EMPLOYEES' CRITICAL SUCCESS FACTORS IN CURRICULUM DELIVERY IN TECHNICAL VOCATIONAL EDUCATION AND TRAINING INSTITUTIONS IN NORTH RIFT REGION, KENYA.

BY

BORNES CHEPNGETICH KORIR

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DECLARATION

DECLARATION BY THE CANDIDATE

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SIGN _____ _____

BORNES CHEPNGETICH KORIR **DATE**

EDU/D.PHIL/A/1010/16.

DECLARATION BY THE SUPERVISORS

This thesis has been submitted for examination with our approval as the University supervisors.

SIGN_____ _____

DR JOSEPH K. LELAN **DATE**
Senior Lecturer
Department of Education Management and Policy Studies,
School of Education
Moi University.

SIGN_____ _____

DR ZACHARIAH KOSGEY **DATE**
Senior Lecturer
Department of Educational Management and Policy Studies
School of Education
Moi University.

DEDICATION

This work is dedicate to my loving parents, my father Mr. Reuben K. Korir and my late mother Mrs. Hannah C. Korir for their foresight in matters of education not just for me alone but for my sisters and brothers too. To my son, Mr. Allan C. Musumba, his dad Mr. A. M. Musumba for their encouragement throughout my academic journey.

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ABSTRACT

TVET institutions continue to face quality related challenges despite the wide adoption of ISO standards. This has compromised curriculum delivery hence people completing academic qualifications from Technical Vocational Educational Training (TVET) institutions have shown inadequate hands-on skills which are not in tandem with demands of industry. Employees' critical success factors are key to quality service delivery. Many scholars have determined critical success factors (CSF) for implementation of TQM in several sectors, nevertheless limited studies correlated employees' CSFs to curricullum delivery in TVET institutions in the Kenyan context. The purpose of this study was to assess the influence of employees' CSFs on curriculum delivery. The study sought to: evaluate the extent to which ISO training influences curriculum delivery; analyze the extent to that employees' involvement affect curriculum delivery; determine the extent to which employees' commitment to quality influences curriculum delivery; examine the extent to which communication process influence curriculum delivery and to establish the extent to which employee's recognition influences curriculum delivery. The study was grounded by theory of performance (ToP) and ADKAR Model. This study applied a mixed methodology and sequential explanatory research procedures where both quantitative and qualitative methods were used. The study targeted all teaching staff of TVET institutions with an accessible population of 824 respondents. Purposive sampling technique was used to select the ISO certified TVET institutions in North Rift Region while Stratified, proportionate, simple random sampling was used to obtain a sample size of 281 respondents for the study. Structured questionnaire and unstructured interview guide were used to collect primary data. Validity was tested by consulting the supervisors in critically examine items. The research instrument was tested for reliability using Cronbach's Alpha. Data collected was cleaned, coded into statistical package for social scientists (SPSS) version 25.Data analysis was done using descriptive and inferential statistics. For inferential statistics Pearson Correlation, simple and multiple regressions were used. Qualitative data was organised and classified thematically and then reported in narrations and quotations. The findings of this study showed that, all the five variables, jointly explained 89.8 per cent variation (R^2= 0.898) of critical success factors in predicting curriculum delivery at 5% level of significance. All the study variables had a positive and significant correlation with curriculum delivery. In conclusion based on ADKAR model critical success factors significantly influence curriculum delivery. The study recommended that institutional management of TVET institutions should deliberately discuss critical success factors as well as make efforts in monitoring and evaluation. The critical success factors discussed in this study may provide the Government of Kenya important information that could help the Ministry of Education in policy development with specific focus to TVET sector.

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LIST OF ABBREVIATION AND ACRONYMS

CD	**:**	Curriculum Delivery
CSFs	**:**	Critical Success Factor
GATT	**:**	General Agreement on Tariffs and Trade
HEIs	**:**	Higher Education Institutions
ISO	**:**	International Organization for Standardardization
KEBS	**:**	Kenya Bureau of Standardization
KPIs	**:**	Key Performance Indicators
NACOSTI	**:**	National Commission for Science, Technology and innovation
QMS	**:**	Quality Management System
SERVQUAL	**:**	Service Quality
TQM	**:**	Total Quality Management
TVET	**:**	Technical Education and Vocational Training
WTO	**:**	World Trade Organization
QM	:	Quality Management
QUASO	**:**	Quality Assurance Standard Officer
SETA	**:**	Sector Education Training Authorities
FET	**:**	Further Education Training
VET	**:**	Vocational Education Training
CBET	**:**	Competency Based Education and Training
VTC	**:**	Vocational Training Center
MR	**:**	Management Representative
HOS	**:**	Head of section
KATTI	**:**	Kenya Association of Technical Training Institutions
MDG	:	Millennium Development Goals

