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TOTAL QUALITY MANAGEMENT PRACTICES AND SERVICE DELIVERY OF THE KENYA SCHOOL OF GOVERNMENT

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Abstract: Quality service delivery is a fundamental indicator of public institutional performance, particularly for entities mandated to develop civil service capacity such as the Kenya School of Government (KSG). Despite its statutory responsibility to provide efficient and high-quality training, KSG continues to experience systemic challenges, including delayed program implementation, inconsistency in training standards across campuses, limited stakeholder engagement, and administrative inefficiencies. This study examined the effect of Total Quality Management (TQM) practices on service delivery at KSG. The specific objectives were to: examine the effect of leadership commitment on service delivery efficiency; assess the influence of continuous improvement initiatives on service delivery; evaluate the effect of customer focus on service quality and stakeholder satisfaction; and determine how employee empowerment influences service delivery. The study adopted a descriptive cross-sectional design, targeting 1,729 individuals comprising administrative staff, trainers, and trainees across all five KSG campuses. Stratified random sampling yielded 313 respondents, with 290 completing questionnaires (92.7% response rate). Data were analyzed using SPSS Version 25 through descriptive statistics, Pearson correlation, and multiple regression analysis. Correlation analysis revealed that employee involvement exhibited the strongest relationship with service delivery ($r = 0.676$, $p < 0.001$), followed by continuous improvement ($r = 0.649$), customer focus ($r = 0.603$), and leadership commitment ($r = 0.602$). Regression analysis demonstrated that TQM practices collectively explained 57.1% of service delivery variance ($R^2 = 0.571$, $F = 105.47$, $p < 0.001$), with employee involvement emerging as the strongest predictor ($\beta = 0.364$, $p < 0.001$). The study concluded that TQM practices significantly enhance service delivery, though implementation consistency and resource equity require improvement. Recommendations include investing in employee empowerment programs, strengthening leadership commitment through consistent resource allocation, prioritizing uniform continuous improvement frameworks, and developing formalized

complaint resolution systems. Future research should explore organizational culture, financial constraints, and mediating variables influencing service delivery outcomes.

Keywords: Total Quality Management, Service Delivery, Leadership Commitment, Continuous Improvement, Customer Focus, Employee Involvement, Kenya School of Government

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1.0 INTRODUCTION

1.1. Background of the Study

Total Quality Management (TQM) has emerged as a global management philosophy aimed at enhancing institutional performance and stakeholder satisfaction across diverse sectors. Originating in post-World War II Japan, TQM was initially adopted to improve industrial production through quality-based approaches. Over time, it evolved into a worldwide framework for organizational excellence, grounded on four core principles leadership commitment, continuous improvement, customer focus, and systemic thinking. These principles have been successfully applied in manufacturing, healthcare, education, and public administration, contributing to efficiency and operational excellence (Ahmed & Manab, 2016; Goetsch & Davis, 2014). In Kenya, the integration of TQM aligns with national initiatives such as Vision 2030 and the Public Sector Transformation Strategy, which emphasize people-centered, high-quality public services. Such policies institutionalize quality management systems to promote accountability, responsiveness, and performance in public institutions.

As public expectations for service quality and accountability increase, many organizations, especially in the public sector, have adopted TQM to strengthen strategic planning and operational efficiency. In service-oriented institutions, where performance is gauged by responsiveness, reliability, and customer satisfaction, TQM provides a structured mechanism for continuous improvement. Foundational quality theorists Deming, Juran, and Crosby emphasized total systems management, feedback mechanisms, process enhancement, and employee involvement (Tari & Sabater, 2017). Deming's 14 Points, in particular, remain instrumental in promoting a culture of continuous improvement and customer responsiveness (Lima et al., 2020). Empirical studies from countries such as the United States, United Kingdom, and Australia demonstrate that TQM implementation can significantly improve public sector performance and citizen satisfaction, despite resistance to change (Prajogo & Sohal, 2016). In higher education, TQM has been associated with improved academic quality and institutional management. For instance, Indian universities achieved notable performance gains after adopting TQM through effective leadership and resource utilization (Pandi-Perumal et al., 2019).

In contrast, African public institutions have adopted TQM inconsistently due to bureaucratic rigidity, limited resources, and low institutional adaptability (Nabaho & Turyasingura, 2019). Nevertheless, regional efforts in countries such as Uganda have yielded modest improvements in university services following TQM adoption, though challenges of inadequate staff training and

cultural resistance persist (Basheka & Sejjaaka, 2017). In Kenya, Vision 2030 emphasizes administrative reforms and institutional quality enhancement, encouraging public institutions to adopt TQM frameworks (Kamau & Mohamed, 2020). The Kenya School of Government (KSG), established under the Kenya School of Government Act (2012), plays a central role in strengthening public sector capacity through training, policy studies, and advisory services. Despite this mandate, KSG continues to face internal challenges, including uneven training standards, limited staff participation in decision-making, insufficient funding, and administrative inefficiencies (Mwangi & Kihara, 2021). These weaknesses underscore the need for an organized quality management system to enhance institutional performance.

Implementing TQM at KSG can foster a culture of shared responsibility, continuous assessment, and customer orientation. Leadership commitment can promote quality-oriented values, employee empowerment can drive innovation and accountability, and customer focus can enhance responsiveness and service relevance. Although these theoretical benefits are well documented, empirical evidence on TQM implementation in Kenyan public training institutions remains limited. Most local studies focus on universities or general public service institutions, with little attention to training-specific contexts. For instance, Mutua and Nzulwa (2021) found that while TQM improved service quality in Kenyan universities, challenges such as cultural resistance persisted. As the demand for skilled civil servants grows, assessing how TQM dimensions leadership commitment, continuous improvement, customer focus, and employee empowerment affect service delivery at KSG is increasingly critical. According to Njuguna and Kihara (2020), aligning institutional training outcomes with national development goals requires structured and measurable quality management systems. Hence, this study seeks to evaluate the impact of TQM practices on service delivery at KSG to generate evidence-based insights for strengthening public sector performance in Kenya (Mburu & Njoroge, 2023).

