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**Influence Of Total Quality Management On Performance Of  
Catholic Private Secondary Schools In Nyahururu Diocese,  
Kenya**

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## **Influence Of Total Quality Management On Performance Of Catholic Private Secondary Schools In Nyahururu Diocese, Kenya**

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### **Abstract**

**Purpose:** This research sought to investigate the influence of TQM style on the performance of four, Catholic Private Secondary Schools (CPSC) within the diocese. The research objectives were; To determine the extent to which benchmarking aspect of TQM is assisting in the development of CPSS in CDN; To ascertain the extent to which Continuous Improvement technique of TQM is assisting in improving academic performance in CPSS in CDN; To establish the challenges faced by managers in the implementation of TQM in CPSS in CDN; To assess ways of enhancing the implementation of TQM in CPSS in CDN.

**Methodology:** Concurrent, qualitative and quantitative, methods of data collection and analysis were employed. A total of four CDN secondary schools participated in the study. The target population was 64 teachers, 4 managers, 4 principals. The sample size of teachers was 54 (84%), 4 (100%) managers and 4(100%) principals. Cross-sectional survey was used to collect both qualitative and quantitative data using an interview guide and a questionnaire. Qualitative data were summarized into main thematic areas while the quantitative data were analyzed using descriptive statistical method such as frequency and percentages with the aid SPSS version 23.0. Tables and pie charts were used for presentation and interpretation of the data. Research ethics were upheld throughout the study.

**Findings:** The research established that Benchmarking is not implemented and the Continuous Improvement aspect is not well implemented in the Schools. The study recommended that schools should implement the TQM elements; Continuous Improvement and Benchmarking to improve performance and enhance the growth of the schools. It was evident that lack of resources was one of the major problems in TQM implementation.

**Unique contribution to theory, policy, and practice:** The study recommended the prioritization of resources to enable the scarce resources to be used for improvement of schools' growth and enhancement of the performance. These findings will be useful to policy makers, parents, county governments and in as well as adding knowledge to academia in education related studies. It will be of great benefit to the CDN in enhancement of growth and development of its schools.

**Key Words:** *Total Quality Management, Continuous Improvement, Implementation of TQM and Academic Performance.*

## INTRODUCTION

The performance of any organization depends on its management style (Wani, 2014). Schools play a great role in the development of human potentials and growth of the society (Connolly, James & Fertig, 2017). The Catholic Church, in its endeavour in human development and social growth, has been investing in the schools. Therefore, educational institutions' performances; academics, development in terms of physical structures, human resources and an increase in enrolment highly depend on its management. Total quality management (TQM) style helps in the creation of an organizational culture committed to good performance through continuous improvement (Nawelwa, Sichinsambe, & Mwanza, 2015). This enables the institution to manage change by putting in place strategies for dealing with new external pressures. The management style used highly influences the performance of the organization (Dooren, Bouckaert & Halligan, 2010). In this study, the style used in education institutions greatly influences performance in academics, staff as well as the entire running of the institutions. Today, most of the organizations and institutions are facing various challenges due to economic, political, technological and social changes (Topalovic, 2015). For instance, schools face challenges of increasing competition between schools, high expectations from parents and education policies. This has created a volatile environment, especially in the Faith Based Institutions. For an organization to perform in such a volatile environment, quality production is vital as attested by (Oakland, 2003). The way the institution is managed determines the quality of services and products thus determining its performance as Topalovic (2015) affirmed that poor management leads to poor performance of schools that used to perform well or unable to exist in a challenging environment (Comello, 2019). In the Catholic Diocese of Nyahururu, the catholic owned schools have been performing dismally and others have been closed down due to lack of students (CDN Education office Report, 17th September 2018) In the Catholic Diocese of Nyahururu, the following catholic sponsored secondary schools have maintained good performance; Wanjohi Girls, Nyahururu Boys and Njambini High Schools. They have maintained high performance from the time they were established. However, some of the schools that are directly managed by the CDN have been performing poorly academically as well as in development of physical structures and human resources, thus retarding in growth. Poor management has been attributed to this retarded growth as shown in the diocese report of the Nyahururu Diocese Institutions (CDN Education office Report, 17<sup>th</sup> September 2018). Table 1 shows the performance of catholic schools from 2015 to 2018.

**Table 1: The Performance of CDN Private Secondary Schools from 2015-2018**

| Year              | Number of the schools | Number of students | Average grade |
|-------------------|-----------------------|--------------------|---------------|
| 2014              | 4                     | 201                | C-( 5.86)     |
| 2015              | 4                     | 204                | C- (5.63)     |
| 2016              | 4                     | 210                | C- (5.52)     |
| 2017              | 4                     | 208                | C-( 5.74)     |
| <b>Mean Grade</b> | C-5.688               |                    |               |

Source: *CDN Education Office 2017 KCSE analysis*

**Table. 2: Kenya Grade Scale**

| Grade  | A  | A- | B+ | B | B- | C+ | C | C- | D+ | D | D- | E |
|--------|----|----|----|---|----|----|---|----|----|---|----|---|
| Points | 12 | 11 | 10 | 9 | 8  | 7  | 6 | 5  | 4  | 3 | 2  | 1 |

Source: (KNEC 2018).