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.1 Overview

This chapter presents the background of the study by briefly enumerating the crucial role of education in relation to sustainability of social-economic developments in the society. It also reveals the glaring gap in the provision of the required skills in developing economies as compared to developed economies, thereby pointing to the nature of the much needed reforms in technical vocation educational training institutions (TVET). This provided guidance to the statement of the problem, purpose of the study, the objectives, the research questions, and the hypothesis. The justification, the significance of the study, the scope, the limitation and the assumption of the study were also included. The relevant theoretical framework and conceptual framework that linked the independent variable with dependent variable were enumerated and the operational definition of terms summarizes the chapter. All these provided the general direction for the study.

1.2 Background of the study

Higher education has become the main contributor to a country's economic growth as it provides opportunity for employment, increase of income and export as well as development of state as a whole (Bloom, Canning, Chan & Luca, 2014). However, The International Labour Organization (ILO) has estimated that in developed economies the employment level is roughly 15% but in developing countries it lies between 50% to

70% and tending to 90% inclusive of agriculture (ILO, 2013). Higher proportion of work in the informal economy is skilled notwithstanding the fact that most skills are derived from the non-formal vocational education or developed informally through traditional apprenticeship training (Marope, Chakroun & Holmes, 2015). It has been largely that Technical vocational education and training (TVET) reduces poverty and other related societal problems (Marope, Chakroun & Holmes, 2015). The basic concept in TVET is easy because it creates work which in turn brings income and progress or development. Education in primary and secondary level has been on the global focus while vocational education programs are have been marginalized hence they do not lead to direct employment or improve living conditions [CITATION Jju12 \l 1033].

However, over the recent past, there has been a revived interest put towards development of training and hands-on skills improvement because of increased evidence that a minimalist approach to microfinance for poverty reduction and enterprise development did result in sustainable growth. Globally, it has been acknowledged that, the social and economic trends predicate the need for reforming the TVET subsector with a view to have a new development pattern which holds a culture of economically, environmentally and socially sustainable development (Parlova, 2014).

In effect, some countries such as Iraq have launched an ambitious reform and have expanded opportunities for tertiary technical education (Constant, Culbertson, Stasz &Vernez, 2014). A lot of efforts have been engaged to integrate new curricula and approaches of teaching in preparation of students in TVET institutions for the emerging workplace challenges in the United States of America , (UNESCO., 2014). It also pursued and enrich quality and reflect of secondary TVET; to use TVET for

advancement of academic outcomes and transitioning to college level. In Canada, reforms in the TVET sector have reached the levels where Program Advisory Committees (PACs) formed to ensure college programs and delivery are current and relevant to industry, business and society needs (UNESCO., 2016). In guiding the development of college programme, they help to ensure graduates are well prepared to begin their careers.

In most African developing countries, TVET is inflexible in the sense that it does not respond promptly according to the requirements of the market and industry respectively [CITATION Oko13 \l 1033]**.** Besides, there is lack of industrial experience for many TVET teachers (Lumumba, Kisilu & Dimo, 2020). In addition, they have no desire to develop partnerships with industry beyond funding. All these together affect the efficiency and effectiveness of curriculum delivery. In Botswana, the TVET sector initially did not have a clearly defined program to be implemented. In this regard, the government resolved to improve TVET in relations to relevance, quality and accessibility. It was of great importance for the citizens to become better producers and need to empower citizens to generate employment by being more proactive entrepreneurs [CITATION Nth10 \l 1033]. In Nigeria, Okoye and Arimon (2016) concern about TVET reforms is the quality of technological, human resources development that is directed towards a national pool of skilled and self-reliant craftsmen, technicians and technologists in technical and vocational education fields. In Uganda, 2010, Government focused on TVET reforms by ensuring that the needs of industry were the benchmark for all TVET programs and qualifications in the country. There were reforms in the financing of TVET in order to attain long-term sustainability (Caggiano, 2017).