1.2. Statement of the Problem

Quality service delivery is a fundamental indicator of public institutional performance, particularly for entities mandated to develop civil service capacity such as the Kenya School of Government (KSG). Despite its statutory responsibility to provide efficient and high-quality training, KSG continues to experience systemic challenges, including delayed program implementation, inconsistency in training standards across campuses, limited stakeholder engagement, and administrative inefficiencies (Mwangi & Kihara, 2021). These shortcomings hinder the institution's ability to meet its strategic objectives and contribute effectively to Kenya's broader public sector reform agenda. Although Total Quality Management (TQM) has been widely applied globally to enhance institutional performance through continuous improvement, customer orientation, and participatory management (Goetsch & Davis, 2014), its practical implementation within Kenya's public-sector training institutions remains insufficiently examined. Previous studies (Omore & Misuko, 2023; Hashim, 2022) have largely focused on other sectors such as healthcare, education, and finance, leaving a notable empirical gap concerning specialized public training entities like KSG. Furthermore, existing evidence shows that KSG's quality initiatives remain fragmented, reactive, and weakly embedded in institutional culture (Ngari & Kamau,

2022). This highlights a critical need to assess how the core dimensions of TQM leadership commitment, continuous improvement, customer focus, and employee empowerment affect measurable service delivery outcomes including efficiency, responsiveness, reliability, and stakeholder satisfaction.

1.3. Research Objectives

General Objective

The general objective of the study was to examine the effect of Total Quality Management (TQM) practices on service delivery at the Kenya School of Government.

Specific objectives.

- i. To examine the effect of leadership commitment on the efficiency of service delivery at the Kenya School of Government.
- ii. To assess the influence of continuous improvement initiatives on service delivery at the Kenya School of Government.
- iii. To evaluate the effect of customer focus on service quality and stakeholder satisfaction at the Kenya School of Government.
- iv. To determine how employee empowerment in decision-making influences service delivery at the Kenya School of Government.

2.0 LITERATURE REVIEW

2.1. Theoretical Framework

Organizations adopting Total Quality Management (TQM) integrate diverse theoretical frameworks that guide continuous improvement and stakeholder satisfaction. Key models include Bertalanffy's Systems Theory, Deming's TQM philosophy, Juran's Quality Trilogy, Crosby's Zero Defects, Kahn's Employee Engagement Theory, Parasuraman et al.'s SERVQUAL Model, and Imai's Kaizen Philosophy all emphasizing process harmony, efficiency, and organizational excellence.

2.1.1. Systems Theory

Ludwig von Bertalanffy introduced Systems Theory in 1968, proposing that organizations operate as dynamic entities composed of interdependent subsystems people, processes, technology, and structures—working harmoniously to achieve institutional objectives. The theory emphasizes feedback mechanisms, adaptability, and holistic management, asserting that a change in one subsystem affects others (Luhmann, 2018). In relation to TQM, Systems Theory supports the integration of leadership, employee empowerment, and continuous improvement for optimal performance. This interdependence mirrors TQM's requirement for synergy among all organizational components. For example, effective leadership enhances staff motivation, stability, and responsiveness to stakeholder needs. Within Kenya's public institutions, Systems Theory provides a relevant framework for analyzing complex service delivery systems such as finance, human resource management, and training, which must function cohesively to achieve efficiency. However, its practical application may be hindered by bureaucratic silos and limited resource

integration (Jackson, 2019). Despite critiques of abstraction, empirical studies, such as Basheka and Sejjaaka (2017) in Uganda and Nabaho and Turyasingura (2019) in East Africa, confirm its utility in evaluating institutional performance. For the Kenya School of Government (KSG), Systems Theory enables examination of how TQM dimensions leadership, empowerment, and process coordination interact to improve efficiency, responsiveness, and stakeholder satisfaction in public service delivery.

2.1.2. Deming's Theory of Total Quality Management

W. Edwards Deming introduced his Total Quality Management (TQM) philosophy in the 1950s, emphasizing leadership commitment, continuous improvement, and customer orientation as the foundation of institutional excellence. His Fourteen Points for Management and the Plan-Do-Check-Act (PDCA) cycle guide organizations in establishing systematic, data-driven, and sustainable improvement processes (Goetsch & Davis, 2014). Deming's philosophy aligns closely with this study's focus on TQM practices at KSG, emphasizing leadership accountability, employee empowerment, and responsiveness to customer needs. Although critics such as Jackson (2019) argue that the PDCA model may appear too mechanistic for bureaucratic public institutions, empirical studies validate its effectiveness. Prajogo and Sohal (2016) found notable performance gains in Australian public agencies applying Deming's model, while Kamau and Mohamed (2020) observed enhanced service efficiency and transparency in Kenyan government departments. For KSG, Deming's framework provides a structure for embedding continuous improvement and performance assessment into training and administrative operations. His emphasis on participative leadership parallels the need for inclusive decision-making and innovation among staff. The PDCA cycle supports evidence-based adjustments to programs and administrative processes. Thus, Deming's theory underpins this study's assessment of how leadership and continuous improvement influence efficiency, reliability, and stakeholder satisfaction in KSG's service delivery.