The data shows that 5.688 (C-) is the average performance of the CDN private Secondary schools in National exams. In comparison to the minimum grade required in joining Kenyan Universities which is a C+, CDN Schools' performance is below. This creates an alarm in the diocese. Something should be done to uplift this performance. Other factors can lead to low performance. For example, the social-economic background of the students and entry marks of the students from the primary schools (Glenn, 2014).

### **Statement of the Problem**

Management of schools plays a great role in school performance and development. Anthony (2010) and Carter (2018) affirmed that when Faith-Based Schools are managed well they have considerable positive effects in social transformation since they inculcate academic 26 principles with personal, moral, social and spiritual values within the students. The commitment of the school management highly determine its growth and development as it is responsible for the implementation of strategies (Bitange, Kipchumba & Magutu, 2010) Faith-Based Institutions are hailed for quality services as they have been models in excellent performance (Anthony, 2010; CAPE Outlook Report as cited in Adhanom, 2016; Tucker, 2016). However, in CDN secondary some of the schools have been closed down due to lack of students and those existing register poor performance and high rate of workers' turnover due to poor working conditions (CDN Education Office, 17th September 2018). This situation has raised an alarm in the community and the diocese. Although various scholars have studied the management of educational institutions, there has been little research done on private secondary schools' performance in CDN as attested by the CDN education secretary report (2018). It is against this background that the researcher intended to investigate how TQM style could be used to enhance performance as well as raising the quality of the services and products of these institutions. The research sought to investigate the influence of this style on the performance of four Catholic Private Secondary Schools within Nyahururu Diocese.

### **Research Objectives**

- i. To determine the extent to which benchmarking aspect of TQM is used in the Catholic Private Secondary Schools in the CDN.
- ii. To ascertain the extent to which the Continuous Improvement technique of TQM is used in improving academic performance in Catholic Private Secondary Schools in Nyahururu Diocese.
- iii. To establish the challenges faced by managers in influencing the performance of Catholic Private Secondary Schools in the Catholic Diocese of Nyahururu.
- iv. To assess strategies used to enhance the implementation of TQM in Catholic Private Secondary Schools in the Catholic Diocese of Nyahururu.

## **THEORETICAL REVIEW**

### **Total Quality Management**

Total quality management (TQM) aims at continuous improvement of products and services for customer satisfaction (Nawelwa, Sichinsambe, & Mwanza, 2015). According to Teklemariam (2009) TQM provides what is required as judged by all education stakeholders. Further, Teklemariam states that this is achieved through focusing on the key aspects of the school's activities such as admission procedures, policies on employment, students' discipline

and academic performance, equal educational opportunities among geographical regions and gender in the community. TQM, therefore, is a strategy aimed at improving organisational products and services to satisfy the customer needs. 32 Various studies done on TQM approach have shown that it can be used successfully in educational institutions to improve performance and growth. Countries that have implemented it have successfully managed their schools as attested by Talib, Ali and Idris (2013). In the USA many institutions have implemented TQM in Higher Educational Institutions (HEIs) and this has improved students' academic achievement, employees' work satisfaction and improved process efficiency (Syed, 2013).

TQM in HEIs is commonly practiced in the UK (Kalpana, 2014). The outcomes of TQM in HEIs have been striking such that the UK remains a high-quality provider of education in all its modern forms (Kalpana, 2014). The application of TQM in Japan has enabled the schools to perform better. It has enabled the education sector to have better services, reduced cost and enhance customer satisfaction (Shahid, Faisal & Aftab, 2014). This has made Japan to be a strong force in academic institutions globally (Shahid, et al, 2014). Study done by Sadikoglu and Olcay (2014) on the improvement of the schools in Turkey showed that TQM practices significantly affect learning institutions' performance outcomes positively. This study recommended that schools should continue implementing TQM with all the appropriate variables to improve performance. In Nigeria, a study was done by Ejionueme and Oyoyo (2015) on the application of TQM in public secondary schools in Umuahia Zone showed that TQM is not fully practiced due to lack of the proper knowledge. This has resulted to the dismal performance. The study recommended training of the staffs through seminars, workshop and conferences for teachers on TQM for effective school management. To solicit the information, the study used only questionnaires In Kenya, research conducted by Mukolwe, Okwara and Ajowi (2017) showed that the extent of implementation of TQM was low and the researchers recommended the use of these 33 styles. Quality products and services are very necessary to customers and the management of any organization should ensure the performance of an institution is up to the standard. Daft, Kendrick and Vershinina (2010) explain the Total Quality Management Theory as an important approach that was established to seek sources of continuous motion of improvement to provide quality products and services to clients. This approach views continuous improvement in all elements of an institution as a process. It is not a short-term goal.

TQM theory is the approach that guides the current study. Its purpose is to change the organization through continuous changes in the individuals' attitudes and practices as well as the structures and systems of the organization (Daft et al. 2010). TQM was invented by Walter A Shewhart, initially implemented at western electric Company in the form developed by Joseph Juran who had worked there with the method. TQM was demonstrated on a grand scale by the Japanese industry through the intervention of W. Edwards Deming who has come to be viewed as the 'father' of quality community, quality circles, and the quality movement generally. Although TQM techniques were adopted before World War II by several organizations, the creation of the TQM philosophy is generally attributed to Dr. W. Edwards Demming in late 1920. These techniques have been practiced in institutional performance (Jarahat, 2013; Syed, 2013; Ismael, 2014). The concept has been developed and has been used in all types of organizations such as schools, motorway maintenance, hotel management and churches (Gill & Johnson 2010, p.43). TQM promotes the effectiveness of an organization by aiming at providing quality services and products to all stakeholders (Namelwa, Chanda & Mwanza 2015). In the current study, the main stakeholders were the managers, principals and