In Kenya, the government initiated reforms in the TVET sector with a bid to realize its Vision 2030 development blue print of becoming industrialized by the year 2030 (Sang, 2015). Kenya's Vision 2030 objective was to transform the country into a "newly industrializing, middle-income country that can provide high quality of life to her citizens by year 2030, in a clean and free environment (Kenya Vision, 2030). One of the 10 key sectors that the strategy is focusing on, is reforms in education and training, which is under the social pillar. In particular, education and training reforms in the TVET sub-sector focusing thus on Competency Based Education and Training (CBET), which aims at training and producing skills required in the labour economy (Education International, 2016).

According to Greenwood (2010) as a panacea, TVET College trainers should have technical capabilities, pedagogical skills as well as industrial-orientated experience for the provision quality teaching. This way, it is potential to achieve a fruitful, vibrant and effective post-school teaching and training education sector. The foremost characteristic of vocational training method and practice of instruction should be reciprocal, thus , learning and teaching should focus on narrowing the gap between theory-based and industry-based skills (UNESCO, 2014).This espouses a phenomenon of remarkable mission in the global economy by guaranteeing skills, knowledge and attitude in tandem with industrial demands. Thus, the need for improvement of the quality management practices for outcomes in higher education institutions calls for an exploration for new knowledge and impetus to an acquisition of academic discourse in consonance with the needs and expectations of the concerned stakeholders. In this regard, high-quality curriculum and its delivery should always remain part of the story (First Learning., 2019).

Both Total Quality Management (TQM) and Quality Management Systems (QMS) remain popular management approaches that seek to improve quality as applied in organizations all over the world [CITATION Nut19 \l 1033]. Various studies have shown ISO 9001:2015 QMS standard is suitable for creating TQM in an organization that operating under stiff competitive environment (Bhuiyan &Alan, 2015).TQM is a systematic program that screens all areas of organizations' production and helps achieving continuous improvement through employees' involvement [CITATION The16 \l 1033].

Bodor, Safaa, Afnan and Azrilah (2019) argues that the TQM theory is one of approaches that can assist an organisation achieve high quality. Beshah and Berhan (2017) therefore avers that if an organization is concerned in quality improvement then, it is requires to concentrate on critical success factors of TQM. This is because there is a positive impact of TQM and human resources management on the sustainability and competitiveness of the enterprise through satisfaction of the stakeholders (Izvercian, Radu, Ivascu & Ardelean, 2014).This further underscored by Kaur, Singh and Singh, (2013) who noted that there is need for improving the synergy between employee's critical success factors as a predictor of quality functions in the organizations for meeting the challenges of highly competitive environments. It's therefore presumed that epitomisising the employee's critical succes factors of TQM by TVET will guarantee quality service through curriculum delivery which will provide knowledge, skills, competencies and values that will enable learners to move seamlessly from the education system into the world of work which is at the heart of their vision.

Critical Success Factors (CSFs) remain internal or external factors that can extremely affect the firm for positively or negatively. In'airat and Al-Kassem (2014) explains that Critical success factors (CSFs) are the important fields of exercise that have to be perform well in order for an organization to accomplish its goals. Critical success factors provide early warning systems for management which helps in minimalizing surprises and missed targets or opportunities. This implies that, in order to succeed in offering quality service of curriculum without giving dividends to quality management positioning of without considering positioning the skills of the trainers of TVET is just an illusion. This can be enlivened through orientating the TVET trainers to take grasp of views of quality management systems (QMS).

Quality management system (QMS) is a formalized system that outlines the processes, procedures, and responsibilities intended for attainment of quality policies and objectives [CITATION Bac18 \l 1033].

Once QMS have been implemented, most organizations are audited by a certification body which ensures their QMS is up to date and issues them with certification such as ISO 9001. ISO 9001; 2015 provides a comprehensive frame work for evaluating quality management system within the organization and ISO 9004 provides guidelines for continuous performance improvement[CITATION Boy14 \l 1033]. Registration or certification to the standards portrays to the customers that the organization subscribes to basic level of quality assurance. QMS that aligns with continuous measurement, improvement, as well as a commitment to quality will define its effectiveness. Critical success factors enhance the successful implementation of the QMS (Garza-Reyes, Rocha-Lona& Kumar, 2015).