2.1.3 Juran's Quality Trilogy

Joseph M. Juran introduced the Quality Trilogy in 1986, proposing that quality management comprises three interrelated processes: quality planning, quality control, and quality improvement (Juran & De Feo, 2010). Quality planning involves identifying customer needs and designing processes to meet them; quality control ensures consistency with established standards; and quality improvement focuses on eliminating inefficiencies and enhancing performance. Although critics such as Oakland (2014) argue that the Trilogy's linear design oversimplifies the complex, interdependent realities of modern organizations, its structured approach remains valuable, particularly for public institutions. The model's principles have been successfully applied in various contexts—Mutua and Nzulwa (2021) demonstrated improved academic program alignment in Kenyan universities, while Namburi and Ndung'u (2019) reported enhanced accountability and performance in Tanzanian government institutions. For KSG, Juran's Trilogy provides a practical framework for systematically improving service delivery. Quality planning is reflected in aligning training programs with evolving public service needs, while quality control is achieved through internal performance audits and standardization. Continuous quality improvement ensures adaptation to stakeholder feedback and policy shifts. Additionally, tools such

as Pareto and Root Cause Analysis, derived from Juran's approach, can help KSG identify inefficiencies and implement targeted reforms to enhance responsiveness and reliability.

2.1.4 Crosby's Zero Defects Theory

Philip B. Crosby introduced the Zero Defects Theory in 1979, asserting that quality should be achieved through error prevention rather than error detection. His philosophy is based on four principles: meeting defined requirements, prevention over inspection, zero defects as the performance standard, and measuring quality by the cost of non-conformance (Crosby, 1979; Goetsch & Davis, 2014). Crosby's approach encourages organizations to "do it right the first time," reducing waste, rework, and stakeholder dissatisfaction. Critics such as Oakland (2014) argue that the model's idealism may not fit resource-constrained public institutions, as absolute defect elimination is often unrealistic. However, empirical studies affirm its practicality. Lima et al. (2020) found that Brazilian government agencies applying Zero Defects achieved notable error reduction and service efficiency, while Mwangi and Kihara (2021) reported similar improvements in Kenyan administrative institutions. For KSG, adopting Crosby's principles can strengthen quality assurance within training and administrative operations. Integrating defect prevention into performance evaluation systems, such as Kenya's Performance Contracting framework, could enhance accountability and service reliability. Moreover, emphasizing the cost of non-conformance aligns with Kenya's public resource management standards. Therefore, Crosby's model supports KSG's pursuit of efficiency, consistency, and client satisfaction through a culture of proactive quality management.

2.1.5. Theory of Employee Engagement

The Employee Engagement Theory was introduced by William Kahn in 1990 to explain how employees physically, emotionally, and cognitively invest themselves in their work roles. Kahn posited that engagement depends on employees' psychological meaningfulness, safety, and availability within their organizational context. Engaged employees exhibit higher productivity, innovation, and commitment, thereby enhancing organizational outcomes. Although the theory is widely acclaimed, it faces critiques concerning contextual variability, as engagement levels are influenced by managerial style, workload, and organizational culture (Bakker & Albrecht, 2018). Nonetheless, empirical evidence supports its relevance. Saks (2006) found that engaged employees contribute to improved service quality and retention, while Bakker and Albrecht (2018) demonstrated a direct link between engagement and superior public service delivery. In this study, Employee Engagement Theory provides a foundation for understanding employee empowerment, a central TQM dimension. Empowered employees at KSG are more likely to innovate, participate in decision-making, and deliver responsive, high-quality training services. The theory also complements Herzberg's Two-Factor Theory by recognizing that motivation in public service stems from both intrinsic (autonomy and recognition) and extrinsic (policy and working conditions) factors. Thus, the model underscores the role of empowerment in achieving service efficiency, responsiveness, and stakeholder satisfaction at KSG.

2.1.6. SERVQUAL Model

The SERVQUAL model, developed by Parasuraman, Zeithaml, and Berry in 1988, is a multidimensional framework for measuring service quality across five key dimensions: tangibility,

reliability, responsiveness, assurance, and empathy. It conceptualizes service quality as the gap between customers' expectations and their perceived service experience. Each dimension captures a unique element of quality: tangibility relates to physical facilities and staff appearance; reliability to the ability to deliver promised services dependably; responsiveness to promptness and willingness to assist; assurance to staff competence and credibility; and empathy to individualized attention. Despite criticism from Cronin and Taylor (1992), who suggested performance-based measures may be superior, SERVQUAL remains the most widely used service quality assessment tool. For this study, SERVQUAL operationalizes service delivery, the dependent variable. Its dimensions provide a robust structure for assessing how TQM practices influence outcomes such as efficiency, reliability, responsiveness, and user satisfaction at KSG. Leadership commitment may enhance reliability, while employee empowerment and customer focus improve assurance and empathy. However, contextual adaptation is necessary, as public training quality also depends on curriculum relevance and trainer competence. Therefore, SERVQUAL offers a customizable framework for evaluating KSG's service delivery in relation to TQM practices.