the teachers of the CDN schools. 34 According to Daft et al. (2010), TQM purposes at infusing quality into every activity in an organization through continuous improvement. Every organization is majorly concerned on managing quality. The TQM approach focuses on teamwork, increasing customer satisfaction and lowering costs. Organizations implement TQM by encouraging managers and employees to work together as a team and also corroborate with all the stakeholders to identify areas for improvement. Quality control becomes part of the daily business of every employee. It's not being assigned to a specialized department (Daft et al., 2010). TQM focuses on the use of the following technique according to Daft et al. (2010); Quality Circles, Benchmarking, Six Sigma Principles, Reduced Cycle Time and Continuous Improvement.

### **Quality Circles**

TQM according to Daft et al. (2010) looks at Quality Circles as a group of six to twelve employees who meet often to deliberate and solve problems that affect the quality of their work; Circle members have freedom of collecting data and taking surveys. The reason for using quality circles is to push with decision-making to an organization level at which recommendations can be made by the people who do the job and know it better than anyone else. The current study will not investigate it since it is not very relevant in academic institutions.

### **Benchmarking**

According to Daft et al., (2010), benchmarking was introduced by Xerox in 1979. Benchmarking is now a major TQM component. Benchmarking is the continuous process of measuring products, services, and practices against the toughest competitors or those companies recognized as industry leaders to identify areas of improvement. Daft et al. (2010) further explain that the key to successful benchmarking lies in the analysis. Starting with its mission 35 statement a company should honestly analyse its current procedures and determine areas of improvement. As a second step, a company carefully selects competitors worthy of copying. Daft et al. further explains that companies can emulate the internal processes and procedures of competitors but must take care to select companies whose methods are compatible. Once a strong compatible program is found and analysed, the benchmarking company can then design a strategy for implementing a new program. In the current study, the researcher investigated whether Catholic Private Secondary Schools used benchmarking to improve performance. Benchmarking with model schools/competitors enables the schools to learn and determine areas of improvement and can emulate some internal processes and procedures of compatible competitors hence performance (Nyaoga, Mundia & Irungu, 2013)

### **Six Sigma Principles**

Daft et al., (2010), affirms that quality principles were first introduced by Motorola in the 1980s, and were later popularized by General Electric, where former CEO. Jack Welch praised Six Sigma for quality and efficiency gains that saved the company billions of dollars. Based on the Greeks' letter Sigma, which statistician uses to measure how far something deviates from perfection, it is a highly ambitious quality standard that specifies a goal of no more than 3.4 defects per million parts that essentially means being defect-free 99.9997 percent of the time. However, Six Sigma has deviated from its precise definition to become a generic term for a quality - control approach that takes nothing for granted and emphasizes a disciplined and relentless pursuit of higher quality and lower costs. The discipline is based on a five-step

methodology referred to as DMAIC (Define, Measure, Analyse, Improve and Control, 36 pronounced 'deMaynick' for short) which provides a structured way for organizations to approach and solve problems (Daft et al., 2010). Six Sigma is a set of process tools that should only be part of a more holistic process improvement strategy. It is important for both manufacturing and service organizations. The current study did not investigate this technique because it may not apply to educational institutions (Daft et al. 2010).

### **Reduced Cycle**

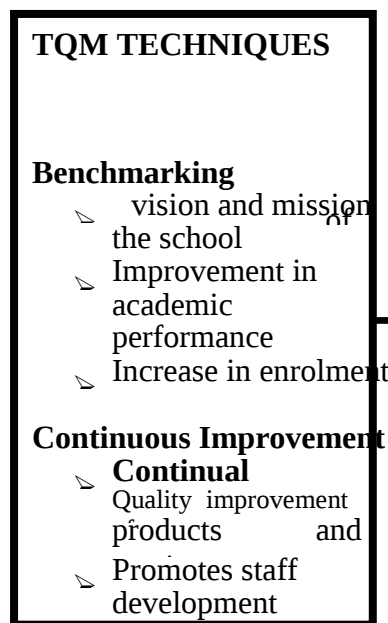
Time Cycle time according to Daft et al. (2010) Cycle Time refers to the steps taken to complete a company process, such as making an airline reservation, processing an online order, or opening a retirement fund. The simplification of work cycles, including dropping barriers between work steps and among departments and removing worthless steps in the process, enables a TQM program to succeed. Even if an organization decides not to use quality circles or other techniques, substantial improvement is possible by focusing on improved responsiveness and acceleration of activities into a shorter time. Reduction in cycle time improves overall company performance as well as quality (Daft, et al. 2010). The current study did not investigate this aspect because it is not relevant to academic institutions.

