

RELATIONSHIP BETWEEN LEADERSHIP IN INTERNATIONAL ORGANISATION FOR STANDARDISATION (ISO) AND PERFORMANCE OF PRIVATE UNIVERSITY CAMPUSES IN ELDORET, KENYA

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ABSTRACT: *University education plays a major role in the development of any country's economy. The performance of universities is thus greatly dependent on the quality of education and related services provided therein. However, the extent to which International Organization for Standardization (ISO) certification enhances performance of universities still remains debatable, given the problems faced by these universities. This paper assesses leadership in universities as a component of ISO certification in relation to organisational performance. The authors look at perspectives from selected private university campuses in Eldoret, Kenya. Objectively, the study sought to determine the relationship between leadership and organisational performance of selected private university campuses in Eldoret, Kenya. Guided by Juran's Theory of Quality, a correlational research design was adopted to compare the two variables. The target population comprised 1752 students and teaching staff. Nassiuma's formula was used to obtain a sample size of 199 on which simple random sampling technique was applied. Collected data was analysed using both descriptive and inferential statistics. Pearson correlation and multiple regression were used to show the relationship between leadership and organisational performance of selected private university campuses in Eldoret, Kenya. The study found that there was a significant relationship between leadership and organizational performance of selected private university campuses in Eldoret, Kenya. In conclusion, leadership enhances organisational performance. This paper recommends that universities should not only get ISO certified but remain faithful to the requirements and standards especially the aspect of leadership to ensure organisational performance.*

KEYWORDS: ISO Certification, Leadership, Organizational Performance, Private Universities.

INTRODUCTION

Adoption of a quality management system (IS/ISO 9001:2008) is one of the strategic decisions for an organization in the 21st century. This period, coupled with the changing global environment and trade liberalization has seen organizations, particularly educational institutions undergo much pressure to meet the needs of their stakeholders. Having the right people in the right places so as to realize quality output, efficiency, effectiveness and financial viability (Gorenak & Kosir, 2012) is therefore inevitable. These in institutions of higher learning, can be a sure way to achieving International Organisation for Standardization certification which is reflected as leadership (IS/ISO 9001:2008), and once adhered to universities could achieve and maintain quality and sustainable values. In totality, organizational performance which avails itself as a viable factor for investigation in this study was measured by education quality, student support services and student enrolment.

A total of 17 private universities and 5 private university constituent colleges have received university charters in Kenya (Commission for University Education, 2017), among them are the private university campuses considered in this study. The performance of these universities however, still leaves a lot to be desired. A sweeping audit of Kenyan universities found widespread issues with respect to student admissions, progression, and the awarding of degrees and certificates. The report indicated that some of the public and private universities have been admitting students for degree programmes without the required minimum of C+ mean grade at Kenya Certificate of Secondary Education (KSCE). Some students pay other people to carry out research and write thesis for them and, there has been the sub-culture of sex or money for grades (Commission for University Education, 2017). These problems in turn lead to inefficiency and ineffectiveness within the universities.

While ISO certification helps businesses and organizations to be more efficient and improve customer satisfaction and achievement of continual improvement of performance (ISO, 2015), there is still much to be improved especially with the forms of leadership in these institutions. This paper is therefore an inquiry into the relationship between leadership as a component of International Organization for Standardization certification and performance of private university campuses in Eldoret, Kenya.

LITERATURE REVIEW

According to Yukl (2010), "Leadership is the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives." Leaders need to set and to strengthen the real values that are instrumental for the achievement of organisational strategies, business objectives and ensure continuous success (Sikavica, Bahtijarević-Šiber & Pološki-Vokić, 2008). By the 1990s, Bernie Bass had published new work showing that transactional and transformational leadership can be found across all parts of the globe and in all forms of organizations. Further, transformational leader behaviours were shown to relate positively to organizational performance.