2.1.7 Kaizen Philosophy

The Kaizen Philosophy, introduced by Masaaki Imai in 1986, advocates for continuous, incremental improvement as the foundation of organizational excellence. Derived from the Japanese term Kaizen meaning "change for the better," the philosophy emphasizes collective responsibility, teamwork, and employee participation in improving processes (Imai, 1986). Unlike large-scale reforms, Kaizen promotes small, consistent improvements embedded in daily work routines. It aligns closely with TQM principles of continuous improvement, employee involvement, and process efficiency. Critics argue that Kaizen's incremental approach may produce slow results in complex bureaucratic environments. However, evidence from Kimani and Waiganjo (2021) demonstrates significant workflow efficiency and service responsiveness improvements in Kenyan government hospitals using Kaizen techniques. For the Kenya School of Government (KSG), Kaizen offers a relevant strategy for embedding a culture of participation and quality consciousness. Encouraging small, employee-led improvements in training design, resource use, and administrative efficiency can lead to substantial institutional gains over time. By institutionalizing Kaizen within its TQM framework, KSG can enhance adaptability, eliminate inefficiencies, and foster collective ownership of service quality. Ultimately, Kaizen complements TQM's goal of continuous institutional improvement, promoting responsiveness, efficiency, and stakeholder satisfaction in Kenya's public service training environment.

2.2. Empirical Review

Total Quality Management (TQM) practices are recognized as critical to improving service delivery in public institutions such as the Kenya School of Government (KSG). Empirical evidence consistently highlights the pivotal role of leadership commitment, customer focus, employee engagement, and continuous improvement in driving institutional performance and stakeholder satisfaction. Leadership commitment is the foundation of effective TQM implementation. Leaders act as change agents who shape organizational culture, allocate resources, and communicate quality goals. Studies by Mutua and Nzulwa (2021) and Mwangi and Kihara (2021) established that leadership involvement in quality initiatives enhances accountability, administrative effectiveness, and stakeholder relationships in Kenyan public institutions. Furthermore, Zu et al.

(2018) emphasized that leaders who personally participate in performance monitoring and improvement initiatives foster a culture of service excellence. However, leadership instability, political interference, and bureaucratic rigidity often undermine progress. At KSG, the challenge lies in maintaining leadership continuity and flexibility across its dispersed campuses while aligning institutional goals with broader public service mandates.

Customer focus forms another key TQM pillar, emphasizing responsiveness to clients' evolving needs. In the public service context, this translates to developing training programs aligned with civil service competencies and national development priorities. Research by Kamau and Mohamed (2022) and Nabaho et al. (2023) revealed that institutions engaging stakeholders in curriculum design and feedback processes experience enhanced satisfaction and trust. Nonetheless, resource limitations, bureaucratic delays, and the diversity of clientele constrain effective customization of services. To overcome this, KSG can segment its client base, introduce modular training, and leverage digital tools such as customer relationship management (CRM) systems and feedback dashboards to improve responsiveness. Despite strong evidence supporting customer-centric approaches, limited research exists on how Kenya's public training institutions institutionalize customer feedback mechanisms—an area this study seeks to address.

Continuous improvement, a key tenet of TQM, is increasingly being strengthened through digital tools. Technologies like performance dashboards, online feedback systems, and CRM software facilitate real-time monitoring and problem-solving, enabling data-driven decisions (Ngugi & Wamuhu, 2022). Such systems can help KSG track satisfaction levels and operational efficiency while reducing manual errors. However, challenges such as inadequate ICT infrastructure, low digital literacy, and budget constraints may hinder adoption (Muriithi, 2021). Therefore, a blended approach integrating traditional and digital quality monitoring practices is ideal for public institutions with limited resources. Employee engagement also plays a vital role in improving service delivery. Engaged employees contribute innovative ideas, enhance workflow efficiency, and take ownership of institutional outcomes. Empirical studies (Grönroos, 2019; Ngari & Kamau, 2022; Nyambane & Wamuyu, 2023) confirm that staff involvement in planning, evaluation, and curriculum design increases motivation, relevance, and service effectiveness. Nonetheless, hierarchical management structures and limited participation frameworks often hinder meaningful engagement. Effective engagement at KSG would require formal structures like quality circles, task forces, and feedback forums, combined with recognition systems and digital collaboration platforms to encourage inclusion.

3.0 RESEARCH METHODOLOGY

The study adopted a descriptive cross-sectional design to collect quantitative and qualitative data from all five KSG campuses. The target population included 1,729 individuals comprising administrative staff, trainers, and trainees. Stratified random sampling was employed to ensure fair representation across roles and campuses, resulting in a sample size of 313 respondents. Primary data were collected using structured questionnaires and observation checklists, while secondary data were obtained from institutional and policy documents. Quantitative data were analyzed using SPSS Version 25 through descriptive statistics, Pearson correlation, and multiple regression to

determine the relationship between TQM variables and service delivery. Qualitative data were analyzed thematically to provide contextual insights. Ethical considerations such as informed consent, confidentiality, voluntary participation, and data protection were strictly adhered to throughout the study.

4.0 RESEARCH FINDINGS AND DISCUSSION

4.1. Response Rate

The study targeted 313 participants, and 290 of them were able to participate through the submission of fully filled questionnaires. This is summarized in Table 6.

Table 1: Response Rate

Category	Targeted Respondents	Actual Responses	Response Rate (%)
Distributed Questionnaires	313	290	92.7

Source: Survey Data (2025)

As shown in Table 4.1, the study achieved a response rate of 92.7%, which is considered excellent for academic research. According to Mugenda and Mugenda (2003), a response rate of 50% is adequate, 60% is good, and 70% and above is very good. The high rate attained in this study confirms that the findings are based on a sufficiently large and representative sample, thereby enhancing their validity and reliability.

4.2. Descriptive Analysis

Descriptive analysis summarizes collected data to reveal patterns and trends using measures such as frequencies, percentages, and means.

4.2.1 Effect of Leadership Commitment on Service Delivery Efficiency

The first aim of the study was to examine the impact of leadership commitment on the effectiveness of service delivery within KSG. The results are indicated in Table 7.