### **Continuous Improvement**

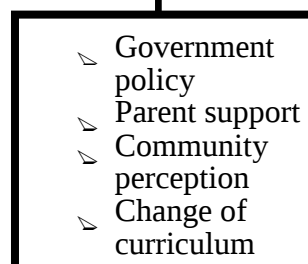
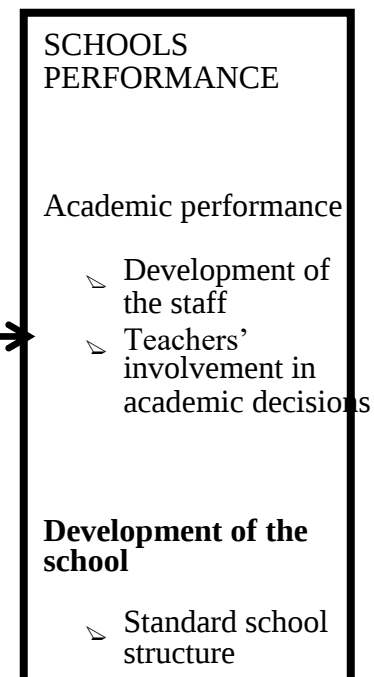
Daft, et al., (2010) explain that continuous improvement is the implementation of a large number of small, incremental improvements in all areas of the organizations on an ongoing basis. In a successful TQM program, all workers learn that they are expected to contribute by initiating change in their job activities. Daft, 2010 further states that the basic philosophy is that 37 improving things a little bit at a time, all the time, has the highest probability of success. Innovations can start simple and employees can build on their success in this unending process. According to Teklemarian (2009), Continuous improvement refers to ongoing incremental improvements in all areas of the organization. For this purpose, training and development are very important for developing skills, and for learning how to use different tools and techniques. This continuous effort for improving quality requires an environment that is termed as a "learning organization". He further states that engaging in a continuous process of quality improvement is another competing strategy. Soko and Katuse (2012) outline the following benefits of continuous improvement; employing a consistent organization-wide approach to continual improvement of the organization's performance, providing people with training in the methods and tools of continual improvement, making continual improvement of products, processes and systems and objective for every individual in the organization, establishing goals to guide and measures to track, continual improvement and recognizing and acknowledging improvements. In the current study, this aspect was investigated whether it is used in FBS. Continuous improvement technique enables the educational schools to continually learn ways of developing as well as improving the quality of their product and services (Hough et al., 2017).

## Conceptual Framework

### Independent variables



### Dependent variables



### Intervening Variables

**Figure 1: Conceptual Framework**

### Empirical Review

#### Use of Benchmarking by Managers to Improve Institution's Performance

Benchmarking according to Nyaoga, Mundia and Irungu (2013) helps to explain the processes behind excellent performance. It is fundamentally concerned with comparing an organization with others that are doing well in intending to improve performance. Nyaga et al. further affirm that when the lessons learned from a benchmarking exercise are applied appropriately, they can facilitate improved performance in critical functions within an organization. A study carried out by Agus and Hassan (2009) in Malaysia explored the role of benchmarking in association with product quality performance and business performance in the Malaysian electronics and electrical industry. The result of the study indicated that there was a strong positive correlation between benchmarking and performance. The study concluded that by strengthening benchmarking in TQM, improvement in organizational performance will occur (Agus & Hassan. 2009). The current study focused on the education industry in Kenya.

### **Use of Continuous Improvement by Managers to Improve Institutions**

Soko and Katuse (2014) state that, continuous improvement deals with organizational and personal learning. Attaining the highest levels of organizational performance requires a well-executed approach to organizational and personal learning. Organizational learning includes both continuous improvements of existing approaches and significant change, leading to new goals and approaches.

Globally CI has been implemented and it has been praised by practicing organizations. Hough et al., (2017) discussed school improvement in the state and discussed the extent to which California policymakers and practitioners can be engaged in Continuous Improvement efforts. The policy report shows that CI in California Education system is very effective and the expertise and tools that have been developed can serve as a resource as California pursues CI across all levels of the education system. According to Hough et al. the result of CI is an improvement in outcomes requiring a persistent effort over time. They recommended the implementation of CI in the education sector.

Salah (2018) conducted a study on Continuous Improvement and performance of commercial banks in Garissa County, Kenya. The study highlights the importance of Continuous Improvement and recommended other sectors to apply it in the institutions. The current study researched secondary schools. It investigated the application of TQM style in schools.

### **Challenges Faced by the Management in Implementation of TQM to Enhance**

#### **Performance in Educational Institutions**

Although most of the studies done on TQM prove that this style of management when practiced brings about positive results, managers face various challenges in implementing it to enhance performance. Globally, many institutions encounter various challenges in implementing TQM. A study that was conducted in Pakistan on challenges to successful Total Quality Management implementation in Public Secondary Schools; Kohat District shows that in the implementation of TQM the following challenges are faced; poor and ineffective leadership, inadequate human resource development, lack of funding and resources, lack of management commitment, lack of cooperation and insubordination of workforce, poor and ineffective planning and poor teachers' status and morale (Suleman & Gul, 2015). In Mauritius, a study was carried out on Total Quality Management in Private Secondary school. The study concluded that the following challenges hinder the practice of this style; lack of commitment at the top management level, insufficient skills of teachers in the planning, lack of staff motivation, poor delivery services, poor input (Gomes & Panchoo, 2017) This study shows that the main challenge faced in the implementation of TQM is lack of managers commitment. Another research done in Saudi Arabia on obstacles hindering TQM implementation in secondary schools in Saudi Arabia found that the managers face the following challenges; lack of training, lack of resources, lack of reward and recognition, lack of culture change and lack of benchmarking (Hassan & Fan, 2016).