The manner in which people are managed and led is central to the process of value creation: how technology is implemented, how change is dealt with, how customers are served, how products and services are marketed, how investors make gains – all depend, one way or another, on people (Overell, Mills, Roberts, Lekhi & Blaug, 2010). Achieving great business performance is hard enough. To retain such performance in the contemporary marketplace of globalised and reinforced competitors accelerated innovations and technological progress, continuously and frequently changing trends in economic environments and customer needs is even harder and demands leadership to act as a "spine" of TQM (Oakland, 2011).

Mahdi and Almsafir (2013) conducted a research in Malaysia, on the role of strategic leadership in building sustainable competitive advantage in the academic environment. The study sought to examine the role of strategic leadership capabilities in building sustainable competitive advantage in the academic environment. The targeted population for this study focused on all Private Universities. The study used a survey strategy, "self-administered questionnaire", to collect data. The statistic results found that there is significant positive impact of strategic leadership capabilities on sustainable competitive advantage. The study recommended a further study on the core competence along with human and social capital as the portfolio of resources.

Magutu, Mbeche, Nyaoga, Nyamwange, Onger and Ombati (2010) performed a research on quality management practices in Kenyan educational institutions, the case of the University of Nairobi. The target population included all managers that constituted the University of Nairobi's management board. The main instruments for data collection were questionnaires and document analysis. Findings showed that the University of Nairobi has applied quality management and to a very great extent has ensured that the quality management policy is appropriate to its purpose. They recommended that public universities should remove the status quo to be supportive to any formulation of new ideas in order to respond to an ever-changing environment in higher education. Their study proposes further research areas to be done to determine how quality management can contribute to organizational financial performance and customer satisfaction.

Kagumba and Gongera (2013) conducted a study on quality assurance strategy on organizational performance, case of Kenyatta University. Descriptive case design was used. A Likert scale questionnaire was used to gather responses. Findings showed that Kenyatta University management has assembled a team of good leaders to establish unity and direction quickly in a business environment. Their goal has motivated everyone working on the project, and successful leadership after compliance with ISO 9001:2008 has minimized miscommunication within and between departments in the institution. At Kenyatta University, it was noted that combining management groups may seem a tall order, but if done correctly, it can result in an efficient and effective management system. Findings of the study indicate that leaders are dedicated to the goals of the institution. They aid each other to achieve improved productivity.

Wangari (2015) made an investigation on quality management systems and service delivery in higher education institutions in Kenya, a case of Mount Kenya University. The purpose of the study was to determine the critical success factors that influence successful implementation of a quality management system in institutions of higher Education in Kenya in order to alleviate implementation failures. The study was guided by four independent variables, namely employee awareness, leadership, organization culture and teamwork. The study used descriptive case study design to obtain information from eighty (80) respondents sampled from the target population at Mt. Kenya University Main Campus; the stratified random sampling was used when selecting samples. The study found that leadership, employees' awareness, team work and organization culture affect service delivery. The study therefore recommends that the organizations appoint competent managers who demonstrate the role model, organizations to be flexible enough when implementing QMS and management should develop a quality culture by changing perception and attitudes toward quality, organisations to stop sticking to the old-fashioned hierarchical structure. Finally, the study recommended that QMS training should be customised to the respective organisations. In order to strengthen the model under study, future research may consider other variables of Quality Management System, i.e. customer focus, involvement of people, continual improvement, bench marking and mutual benefit to suppliers.

The study was guided by Juran's theory of quality. This theory, propounded by Joseph Juran in 1986 assumes that managing for quality consists of three basic quality-oriented processes that is, quality planning, quality control, and quality improvement. This is embedded in what is known as the quality trilogy which brings out Juran's holistic approach to quality (Juran & Godfrey, 1999). Juran explains that the role of quality planning is to engineer the process for designing new products, a production process for making goods or a service process for

responding to customer requests; the role of quality improvement is to devise ways to take the process to unprecedented levels of performance, and the role of quality control is to operate and when necessary correct the process so that it performs with optimal effectiveness. Juran's theory guided the study in such a way that quality planning was captured in the leadership role of management planning for quality in the university; Quality improvement was captured through the leadership role of provision of required resources for quality improvement. Finally, quality control was captured through the leadership roles of communication, motivation of employees for quality control, audits, and promotion of quality culture, and use of various leadership styles. However, the theory simply proposes quality planning, quality improvement and quality control but does not give the details of how each can best be implemented.