Table 2: Leadership Commitment and Service Delivery Efficiency

Statement	1 S. Disagree	2 Disagree	3 Neutral	4 Agree	5 S. Agree	Mean	SD	Mode
KSG leadership actively engages in strategic quality planning to improve service delivery.	8.39%	4.97%	8.07%	35.71%	42.86%	4.00	1.21	5
Management provides adequate resources to aid quality improvement activities.	3.73%	3.39%	16.77%	41.30%	29.81%	3.85	1.06	5

Leaders frequently interact with staff and trainees to solve service quality issues.	4.04%	9.94%	15.53%	35.40%	35.09%	3.88	1.12	4
KSG has clear quality policies that direct service delivery improvements.	2.80%	4.66%	16.77%	35.40%	40.37%	4.06	1.00	5

Source: Survey Data (2025)

The study reveals that leadership commitment at the Kenya School of Government (KSG) is generally perceived positively, though opportunities for improvement remain. A total of 78.6% of respondents (42.86% agree and 35.71% strongly agree) indicated that leadership actively engages in strategic quality planning, yielding a mean score of 4.00 (SD = 1.21, Mode = 5). This demonstrates visible leadership involvement in strategic initiatives, essential for aligning institutional objectives with service quality. However, 13.36% of respondents disagreed or strongly disagreed, implying inconsistency in leadership engagement across campuses. Regarding resource availability, 71.1% agreed or strongly agreed that management provides sufficient resources to support quality enhancement (mean = 3.85, SD = 1.06, Mode = 5). Nonetheless, 20.5% expressed neutrality or disagreement, suggesting uneven resource allocation that may hinder TQM implementation due to financial or manpower limitations. Staff and trainee interaction with leadership also showed mixed outcomes, with 70.5% agreeing or strongly agreeing (mean = 3.88, SD = 1.12, Mode = 4), while 14% disagreed and 15.53% remained neutral. This indicates that communication channels, though present, could be made more inclusive to enhance stakeholder participation. The most highly rated aspect was the presence of clear quality policies, with 75.8% in agreement (mean = 4.06, SD = 1.00, Mode = 5). Overall, while KSG leadership has established a strong foundation for quality-driven service delivery, greater attention to equitable resource distribution and participatory communication remains essential for sustaining improvement.

Qualitative Insights

Two themes were derived from open-ended questions. Firstly, the respondents called for more visible and participative leadership support: *"Leaders could more effectively support quality by talking both to staff and trainees more frequently, not just at formal reviews."* This echoes the quantitative finding that nearly a third of the respondents were neutral or unhappy with leader–staff interaction. Second, the respondents identified positive leadership behaviors such as resource mobilization and embracing digital policies: *"The new digital learning platform policy has streamlined access to training."* Discrepancies were, however, identified in follow-through: *"Policies are in place, but without regular follow-through, implementation is hindered."* That is the quantitative meaning that resource allocation was only moderately adequate. Taken together, these findings suggest that leadership has established a framework for quality improvement but the

effectiveness of its pledge will be contingent on sustained implementation, funding, and more regular communication with stakeholders.

4.2.2 Influence of Continuous Improvement Initiatives on Service Delivery

The second objective of the research was to investigate the effect of continuous improvement schemes on service delivery at KSG. The results are presented in Table 8.

Table 3: Continuous Improvement and Service Delivery

Statement	1 S. Disagree	2 Disagree	3 Neutral	4 Agree	5 S. Agree	Mean	SD	Mode
KSG regularly initiates improvement plans to enhance service quality.	4.35%	7.14%	14.60%	35.71%	38.20%	3.94	1.09	4
Performance indicators are utilized to assess and streamline service delivery processes.	5.90%	7.14%	17.39%	39.13%	30.43%	3.81	1.12	4
The institution regularly examines service processes for inefficiencies.	4.35%	7.45%	16.77%	32.30%	39.13%	3.94	1.12	5
KSG adopts innovative practices to continuously improve training and administrative services.	5.28%	8.07%	13.35%	32.92%	40.37%	3.95	1.16	5

Source: Research Data (2025)

The findings indicate that the Kenya School of Government (KSG) demonstrates a strong orientation toward continuous improvement, though greater institutionalization remains possible. A total of 73.9% of respondents (combining “agree” and “strongly agree”) affirmed that improvement programs are regularly implemented to enhance service quality, with a mean of 3.94 (SD = 1.09, Mode = 4). However, 11.5% disagreed and 14.6% were neutral, suggesting that such programs are not uniformly embedded across all functions. Similarly, 69.6% of participants agreed that performance measurements are applied to improve service delivery processes (mean = 3.81, SD = 1.12, Mode = 4), yet 30.4% expressed neutrality or disagreement. This indicates that although measurement systems exist, their application and dissemination may be inconsistent, possibly reflecting weaknesses in monitoring and feedback structures. Regular evaluation of service

processes was also positively rated, with 71.4% agreeing (mean = 3.94, SD = 1.12, Mode = 5), though 16.8% remained neutral. This may imply limited stakeholder involvement in or access to evaluation outcomes. Adoption of new practices received the highest rating, with 73.3% agreeing that KSG supports innovation (mean = 3.95, SD = 1.16, Mode = 5). Nonetheless, over 26% were neutral or disagreed, indicating uneven diffusion of innovation across departments.

Qualitative Observations

Interviewees gave the examples of strengths and weaknesses. They identified good things done: *"The launch of online training modules was a step in the right direction, but its implementation was patchy on campuses."* Others pointed to the lack of feedback loops: *"We need regular updates on how our feedback is being acted upon; otherwise, it is like filling out forms."* These corroborate the quantitative levels of neutrality (17–20%) on performance measures and evaluation. They stress that while KSG is making efforts in innovation and development, the bottleneck arises in terms of uniform implementation at the campus level and effective communication of findings.