### **The Management Strategies in Enhancing the Implementation of TQM**

TQM is very vital in schools and should be enhanced for the institution to achieve its goals and objectives in education at large. TQM uses various techniques but the current study concentrates on Benchmarking and Continuous Improvement. According to Gomes and Panchoo (2017) using TQM factors like benchmarking is necessary for Private Secondary Education as they allow performance improvement. There are various ways of enhancing the implementation of TQM to enrich performance. According to Ater (2013), the commitment of management enables employees to follow their direction and way of working. The degree of support and commitment by managers is critical for TQM success as attested by Ater (2013). He also explains that true test of management commitment lies in the number of resources (Time, Money and People) that is willing to allocate to TQM implementation effort. Further, Ater (2013) states that openness to change and risktaking, work formalization, adherence to rules and procedures and observing hierarchy, support and cooperation, mutual respect, consideration between staff members, are also strategies of enhancing TQM practices.

### **RESEARCH METHODOLOGY**

The researcher used cross sectional survey that used a mixed method approach to collect both qualitative and quantitative data. The target population of this study comprised of all teachers (64), managers (4), Principals (4) of the four Catholic Private Secondary Schools in CDN. A census was used to select schools, managers and principals because there are only four Catholic Private Secondary Schools in CDN hence, the four managers and four principals were automatically included in the study. The researcher used three sets of instruments; questionnaire, guided interviews and direct observation. The study had principals'/managers' interview guide teachers' questionnaire and the observation schedule for the assessment on the school building. Quantitative data was coded and entered into Statistical Packages for Social Scientists (SPSS Version 21.0) and analyzed using descriptive statistics. Qualitative data was summarized into themes and was described into narrations and quotations.

### **FINDINGS AND PRESENTATION**

The researcher distributed 54 teachers' questionnaires in the four Catholic Private Secondary Schools. All the questionnaires were filled and returned. 100% return rate was achieved. This rate of return was considered successful as attested by (Kumar, 2014; Vogt, 2007) who considered the return rate above 70% as excellent and adequate for analysis of the finding.

#### **Teachers' Response on the Implementation of Benchmarking Aspect of TQM on Schools' Performance**

Table 3 presents a summary of teacher's response on the influence of TQM on performance of Catholic Private Secondary schools. The Likert's scale was used to get the information. The scores of the scale are Strongly Disagree (SD) = 1, Disagree (D) = 2, Undecided (UD) = 3, Agree (A) = 4 and Strongly Agree (SA) = 5. Scores of the scale were presented in frequency and percentages. The mean and the standard deviation were also calculated.

**Table 3 Teachers' Response on the Implementation of Benchmarking Aspect of TQM on Schools' Performance**

| Benchmarking Items                                                                                                  | SD       | Df       | UDf      | Af       | SAf      | Σf        | Mean     | D            |
|---------------------------------------------------------------------------------------------------------------------|----------|----------|----------|----------|----------|-----------|----------|--------------|
| Teachers' Responses                                                                                                 | <i>f</i> | <i>f</i> | <i>f</i> | <i>f</i> | <i>F</i> | <i>Σf</i> |          |              |
| The low performing departments benchmark with best performing departments                                           | 5(9.3)   | 12(22.2) | 15(27.8) | 22(40.7) | 0(0)     | 53        | 3        | 1.009        |
| The benchmarking within the school has assisted in the improvement of the school development                        | 11(20.4) | 20(37)   | 4(7.4)   | 16(29.6) | 3(5.6)   | 54        | 2.63     | 1.263        |
| Our school is the best in development within the county                                                             | 16(29.6) | 21(38.9) | 6(11.1)  | 11(20.4) | 0(0)     | 53        | 2.22     | 1.93         |
| The school benchmark with best performing schools within the county                                                 | 11(20.4) | 22(40.7) | 7(13)    | 12(22.2) | 2(3.7)   | 54        | 2.48     | 1.161        |
| Benchmarking with best performing schools within the county has assisted in the improvement of academic performance | 3(5.6)   | 26(48.1) | 10(18.5) | 12(22.2) | 3(5.6)   | 54        | 2.74     | 1.049        |
| Benchmarking is done with best schools outside the county                                                           | 4(7.4)   | 15(27.8) | 8(14.8)  | 16(29.6) | 11(20.4) | 54        | 3.28     | 1.28         |
| Benchmarking has brought development that has assisted in increase in enrolment of the students                     | 5(9.3)   | 10(18.5) | 11(20.4) | 17(31.5) | 11(20.4) | 54        | 3.35     | 1.26         |
| The school is not involved in many benchmarking                                                                     | 1(1.9)   | 3(5.6)   | 4(7.4)   | 27(50.0) | 19(35.2) | 54        | 4.11     | 0.904        |
| <b>Total Mean</b>                                                                                                   |          |          |          |          |          | <b>54</b> | <b>3</b> | <b>1.232</b> |

The implementation of benchmarking technique in schools mean ranged from 4.11 to 2.22 with a mean of 3.0 that translate to undecided in the Likert's scale. According to Croasmun and Ostrom (2011) by giving responders a neutral response option, they are not required to decide one way or the other in an issue; they do not feel forced to have opinion if they do not have one. This show the respondents were not committed. Josh, Kale, Chandel and Pal (2015) stated that when the respondents are not committed there is high tendency of failing to disagree situation. This implies that one cannot affirm or deny that Catholic Private Secondary Schools implement benchmarking technique of TQM in their institutions. The response on whether the school is not involved in many benchmarking got the highest score mean of 4.11, std. deviation of 0.904. 46 (85.2%) Teachers agreed that the school is not involved in many benchmarking. On whether the school is the best in development within the county, 37(68.5%) teachers strongly disagreed that the school is the best in the county. This shows that catholic private schools have a lot to learn from the surrounding schools. They can as well benchmark from the neighboring schools. Probing the managers on the aspect that the school benchmark, they did not respond. The finding is contrary to the Education Insight (2006) which observed that many schools have resorted to benchmarking to identify what performing schools do in order to improve their own performance.