Taylor (2011) accentuated that TVET Colleges should specifically focus on the economic and social requirements of a country. This could be achieved by recruiting trainers who have the right hands-on experience or industry experience as well as pedagogical skills. This is because curriculum, pedagogical and assessment skills are consistent and reciprocally influence each other in daily classroom interface [CITATION Ale09 \l 1033]. Ngure, (2013) notes the TVET system is bereft of quality, inflexible and not appropriate to industry, creating a discrepancy in the skills produced by TVET training institutions and those required in industry. Besides, the curricula in majority of Technical and Vocational education and training Institutions (TVET) is a theory based, where teachers use traditional teaching methods and that the employees qualifying from the TVET institutions have insufficient skills among other problems (Lumumba, Kisilu & Dimo, 2020).

TVET has been presumed to be an instrument for sustainable development, however it has been relegated and its reputation has not really been earnestly taken up. This is due to the fact that a large percentage of TVET alumnae are unemployed. Besides this, are collapsing buildings, poor roads, customer dissatisfaction among others which could be traced to the curriculum delivery (Kisilu, 2016; Maina, Kahando & Maina, 2016; Chinyere, 2014). Formal curricula delivery should now have better clarity and consistency with the needs and expectations of the concerned stakeholders.

KEBS (2010), noted that QMS has helped the organization to meet the aforementioned business goals since customers continue to ask for their services in regards to the good quality of products and service offered by the organization. QMS promises greater efficiency in teaching, and delivers exponentially better learning which is the dream of

implementation of QMS in the TVET system. Thus, consolidation the obligatory focus on the potentiation of Academic Quality Management System which is the arrangement of all policies and procedures directly related to academic matters, and the services that ensure sustenance of teaching and learning.

However, Nyerere (2009) observed that despite the fact that most TVET institutions are being ISO qualified, they still dawdle from quality related challenges. Peter, To and Billy (2009) observed that it is possible that institutions declared as being ISO 9001 certified ,may not entirely implement the ISO 9001 QMS processes to the same magnitude and therefore there will be varying patterns of implementation giving escalation to different performance outcomes. Besides, studies have also revealed issues relating to employees; for instance Zilpah and Emose (2015) noted that complains have been raised by teaching staff regarding; the curriculum review process, examination procedures, teaching process, teaching facilities and evaluation of continuous assessment tests. Zushi and Sohal (2014) Erel and Gosh (2013) pointed factors such as employee's attitudes; poor communication and unwillingness to change have stood in implementation of QMS and subsequently influence curriculum delivery.

1.3 The Statement of the Problem

Quality should be emphasized in Technical and Vocational Education and Training (TVET) so that the chronic mismatch between skills and work can be reduced as is a universal problem. Quality TVET is broadly accepted as means of reducing unemployment among the youth and podium for sustainable development. [CITATION Sub13 \l 1033]. The value of student experience is directly influenced by competitive and quality academic staff members at higher education institutions. Many

institutions of higher learning are therefore working towards achieving high quality learning experiences [CITATION Bay10 \l 1033]. Implementation of Quality Management Systems (QMS) is meant for the improvement in instructional management practices in TVET institution (Too & Chumba, 2016).

In Kenya, a lot of effort and resources are placed on demand driven training skills. Training in TVET institutions is directed towards the promotion of technical performance thresholds, professionalism, knowledge and qualification needed in the various sectors of the economy[CITATION MOE14 \l 1033]. Besides, the curricula in majority of Technical and Vocational education and training Institutions (TVET) is a theory based, where teachers use outdated teaching methods hence, and the students from the TVET institutions obtain inadequate skills among other problems (Lumumba, Kisilu & Dimo, 2020). Without quality service, in regard to curriculum delivery in TVET institutions, attainment of Kenya's Vision 2030 and success in manufacturing, food security, universal health and housing (The Big Four agenda) will just be a mirage.