4.2.3 Effect of Customer Focus on Service Quality and Stakeholder Satisfaction

The third research objective was to evaluate the effect of customer focus on service quality and stakeholders' satisfaction at KSG. The results are presented in Table 9.

Table 4: Customer Focus and Service Delivery

Statement	1 S. Disagree	2 Disagree	3 Neutral	4 Agree	5 S. Agree	Mean	SD	Mode
KSG has strong priority for stakeholder and trainee needs and expectations.	3.11%	7.45%	14.91%	36.65%	37.89%	3.99	1.05	5
There are effective means of obtaining and analyzing stakeholder views.	1.55%	8.07%	15.84%	42.24%	32.30%	3.96	0.97	4
Services are responsive to the diverse needs of different stakeholders.	3.42%	6.52%	15.53%	34.47%	40.06%	3.96	1.03	4
Stakeholder complaints and issues are addressed quickly and effectively.	4.04%	15.22%	18.01%	32.30%	30.43%	3.72	1.18	5

The findings show that the Kenya School of Government (KSG) demonstrates a strong customer orientation, though performance varies across specific practices. Overall, 74.5% of respondents (36.65% agree; 37.89% strongly agree) indicated that KSG is responsive to stakeholder needs and expectations, with a mean of 3.99 (SD = 1.05, Mode = 5). This suggests that service delivery generally aligns with stakeholder requirements, supporting satisfaction and institutional credibility. However, 25.9% of respondents were neutral or disagreed, reflecting inconsistency in addressing diverse stakeholder needs. Collection and analysis of stakeholder feedback were also positively rated, with 74.5% agreeing (mean = 3.96, SD = 0.97, Mode = 4). Yet, 15.8% remained neutral, implying that some respondents were not adequately engaged in feedback mechanisms, potentially limiting responsiveness across campuses. Customization of services was similarly supported by 74.5% of respondents (mean = 3.96, SD = 1.03, Mode = 4), indicating efforts to tailor services to varied stakeholder groups. Nonetheless, 15.5% were neutral, suggesting that customization may not be uniform throughout the institution. The weakest area was complaint resolution, where only 62.7% agreed that KSG addresses grievances effectively (mean = 3.72, SD = 1.18, Mode = 5). With 33.2% expressing neutrality or disagreement, this reveals a need for stronger and more consistent complaint-handling mechanisms.

Qualitative Insights

Respondents confirmed these findings, citing uneven responsiveness: *"Sometimes our course scheduling concerns are answered promptly but other times they languish without update."* Strengthening suggested comprised more formalized management of feedback: *"Set up a special customer service counter where problems can be lodged and traced."* Others recommended segmentation of services: *"Programs should be tailored more to different cadres than a one-size-fits-all policy."* Thus, though KSG boasts customer-oriented practices, the weakest link is still timely complaint resolution and positively having services designed to meet varied needs.

4.2.4 Influence of Employee Involvement on Service Delivery

The fourth objective of the study was to determine how employee involvement in decision-making impacts service delivery at KSG. The results are presented in Table 10.

Table 5: Employee Involvement and Service Delivery

Statement	1 S. Disagree	2 Disagree	3 Neutral	4 Agree	5 S. Agree	Mean	SD	Mode
Staff are actively involved in decision-making related to service delivery.	4.04%	7.14%	21.74%	43.48%	23.60%	3.75	1.02	4
Employee feedback is regularly	4.35%	10.56%	17.39%	32.92%	34.78%	3.83	1.15	5

collected and integrated into institutional enhancements.								
Staff receive continuous training on quality management practices to enhance service delivery.	4.04%	10.25%	15.22%	33.54%	36.96%	3.86	1.12	4
Employees are empowered to take initiative in shaping service outcomes.	4.35%	5.59%	32.61%	32.61%	38.51%	3.95	1.09	5

Source: Research Data (2025)

The findings reveal that employee participation in decision-making at the Kenya School of Government (KSG) is relatively high but with room for improvement. Overall, 67.1% of respondents (43.48% agree; 23.6% strongly agree) affirmed that employees are involved in decision-making related to service delivery, yielding a mean of 3.75 (SD = 1.02, Mode = 4). However, 21.7% remained neutral, indicating that many staff members may not feel fully included, suggesting the need for more participatory structures. Integration of staff feedback was moderately supported, with 67.7% agreeing (mean = 3.83, SD = 1.15, Mode = 5), while 32.4% were neutral or disagreed. This implies that feedback mechanisms exist but are not consistently implemented or communicated, potentially reducing staff motivation and engagement. Training on quality management practices received strong support, with 70.5% confirming participation (mean = 3.86, SD = 1.12, Mode = 4), though 29.5% expressed uncertainty or disagreement, indicating unequal training opportunities across campuses. Empowerment scored the highest, with 71.1% (32.61% agree; 38.51% strongly agree) reporting that they are encouraged to propose service improvements (mean = 3.95, SD = 1.09, Mode = 5). Yet, 32.6% were unsure, suggesting that empowerment may depend on leadership style and context.

Qualitative Insights

Respondents indicated a centralized decision-making process: "*Most important decisions are made at headquarters, and do not factor in input from campus staff.*" They suggested more participatory mechanisms: "*If staff forums were held on a regular basis, we could share hands-on ideas from our daily practice.*" Others emphasized empowerment through feedback: "*Giving training on quality management and enabling us to view how our proposals are implemented would motivate us more.*" These results confirm the quantitative degrees of neutrality and uncover that while there are employee participation mechanisms, decentralization to a greater extent, equality in training, and visibility of feedback incorporation are needed to enhance ownership of quality initiatives.