The response on whether the benchmarking has enabled the development that has assisted increase in enrolment of students showed that 28(51.9%) teachers agreed that benchmarking

can bring about development and increase in enrolment. This concurs with the findings of Nyaoga et al. (2013) who found that most of the schools that practice benchmarking improve in performance and hence increase in enrolment. Though teachers were aware of the benefit of the benchmarking, the same was not reflected by the managers of the schools. Interview from one of the managers on whether they are trained before they are given the school to manage showed that they were not even prepared before. “The management of the schools depends on the person. The appointing authority just appoints you to be the administrator of the school without asking you whether you have skills or not. You are not even asked whether you have passion in running a school. When you are appointed you don’t even have a clue about the school administration so you do trial and err. Some of these things like benchmarking I do not know how they are done”. Lunya (2006) study identified the understanding of the school running process by the manager as very crucial in benchmarking. This is because it enables the managers to identify the specific areas that should be improved as well as developing goals and plan to implement desired improvement. Managers’ lack of prerequisite managerial skills may have contributed to the lack of implementation of benchmarking in the schools.

### Teachers’ response on the Implementation of Continuous Improvement Aspect TQM on School’s performance

The research question two sought to establish the extent of implementation of the continuous improvement aspect. Table 4 gives the summary of the teachers’ response.

**Table 4: Teachers’ Response to the Implementation of Continuous Improvement aspect of TQM on School’s performance**

| Continuous Improvement                                                                                                  | SD       | D        | UD       | A        | SA       | n                    | Mean        | SD          |
|-------------------------------------------------------------------------------------------------------------------------|----------|----------|----------|----------|----------|----------------------|-------------|-------------|
| Items                                                                                                                   | <i>f</i> | <i>f</i> | <i>f</i> | <i>f</i> | <i>F</i> | $\Sigma$<br><i>f</i> |             |             |
| Teachers’ Responses                                                                                                     |          |          |          |          |          |                      |             |             |
| Evaluation of staff is often done by the school manager                                                                 | 2(3.7)   | 3(5.6)   | 4(7.4)   | 26(48.1) | 19(35.2) | 54                   | 4.06        | 0.998       |
| There are seminars and workshops that are held to empower the teachers towards the acquisition of skills and competence | 2(3.7)   | 19(35.2) | 6(11.1)  | 17(31.5) | 10(18.5) | 54                   | 3.26        | 1.231       |
| The management has upgraded the structures in school to be in harmony with the current demand                           | 1(1.9)   | 11(20.4) | 8(14.8)  | 25(46.3) | 9(16.7)  | 54                   | 3.56        | 1.058       |
| Members of staff are involved in decision making towards continuous improvement approaches                              | 2(3.7)   | 12(22.2) | 7(13)    | 23(42.6) | 10(18.5) | 54                   | 3.5         | 1.145       |
| The manager encourages the staff to suggest the areas for improvement                                                   | 2(3.7)   | 3(5.6)   | 12(22.2) | 27(50)   | 10(18.5) | 54                   | 3.74        | 0.955       |
| Continuous improvement has assisted in the improvement of academic performance                                          | 5(9.3)   | 0(0)     | 9(16.7)  | 28(51.9) | 12(22.2) | 53                   | 3.78        | 1.093       |
| <b>Total Average</b>                                                                                                    |          |          |          |          |          | <b>54</b>            | <b>3.65</b> | <b>1.08</b> |

The average response was 3.65 and a standard deviation of 1.08 that translate to agree. This shows that the management of CPSS implements Continuous Improvement aspect of TQM. On whether evaluation of staff is often done by the school manager got the highest mean of 4.06 and a standard deviation of 0.998. Though the teachers agreed that there is continuous improvement the quality of the buildings showed otherwise. Most of the buildings were not in good shape. The compound was poorly maintained thus showing the laxity in maintaining the physical image of the school. The finding concur with the Anad, Ward, Tatikona and Schillings (2009) finding who observed that most of the institutions though deployed continuous improvement initiatives have not been successful in getting what they set to achieve.

**Figure 2: shows the kitchen of one of the school.**



*Figure 3: Kitchen (own photo)*

The photo shows that the buildings are not permanent. The compound around the kitchen was full of jumble. Other schools had almost the same kind of buildings. One of the school's teachers' latrines was in pathetic condition as shown in the figure 4.



**Figure 4: Teachers' latrines (own photo)**

The picture of the teachers' latrines shows that there was no continuous improvement in the structures. This explains the deficiency growth in developments of the schools.

### **The Challenges Faced by the Management in Implementing Total Quality Management**

This section deals with the challenges the management face in implementing Total quality Management. The study used the open-ended question to solicit teachers' responses. Principals and managers were interviewed. Table 5 summarizes the responses of all the respondents.