MATERIALS AND METHODS

This study employed a quantitative approach and adopted a descriptive correlational research design to explore relationship between leadership and performance of private university campuses in Eldoret, Kenya. The study population comprised 1752 students and full-time teaching staff of the selected private university campuses in Eldoret, Kenya specifically those that are ISO certified. The study population from The Catholic University of Eastern Africa, Gaba campus was composed of 658 students and 20 full time teaching staff while Mount Kenya University, Eldoret campus had a target population of 1051 students and 23 full-time teaching staff. Simple random sampling was used to select the respondents. The sample size was then obtained from the population by Nassiuma's (2000) formula:

$$n = N (cv^2) / \{cv^2 + (N-1) e^2\}$$

Where n = sample size, N = target population, cv = co-efficient of variation which is taken as 0.3, e= Tolerance at desired level which is taken at 0.02 or at 98% confidence level.

Nassiuma (2000) asserts that a coefficient of variation in the range of $21\% \leq C \leq 30\%$ and a standard error in the range of $2\% \leq C \leq 5\%$ is usually acceptable. Hence:

$$1752 (0.3^2)$$

$$0.3^2 + (1752-1) 0.02^2 = 199$$

The study used questionnaires for data collection with constructs tapped on a five point Likert scale showing; 1=strongly disagree, 2=disagree, 3=undecided 4=agree, 5=strongly agree. A pilot test and triangulations was done to ensure reliability and validity of the questionnaires respectively. Cronbach's alpha reliability test was used to assess internal consistency of measurements with an acceptable reliability coefficient of 0.7 or greater. The value of Cronbach's Alpha was 0.731, which was higher than 0.7; this meant that the questionnaire used to collect data from the selected private university campuses would produce reliable results.

Quantitative data from the questionnaires was analysed at univariate level basing on frequencies generated from tables and descriptive statistics such as percentages were majorly used. The results were presented in tables, graphs and charts. Inferential statistics in the form of one sample t-test was used to test the hypotheses. Pearson correlation was used to compute

the relationship between leadership and organisational performance of selected private university campuses in Eldoret, Kenya and the results thereof interpreted.

The following regression model was computed to the relationship between leadership in ISO certification and organisational performance of selected private university campuses in Eldoret and the results thereof interpreted:

$$Y = a + bX$$

Where: Y = Organisational Performance

α = Constant

b=the regression coefficients of independent variable

X= Leadership

RESULTS

Leadership was measured using the following indicators: support, provision of resources, communication, motivation and leadership styles; all of which involved the key stakeholders who were the respondents in the study. These were asked to indicate their level of agreement on a five (5) point Likert scale. The results are shown in Table 1.

Table 1: Leadership in Selected Private University Campuses in Eldoret

Statements	Frequency (%)						Mean	Std dev
	SD	D	U	A	SA	N		
Management plans for quality improvement	1(0.5)	4(2)	49(24.7)	127(64.1)	17(8.6)	198	3.78	.644
Management ensures provision of required resources for quality improvement	9(4.5)	3(1.5)	45(22.7)	117(59.1)	24(12.1)	198	3.73	.865
Communication is a crucial managerial practice	16(8.1)	1(0.5)	52(26.3)	116(58.6)	13(6.6)	198	3.55	.937
To ensure quality control, audits and promotion of quality culture employees are motivated	3(1.5)	3(1.5)	48(24.2)	117(59.1)	27(13.6)	198	3.82	.739
To ensure quality, various leadership styles are exercised	3(1.5)	5(2.5)	57(28.8)	126(63.6)	7(3.5)	198	3.65	.664

Source: Authors (2017)

The results in Table 1 show that 127(64.1%) agreed and 17(8.6%) strongly agreed that management plans for quality improvement in the university while 4(2%) disagreed, 1(0.5%) strongly disagreed and 49(24.7%) were undecided.