4.2.5 Service Delivery Outcomes

Study's dependent variable was service delivery outcomes in KSG, which was quantified as efficiency, improvement in quality by TQM, timeliness, and overall stakeholder satisfaction. Findings are presented in Table 11.

Table 6: Service Delivery Outcomes at KSG

Statement	1 S. Disagree	2 Disagree	3 Neutral	4 Agree	5 S. Agree	Mean	SD	Mode
Service delivery at KSG is effective and as per the expectations of the stakeholders.	0.93%	4.04%	13.66%	36.96%	44.41%	4.20	0.89	5
There is a significant improvement in the quality of services because TQM practices are being implemented.	5.90%	9.94%	18.32%	39.44%	26.40%	3.70	1.14	4
Services at KSG are being delivered in time and there is no unnecessary delay.	4.04%	8.70%	9.94%	35.40%	41.93%	4.02	1.11	5
Overall, I am satisfied with the services at KSG.	3.73%	5.59%	10.56%	30.43%	49.69%	4.17	1.07	5

Source: Research Data (2025)

The results indicate that service delivery at the Kenya School of Government (KSG) is generally effective, though performance varies across dimensions. The highest-rated aspect was service delivery efficiency, with 81.4% of respondents (36.96% agree; 44.41% strongly agree) confirming that KSG services meet stakeholder expectations (Mean = 4.20, SD = 0.89, Mode = 5). The low disagreement rate of 5% underscores strong institutional performance and alignment with stakeholder needs. Timeliness was similarly well rated, with 77.3% agreement (Mean = 4.02, SD = 1.11, Mode = 5). However, 23% of respondents expressed neutrality or disagreement, suggesting occasional delays that may hinder responsiveness. Stakeholder satisfaction was another notable strength, with 80.1% reporting satisfaction (Mean = 4.17, SD = 1.07, Mode = 5) and only 9.3% dissatisfied. This indicates that KSG's overall service quality is viewed positively and remains acceptable to its clients. The lowest-rated item was the perception that service quality has improved due to Total Quality Management (TQM) practices, with 65.8% agreement, 18.3% neutrality, and

15.8% disagreement (Mean = 3.70, SD = 1.14, Mode = 4). This implies that while TQM is acknowledged institutionally, its tangible benefits are not yet fully perceived by stakeholders.

Qualitative Insights

Respondents mentioned variation among some campuses: *"Some campuses are faster at responding to requests than others; the variation bothers us."* Administrative services, such as processing certificates, were said to have experienced delay. At the same time, the respondents credited ICT adoption and leadership focus on feedback with recent improvements: *"ICT tool adoption has enabled communication and reduced delays."* Another noted, *"Leadership dedication to customer feedback has caused some services to react more positively."* These comments validate that while efficiency and satisfaction are usually adequate, KSG needs to enhance consistency across campuses and improve communication on how TQM programs are improving.

4.3 Inferential Analysis

For the purpose of analyzing the relationship between TQM practices (employee involvement, continuous improvement, customer focus, and leadership commitment) and service delivery outcomes, correlation and multiple regression analyses were employed.

4.3.1 Correlation Analysis

For the sake of verifying the relationships among the study variables, a Pearson product–moment correlation analysis was employed.

Table 7: Presents the Correlation Matrix for all study variables.

Variable	Leadership	Customer Focus	Continuous Improvement	Employee Involvement	Service Delivery
Leadership	1	0.666**	0.572**	0.507**	0.602**
Customer Focus	0.666**	1	0.688**	0.574**	0.603**
Continuous Improvement	0.572**	0.688**	1	0.727**	0.649**
Employee Involvement	0.507**	0.574**	0.727**	1	0.676**
Service Delivery	0.602**	0.603**	0.649**	0.676**	1

Note: Correlation is significant at $p < 0.001$

Results reveal that all four independent variables are statistically significantly and positively correlated with service delivery ($p < 0.001$). Among these, employee engagement ($r = 0.676$) and continuous improvement ($r = 0.649$) are most strongly related to each other, indicating that when employees are engaged to participate in decision-making and continuous improvement processes are embedded, the quality, reliability, and responsiveness of service delivery in KSG are significantly enhanced. This is also consistent with TQM theory that brings employee involvement and continuous feedback loops to the foreground as prerequisites for long-term quality outcomes.

Leadership commitment ($r = 0.602$) and customer focus ($r = 0.603$) were similarly highly related to service delivery, and this is an indication that management direction and stakeholder orientation remain major drivers of performance. The implications of these findings are that while leadership provides strategic direction and customer focus enables an appropriate response to externally-driven pressures, employee empowerment and continuous improvement processes have the most immediate and tangible impact on service delivery.

4.3.2 Regression Analysis

To determine the combined predictive influence of Total Quality Management (TQM) practices on service delivery, a multiple linear regression was conducted. The study employed the method because it sought to calculate the effect of many independent variables (employee involvement, continuous improvement, customer focus, and leadership commitment) on a single dependent variable (service delivery). The regression analysis was conducted at a 95% confidence level, and at $p < 0.05$, significance was determined.

The estimated regression equation was:

$$Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \varepsilon$$

Where:

- **Y** = Service Delivery
- **β_0** = Intercept
- **$\beta_1 - \beta_4$** = Regression coefficients of the independent variables
- **X1** = Leadership Commitment
- **X2** = Customer Focus
- **X3** = Continuous Improvement
- **X4** = Employee Involvement
- **ε** = Error term

The results are presented in **Table 13**.