### **Teachers Responses on the Challenges Faced by the Management on Implementing TQM.**

**Table 5 Summary of the Responses of the Teachers**

|                 | <b>Challenges by the management</b>                   | <b>F</b> | <b>%</b> |
|-----------------|-------------------------------------------------------|----------|----------|
| <b>Teachers</b> | Lack commitment                                       | 32       | 59       |
|                 | Lack of resources                                     | 17       | 31       |
|                 | Ineffective communication and delivery of information | 15       | 28       |
|                 | Insufficient experience of leaders                    | 18       | 33       |
|                 | Lack of training                                      | 13       | 24       |

Table 5 shows that majority of teachers 32(59%) agreed that one of the challenges faced by the management in implementing TQM is lack of commitment. The principals (25%) and the managers (33%) agree with the teachers on this point. This concurs with the study Dahiya and Bhata, 2013; Suleman and Gul (2015) who found that most of the institutions lack the commitment in implementing the needed change. Hutchinson and Purcel, 2010; Valaei and Rezaei, 2015; Shipton, Sanders, Atkinson and Frenkel, 2015 found that operating procedures of the institutions, line management and nature of work influences the commitment of workers directly. The entire aforementioned are directly connected to the style of management. TQM style ensures that every part in the organization work. The study also found out that lack of the resources, ineffective communication, and insufficient experienced managers were some of the challenges faced by managers. This agree with study (Rosa and Amaral, 2012; Dahiya and Bhata, 2013) who found that institutions lack of resources and improper channel of communication act as a barrier in in implementing TQM as well as achieving the quality results. Ineffective communication explain absence of commitment by the workers as Valaei and Rezaei (2015) found in their study that communication influence the workers commitment. Effective communication enhances the workers sense of belonging to the institution thus making them to be committed to the progress of the institution (Valaei & Rezaei, 2015). Effective communication in the institution is vital for the implementation of TQM.

### **Principals' Responses on the Challenges Faced by the Management in Implementing TQM.**

The Principals' view on the challenges faced by the management was also sought. Principals being in the line of the management understood well the challenges faced in the implementation of TQM. Table 6 gives the summary of their responses.

**Table 6: Summary of the Responses of the Principals**

|                   | <b>Challenges by the management</b>              | <b>F</b> | <b>%</b> |
|-------------------|--------------------------------------------------|----------|----------|
| <b>Principals</b> | Lack of cooperation of the teachers              | 2        | 50       |
|                   | Lack of resources                                | 3        | 75       |
|                   | Lack of commitment on the part of the management | 1        | 25       |
|                   | Lack of training                                 | 2        | 50       |
|                   | Resistance to change                             | 1        | 25       |

The findings show that 3 (75%) and 2 (50) principals agreed that lack of adequate resources and lack of cooperation of school staff hinder the implementation of TQM. This was also attested by the managers (67%) as shown in table 6. The findings concur with the research done by of Suleman and Gul (2015) that most of the managers face resources shortage thus leading to overall poor institutional performance. Two principals (50%) and three principals (75%) agreed that lack of training and resistance to change respectively are some of the challenges faced by the management in implementing TQM.

On the issue of inadequate training of staffs, the findings concur with Kosgei (2014) who found out that inadequate training of staff is a factor that causes failure in implementation of TQM. One principal (25%) pointed out that lack of commitment on the side of the management deter the implementation of TQM. The teachers and the managers' responses concur with the principals on the challenges facing the management in implementation of TQM.

#### **Managers' Responses on the Challenges Faced by the Management in Implementing TQM.**

The study sought the view of the managers on the challenges they face in implementing TQM. Since managers were in the first line of the management, their views were deemed very vital. Table 7 gives the summery of the managers' responses.

**Table 7: Summary the Responses of the Managers'**

|                 | <b>Challenges by the management</b> | <b>F</b> | <b>%</b> |
|-----------------|-------------------------------------|----------|----------|
| <b>Managers</b> | Lack of adequate resources          | 2        | 67       |
|                 | Resistance to change                | 2        | 67       |
|                 | Lack of management commitment       | 1        | 33       |
|                 | Inadequate training of staff        | 2        | 67       |

In the current study three managers were interviewed and their responses were as follows; 2 (67%) stated that inadequate resources is a major challenge in the implementation of TQM. The findings concur with the study done by Hassan and Fan (2016) who found that lack of resources is one of the main challenges in the implementation of TQM. 2(67%) managers also mentioned resistance to change as one of challenges faced by the management in the implementation of TQM. This concurs with the study done by Mishra (2013) that found out that staff resists new ways of doing things. 2(67%) and 1(33%) managers outlined that inadequate training of teachers and managers and lack of management commitment respectively are some of the challenges management faces in the implementation of TQM. Teachers and managers concurred with them on this aspect. The finding coincides with Kosgei (2014) findings who found that lack of training of the workers slows the process of enhancing the quality of the goods and the services of the organization.

### Strategies management can use to enhance implementation of Total Quality Management

This part deals with the response on the strategy that the school managers can use to enhance the implementation of Total Quality Management. Managers and principals were interviewed, while the teachers' views were sought through open-ended questionnaire.

