabilities to improve services.

The results on effect of Internal Audit on Implementation of Quality Improvement in Learning Institution in Kenya revealed that most of the respondents agreed that Internal Audit influenced implementation of quality improve initiatives. Indeed, finding a suitable place in the intensive competitive environment is the key for long-survival of a learning institutions; a goal which is only attainable through creating and keeping competitive advantages. The term "competitive advantage" refers to a "set of capabilities that permanently enable the business to demonstrate better performance than its competitors".

It was concluded that organization culture affects Implementation of Quality Improvement in Learning Institution in Kenya greatly. The central feature of TQM is the idea of culture change grafted onto management theory and practices. The aim is to shift management and employee's attitude towards quality control. Part of the TQM cultural change is to achieve the transformation of people's attitude to work roles and to positions within them.

5.4 Recommendations

5.4.1 Management Commitment

The management commitment is a vital factor influencing the implementation of Quality Improvement in KCITI. Therefore, the leadership should ensure elongated obligation commitment to innovation and creativity. Knowledge is a key resource in any other organization, and leadership plays a key role. Leadership facilitates acquisition of that knowledge. Leaders must realize verbalized vision by managing quality elements. This is only possible through a transformational leader having the capability to inspire and direct subordinates.

5.4.2 Financial Resources

The researcher recommends that the management of KCITI should paid attention to quality management in terms of human and financial resources allocations made for training and development for staff members; is critical for TQM implementation.

Appropriate and empowering budgetary process in many of the TQM objectives it should be realized that it's important to identify that resource management is about authority. We have to decentralize budgets and the control over staff to ensure professional responsibility. The internal financial management of the institutions becomes a vital element in any TQM Programme; It is therefore an important aide to work carried out on building motivational teams.

5.4.3 Internal Auditing

The KCITI can come up with a standard operative procedure that can narrate the following regarding internal audits: Criteria, Scope and Frequency, Audit methods, Responsibilities or requirements for planning and conducting internal audit. The purpose of conducting internal audit should be to find out whether quality management system of the organization conforms to the plans of the organization and QMS established by the organization. The quality management system of the organization should be effectively implemented and maintained.

5.4.4 Organization Culture

Based on the findings and discussions on the perceived factors influencing Implementation of Quality Improvement in Learning Institution, the researcher recommends that the management of KCITI needs to reengineer an organization's culture to a higher level of service delivery coupled with an attempt at refocusing employee common values and behavior. To the degree that the principles of TQM become part of the core beliefs and operating style of an organization, a shared sense of the corporate whole is engrained into each person. In turn, this strengthens the ability of an organization to maintain its focus and achieve coherence in its day-to-day operations.

5.5 Suggestions Further Study

The researcher observed a need for further research since the research could not consume all the factors influencing the productivity assessment of projects in Kenya therefore areas suggested for further researcher should include; organization culture, financial resources and other factors benefitting the research under study therefore similar revisions should be carried out in different surroundings apart KCITI.

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APPEDIX I

QUESTIONNAIRE

For each of the question below, please tick in the space provided for the answer that describes your opinion.

SECTION A: GENERAL INFORMATION

1. **Gender**

   Male [ ]

   Female [ ]

2. **Management level**

   Senior Management [ ]

   Middle Management [ ]

   Support Staff [ ]

3. **Number of Years of Service.**

   Less than 5 years [ ]

   5 -8 years [ ]

   9 -13 years [ ]

   14 -18 years [ ]

   Above 18 years [ ]

4. **Highest level of Education** Primary [ ]

   Secondary [ ]

   Tertiary College [ ]

   University [ ]

SECTION B: MANAGEMENT COMMITMENT

5. Does management commitment affect the implementation of quality improvement in learning institution in Kenya?

Yes

No

Explain…………………………………………………………………………………

…………………………………………………………………………………………

………………………………………………………………………………

6. To what extent does management commitment affect the implementation of quality improvement in learning institution in Kenya?

Very high **{ }**

High **{ }**

Fair **{ }**

Low **{ }**

Not at all **{ }**

Briefly explain your answer…………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………..

SECTION C: FINANCIAL RESOURCES

7. Do financial resources affect the implementation of quality improvement in learning institution in Kenya?

Yes

No

Explain…………………………………………………………………………………

…………………………………………………………………………………………

………………………………………………………………………………

8. How do financial resources affect the implementation of quality improvement in learning institution in Kenya?

Very high **{ }**

High **{ }**

Fair **{ }**

Low **{ }**

Not at all **{ }**

Explain………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

SECTION D: INTERNAL AUDITING

9. Does internal auditing affect the implementation of quality improvement in learning institution in Kenya?

Yes

No

Explain………………………………………………………………………………………

…..……………………………………………………………………………………………

………………………………………………………………………………………………

10. To what extent does internal auditing affect the implementation of quality improvement in learning institution in Kenya?

Very high **{ }**

High **{ }**

Fair **{ }**

Low **{ }**

Not at all **{ }**

Explain………………………………………………………………………………………

………………………………………………………………………………………………

……………………………………………………………………………………………..

SECTION E: ORGANIZATIONAL CULTURE

11. Does organizational culture affect the implementation of quality improvement in learning institution in Kenya?

Yes

No

Explain……………………………………………………………………………………
……………………………………………………………………………………………
………..

12. To what extent do organizational culture the implementation of quality improvement in learning institution in Kenya?

Very high	**{ }**
High	**{ }**
Fair	**{ }**
Low	**{ }**
Not at all	**{ }**

Explain……………………………………………………………………………………
……………………………………………………………………………………………
……………………………………………………………………………………………
……………

THANK YOU FOR YOUR COOPERATION