Table 8: Regression Analysis Results

Predictor	Estimate (β)	Std. Error	t-value	p-value
(Intercept)	0.564	0.174	3.236	0.001**
Leadership Commitment	0.243	0.050	4.831	<0.001**
Customer Focus	0.124	0.060	2.065	0.040*
Continuous Improvement	0.158	0.060	2.634	0.009**

Employee Involvement	0.364	0.054	6.709	<0.001**
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Model Statistics: $R^2 = 0.571$, Adjusted $R^2 = 0.566$, $F(4, 317) = 105.47$, $p < 0.001$

The statistical regression model was significant ($F = 105.47$, $p < 0.001$), which means the four TQM practices together predict service delivery outcomes at the (KSG). The model explains approximately 57.1% of the variation in service delivery ($R^2 = 0.571$, Adjusted $R^2 = 0.566$), indicating that more than half of the variation in service delivery is explained by the joint impact of leadership commitment, customer focus, continuous improvement, and employee involvement.

All the predictors, on their own, significantly contributed towards the delivery of the service. The most significant predictor was employee involvement ($\beta = 0.364$, $p < 0.001$), suggesting that allowing employees to engage in initiation and decision-making contributes most towards making the organization more efficient, responsive, and satisfying to stakeholders. Leadership commitment ($\beta = 0.243$, $p < 0.001$) was also a significant predictor, highlighting the primary responsibility of senior management in providing strategic vision and resource allocation for establishing quality. Continuous improvement ($\beta = 0.158$, $p = 0.009$) was a significant predictor, engineering the continuous inquiry, metrics of performance, and processes of innovation for purposes of service delivery improvements. Customer responsiveness ($\beta = 0.124$, $p = 0.040$) was significant as well but contributed the least in this regard, meaning that while responsiveness to stakeholders is vital, it is less direct compared to that of organizational drivers that are intrinsic.

5.0 SUMMARY OF THE STUDY

This study examined Total Quality Management (TQM) practices as predictors of service delivery at the Kenya School of Government (KSG), Kenya's premier public sector training institution responsible for capacity building and professional development across government agencies. TQM was operationalized through four dimensions: leadership commitment, customer focus, continuous improvement, and employee involvement, while service delivery was measured using efficiency, reliability, responsiveness, and stakeholder satisfaction indicators. Correlation analysis revealed that employee involvement exhibited the strongest statistically significant relationship with service delivery ($r = 0.676$, $p < 0.001$), followed by continuous improvement ($r = 0.649$, $p < 0.001$), customer focus ($r = 0.603$, $p < 0.001$), and leadership commitment ($r = 0.602$, $p < 0.001$). Regression analysis demonstrated that TQM practices collectively explained 57.1% of service delivery variance ($R^2 = 0.571$, Adjusted $R^2 = 0.566$), with the model proving statistically significant ($F = 105.47$, $p < 0.001$). Employee involvement emerged as the strongest predictor ($\beta = 0.364$, $p < 0.001$), followed by leadership commitment ($\beta = 0.243$, $p < 0.001$), continuous improvement ($\beta = 0.158$, $p = 0.009$), and customer focus ($\beta = 0.124$, $p = 0.040$). These findings confirm that TQM practices significantly enhance KSG service delivery, though 42.9% of performance variance remains influenced by factors including resource adequacy, campus-level implementation consistency, and feedback mechanism effectiveness.

6.0 CONCLUSION

Total Quality Management practices play a critical role in enhancing service delivery at the Kenya School of Government. Employee involvement, which emerged as the most significant predictor, improves service efficiency, responsiveness, and stakeholder satisfaction through participatory decision-making and staff empowerment in quality initiatives. Leadership commitment, though

statistically significant, requires strengthening through consistent resource allocation, equitable distribution across campuses, and enhanced communication with staff and trainees. Continuous improvement initiatives contribute substantially by embedding performance measurement systems, regular process evaluations, and innovation adoption, though implementation consistency across campuses needs improvement. Customer focus similarly contributes through stakeholder engagement and feedback mechanisms, yet complaint resolution systems require urgent enhancement. The regression model confirmed that all four TQM dimensions collectively and significantly predict service delivery outcomes, explaining over half the variance. Sustaining service excellence requires deliberate investment in participatory structures, consistent feedback loop implementation, equitable resource distribution, and strategic integration of quality management practices across all KSG campuses to strengthen effectiveness in addressing Kenya's evolving public sector training demands.

7.0 RECOMMENDATIONS

The Kenya School of Government should invest heavily in employee empowerment programs through decentralized decision-making structures, regular staff forums, and comprehensive quality management training across all campuses. Leadership commitment requires strengthening through consistent resource allocation, visible engagement with staff and trainees, and systematic follow-through on quality policies. Continuous improvement initiatives must prioritize uniform implementation frameworks addressing campus-level disparities, transparent performance feedback systems, and innovation diffusion mechanisms. Customer focus enhancement demands urgent development of formalized complaint resolution systems, dedicated service desks for issue tracking, and segmented service delivery models tailored to diverse stakeholder cadres. Management frameworks should institutionalize TQM practices within performance appraisal systems, establishing dedicated quality assurance units with clear mandates and adequate budgets. KSG leadership must prioritize cross-campus standardization, participatory communication channels, ICT infrastructure expansion, and continuous monitoring mechanisms to ensure sustainability and service excellence across Kenya's premier public sector training institution.

8.0 AREAS FOR FURTHER RESEARCH

Future studies should explore how organizational culture, financial constraints, campus-specific contexts, and ICT infrastructure influence service delivery outcomes at KSG. Researchers should examine mediating variables like training effectiveness, resource distribution equity, and feedback loop efficiency. Comparative and longitudinal studies across different public training institutions and East African civil service academies would enhance understanding and theoretical refinement.

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