In addition, 117(59.1%) agreed and 24(12.1%) strongly agreed that Management ensures provision of required resources for quality improvement in the university while 3(1.5%) disagreed, 9(4.5%) strongly disagreed and 45(22.7%) were undecided. Out of the 198 respondents 116(58.6%) agreed and 13(6.6%) strongly agreed that communication is a crucial managerial practice in the university while 1(0.5%) disagreed, 16(8.1%) strongly disagreed and 52(26.3%) were undecided. Furthermore, 117(59.1%) agreed and 27(13.6%) strongly agreed that to ensure quality control, audits and promotion of quality culture, employees are motivated in the university while 3(1.5%) disagreed, 3(1.5%) strongly disagreed and 48(24.2%) were undecided. Finally, 126(63.6%) agreed and 7(3.5%) strongly agreed that various leadership styles are exercised in the university while 5(2.5%) disagreed, 3(1.5%) strongly disagreed and 57(28.8%) were undecided.

The above findings indicate that majority of the respondents generally agreed to the chosen indicators, followed by those who were undecided and finally those who disagreed accounted for the smallest percentage. This implies that quality planning, provision of resources for quality improvement, communication, motivation of employees for quality control and good leadership styles adopted by management of selected private university campuses in Eldoret, Kenya have an influence on the overall performance of the institution.

Pearson correlation was used to establish the relationship between leadership and organisational performance results of which are displayed in Table 2 below.

Table 2: Correlation Results

		Organizational Performance	Leadership
Leadership	Pearson	.615**	1
	Correlation		
	Sig. (2-tailed)	.000	
	N	198	198

From Table 2, the Pearson Correlation coefficient value of 0.615 indicated that there was a strong positive correlation between Leadership and organisational performance.

The authors performed an analysis of variance to compare leadership with other variables that could affect organizational performance. These factors were considered predictors of organizational performance and included continual improvement, employee involvement, customer focus as well as the leadership aspect which this paper endeavoured to explore.

Table 3: ANOVA Table showing F-statistics and Significance

Model	ANOVA ^a				
	Sum of Squares	Df	Mean Square	F	Sig.
1					
Regression	185.825	4	46.456	35.09	.000 ^b
Residual	255.670	193	1.325		
Total	441.495	197			

a. Dependent Variable: Organizational performance

b. Predictors: (Constant), Leadership, Continual Improvement, Employee Involvement, Customer Focus

Source: Authors (2017)

Based on the means squares in Table 3, it can be established if the differences between the means are statistically significant by comparing the p-value to the significance level $\alpha = 0.05$. The ANOVA results therefore show a p-value of 0.000, which was less than 0.05. The results show a statistically significant difference between the group means. This is evidence that the strength of variation of the predictor values of leadership, continual improvement, employee involvement, and customer focus regulated organisational performance significantly. The F-statistic 35.069 means that the dispersion in the data from the mean is not so big. This also means the ISO certification indicators used in the model were significant enough predictors of organisational performance.

Table 4: Regression Analysis

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	Constant	-.928	1.127		-.824	.411
	Leadership	.483	.063	.623	7.701	.000

a. Dependent Variable: Organisational performance

Table 4 shows the relationship between leadership as a determinant of ISO certification and organisational performance of selected private university campuses in Eldoret, Kenya. The regression model is given as $Y = -0.928 + 0.623x$, where $X = \text{Leadership}$ and $Y = \text{Organizational Performance}$. This regression model implies that a unit deviation in leadership would lead to a 62.3% deviation in organisational performance of private university campuses in Eldoret, Kenya.