### Teachers' Responses on the Strategies the Management can use to Enhance Implementation of Total Quality Management.

**Table 8: Shows the Responses of Teachers**

|                 | Strategies by Management                         | <i>f</i> | %  |
|-----------------|--------------------------------------------------|----------|----|
| <b>Teachers</b> | Training of teachers                             | 42       | 78 |
|                 | Rewarding and recognizing teachers appropriately | 50       | 93 |
|                 | Encouraging the staff to adopt change of culture | 31       | 57 |
|                 | Employee empowerment and involvement             | 51       | 94 |

Table 8 shows that the highest number of teachers 51 (94%) stated that staff empowerment and involvement are key strategies that can be used by managers to enhance implementation of TQM. 50 (93%) recognized the importance of rewarding and recognizing the staff as an important element that can enhance the implementation of TQM. The findings concur with (Kosgei, 2014; Gomes and Panchoo, 2017) who found that training and motivation of workers through remuneration as key in enhancement of the changes in any organization. Training vests the workers with necessary skills and knowledge thus enabling the worker to give quality services as noted by (Dahiya & Bhata, 2013). The findings also show that 42 (78%) and 31 (57%) of teachers stated that training of the staff and the management and encouraging staff to adapt change of culture are good ways if employed that can enhance the implementation of TQM. According to Talib and Rahman (2010) training of staff is considered as the first step in familiarization and equipping employees to handle uncertainty of change.

### Principals' Responses on the Strategies the Management can use to Enhance Implementation of Total Quality Management.

Principals were interviewed and the data was summarized into the main themes. The themes that the study got are summarized in the table.

**Table 9: Responses of Principals**

|                   | Strategies by Management                           | <i>f</i> | %   |
|-------------------|----------------------------------------------------|----------|-----|
| <b>Principals</b> | Being committed on the implementation of TQM       | 4        | 100 |
|                   | Effective communication strategies                 | 3        | 75  |
|                   | Recognizing and rewarding teachers                 | 2        | 50  |
|                   | Empowering the staff through workshop and seminars | 3        | 75  |

The findings show that all the principals 4 (100%) stated that being committed on the part of the management is very essential to enable them to enhance the implementation of TQM. Three managers (75%) agreed that effective communication and information delivery is very important to enhance the implementation of the style. Study done by Rosa and Amaral (2012) concurs with the findings that effective communication can enhance the practice of TQM. Two

Principals (50%) and three Principles (75%) stated that recognizing and rewarding teachers and empowering them through seminars and workshops are good strategies management can employ to enhance the implementation of TQM. This is in line with the teachers' responses (78% and 93%) as shown in table 9. Gomes & Panchoo (2017) study agrees with the current findings that recognizing and rewarding teachers and involving and empowering teachers are success factors of TQM in education.

### **Managers' Responses on the Strategies the Management can use to Enhance Implementation of Total Quality Management.**

Managers were interviewed and the data was summarized into the main themes. The themes that the study got are summarized in the table 10.

**Table 10: Shows the Responses of Managers**

| <b>Strategies by Management</b> |                                             | <b>f</b> | <b>%</b> |
|---------------------------------|---------------------------------------------|----------|----------|
| <b>Managers</b>                 | Recognizing and rewarding the teachers      | 2        | 67       |
|                                 | Ensuring the resources needed are available | 3        | 100      |
|                                 | Training of teachers                        | 2        | 67       |
|                                 | Managers commitment                         | 3        | 100      |

Table 10 shows that for the management to enhance the implementation of TQM, the following ways should be put in place; recognizing and rewarding teachers; providing resources needed; empowering teachers through seminars and workshop and commitment by the managers. Two managers (67%) and three managers (100) responded that recognizing and rewarding teachers and providing resources respectively are vital strategies of enhancing the implementation of TQM. Teachers (93%) too agree with them that recognizing and rewarding system is an essential element. Reward is a very important factor to motivate the teachers to work to achieve quality (Hassan & Fan, 2016). According to Kosgei (2014) provision of adequate resources would provide a favorable environment for the achievement of TQM. Training of teachers and commitment of managers are ways that were recognized by two managers (67%) and three managers (100%) respectively as major factors that can enhance the implementation of TQM in schools. Ater (2013) agree with the findings by stating that training is a necessary ingredient towards the attainment of TQM and that commitment by the managers is critical for TQM success in secondary schools. Therefore, if the above strategies are practiced, implementation of TQM can easily be achieved by the management.

### **CONCLUSION**

TQM is necessary recipe for the success of an organisation. However, its full realisation in faith-based schools in Nyahururu Diocese requires much effort from school management, principals and teachers. The study revealed dismal application of Benchmarking and Continuous Improvement of the two aspects of TQM. Based on the findings of the study the following conclusion was made; TQM techniques; Benchmarking and Continuous Improvement when practiced in schools bring about enriched performance; academically, increase in enrolment, development in terms of human resources and physical structures.

## RECOMMENDATIONS

This section recommends the findings. On the base of the research findings, the following recommendations were made; Benchmarking and Continuous Improvement aspects of TQM if effectively implemented in schools, improvement in performance can be realized. Managers of the institutions should be trained in matters concerning education to necessitate implementation of TQM. Managers and principles should be committed to effecting the use of TQM techniques in schools. They should provide the resources needed in the implementation of TQM. The management should employ the use of recognition and reward system to motivate teachers as well as organizing workshops and seminars for them where the training of TQM can take place.

Teachers on the other hand should be ready to embrace the change that comes with new techniques and ways of doing things. They should also be committed and participate in the implementation of TQM. They should work as a team as they carry out their responsibilities for unity is strength.

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