The proposed hypothesis stated that there is no significant relationship between leadership and organisational performance. From the results of the study, it is evident (as shown in Table 4) that the p-value of Leadership was 0.000 which was less than 0.05. Therefore, the null hypothesis was rejected. This implied that there is a significant relationship between Leadership and organizational performance of selected private university campuses in Eldoret, Kenya.

DISCUSSION

The study focused on the relationship between Leadership as an ISO certification determinant and organisational performance of selected private university campuses in Eldoret, Kenya. Organisational performance of selected private university campuses in Eldoret, Kenya was evaluated in terms of education quality, student support services and student enrolment.

The study findings showed that there was a significant relationship between leadership and organizational performance supported by a P-value of 0.000 which is less than 0.05. Findings of the study partly concurred with those of Obiwuru, Okwu, Akpa and Nwankwere (2011) whose results showed that while transactional leadership style had significant positive effect on performance, transformational leadership style had positive but insignificant effect on performance. More still, the results of Obiwuru *et al.* (2011) driven from the research, showed that there is a strong impact of leadership behaviours on organizational performance. The behaviour of the CEO of the D&R Cambric Communication with the employees of the company was one of the major reasons for the company's success. The study findings were also in agreement with the findings of Anees (2013) who observed that leadership behaviours were found out to be very important key factors for the growth of the companies in the service sectors.

Hurduzeu (2015) demonstrated that effective human resources management arbitrates the relationship between leadership and performance through increased commitment, higher motivation and intellectual motivation. The findings of this paper partly concur with those of Hurduzeu (2015) in which majority of the respondents agreed to the indicators used, followed by those who were undecided and finally those who disagreed. This is an implication that support, provision of resources, communication, motivation of employees and good leadership styles adopted by management of selected private university campuses in Eldoret, Kenya and all of which fall under human resource practices have an influence on the overall performance of the organization.

The findings of this study further concur with Edoka (2012) whose finding arising from the primary data tested at 0.05 co-efficient interval and degree of freedom do reveal that there is positive and significant relationship between effective leadership and organizational performance in NYSC Kogi State. The study also revealed that there are no leadership obstacles that hamper organisational performance in the Kogi State NYSC resulting from the structure of the organisational management. The study revealed that in spite of the above; there are other factors that affect organisational performance. These factors are lack of good office equipment, insufficient funds and poor work environment. For Vissanu and Sarinthree (2014), leadership styles do have an influence on organisational performance. In addition, they indicate an association between leadership styles and organisational performance, mediated by organisational innovation. Their findings stand in line with the study findings.

The study findings indicated that there was a significant relationship between leadership and organisational performance of selected private university campuses in Eldoret, Kenya based on a p-value of 0.000 which was less 0.05. A β value of 0.623 meant that, a unit change in leadership leads to a 62.3% change in organisational performance. This implies that quality planning, provision of resources for quality improvement, communication, motivation of employees for quality control and good leadership styles adopted by management of selected private university campuses in Eldoret, Kenya have an influence on the overall performance of the organization. The significant relationship between leadership and organizational

performance of selected private university campuses in Eldoret, Kenya is an indication that a positive unit change in leadership leads to improvement in organisational performance.

CONCLUSION

There is a significant relationship between leadership and organizational performance of selected private university campuses in Eldoret, Kenya. Quality planning, provision of resources for quality improvement, proper communication, motivation of employees for quality control and good leadership styles adopted by management all enhance organisational performance of private university campuses in Eldoret, Kenya.

RECOMMENDATIONS

The study recommends that universities should not only get ISO certified but remain faithful to the requirements and standards even after certification has been granted. This consistency is what practically yields best results from ISO certification. Universities should be keen on the kind of leaders they choose because these define the success or failure of the institution. Enough time should be taken while vetting potential leaders for the universities to ensure that competent and worthy leaders are chosen. Additionally, the government should put in place mechanisms that can help monitor the leaders of different universities by looking into matters of qualification and integrity of the various university leaders. This can ably be done through the Commission for University Education.

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