Several studies have examined critical success factors in learning institutions and identified up to twenty-one factors. In these studies, most important aspects that influence the success of learning in higher educational institutions are classified broadly into 4 groups namely; technology, management support, teaching pedagogy, and learning strategies (Alrasheedi &Capretz, 2015). Literature shows that few studies have focused on technical competence of trainers, the development of methods of assessment, and institutional support

There are very limited studies that have focused on critical success factor for curriculum delivery in TVET institutions (Elkaseh, Wong & Fung, 2015;Odunaike, Olugbara &

Ojo, 2013). Gholami, et al., (2018), Chisi (2018),Chepkech, (2014) Sabihaini, Yuli and Widhy (2010), Salleh, et al., (2018) accentuate the importance of employees' critical success factors in enhancing performance of learning institutions. However, least effort has been directed to employees' critical factors and the extent to which it impacted on curricullum delivery in the Kenyan context and hence provided a gap for the study. TVET management, scholars and trainers of TVET, policy makers need to have interventions which will make curriculum delivery standards in tandem with the changing industry and societal demands.

1.4 The Purpose of the Study

The focus for this study was to assess employees' critical success factors and its influences in curriculum delivery with specific focus to TVET institutions in the North Rift Region, Kenya.

1.5 The Main Objective

The main objective was to evaluate the extent to which employees' critical success factors impact curriculum delivery process in TVET institutions in North Rift Region, Kenya.

1.5.1 The Specific Objectives for the study

The specific objective that guides this research was:

i. To evaluate the extent to which ISO training on QMS requirements impacts curriculum delivery TVET institutions in North Rift Region, Kenya.

ii. To analyze the influences of employees' involvement in curriculum delivery in TVET institutions in North Rift Region, Kenya.

iii. To examine the effects of communication processes on curriculum deliberation in public TVET Institutions in North Rift region, Kenya.

iv. To determine the influences of employees' commitment to quality on curriculum delivery in public TVET institutions in North Rift Region, Kenya.

v. To establish the effects of employees' recognition in curriculum delivery in public TVET institutions in North Rift Region, Kenya.

1.6 The Research Questions

The study was guided by the following research questions;

i. To what extent does employees' commitment to quality, influences curriculum delivery in public TVET institutions in North Rift Region, Kenya?

ii. What is the influence of employees' recognition on curriculum delivery in public TVET institutions in North Rift Region, Kenya?

1.7 The Research Hypotheses

The research study tested the following Nill hypothesis outline below;

$Ho_{1:}$ There is no statistically significant relationship between employees' ISO on QMS processes and curriculum delivery in public TVET institutions in North Rift Region, Kenya.

$Ho_{2:}$ There is no statistically significant relationship between employees

Involvement on curriculum delivery in public TVET institutions in North Rift Region, Kenya.

Ho_3: There is no statistically significant relationship between employees' communication on curriculum delivery in public TVET institutions in North Rift Region, Kenya.

1.8 The Justification for the Study

TVET institutions' involvement in sustainable development is hinged on their adoption of quality approaches which give rise to vocational skills that are appropriate to labor market. It is for these reasons that, TVET institutions ought to adopt a QMS (quality management system) that pledges high quality continuously through the input, processing and output cycle as well as providing feedback for balanced improvement to meet the shifting needs of customers. This should be done in tandem with critical success factors as drivers of successful implementation of the QMS. Thus, the adoption of Academic Quality Management System (AQMS) by establishment of critical success factors enhances effective curriculum delivery at the behest of declining quality. This will optimize the productivity of TVET graduates in terms of the expectations from stakeholders' needs on dynamic basis, including students, employers and the nation at large.

However, inconsistencies in terms of quality management systems and its benefits abound. There are several observation that have been made in relation to this; many institutions that have embraced the QMS and subsequently received certification failed to advance the much-needed benefit, (KEBS 2010, Nyerere 2009).Besides, Zailani,

Jauhar, Othman and Ng, (2008) noted that, the Colleges adopting quality management systems and those that have not, do not deviate significantly in relations to; the teaching staff, learning processes, support system and resources. In view of these inconsistencies, there is a need to shed more light on the link between employees' critical success factors and curriculum delivery in TVET institutions.

1.9 The Significance of the Study

This study on employees' critical success factors and the extent to which it has influences the processes of curriculum delivery in TVET institutions will be of great benefit to various education stakeholders. The TVET institutions and stakeholders can realize the potential benefits of focusing on employees' critical success factors in enhancing curriculum delivery. The study findings may offer to the administration and management of TVET institutions, a basis for strengthening their QMS processes through exploiting strategies that uphold curriculum delivery. This is important since employees' critical success factors are key to quality-oriented processes quality planning, quality control and quality improvement for sustained customer satisfaction.

The management will also benefit when they utilize the outcomes of this study to improve the critical success factors and minimize the relapses on continuous improvement for sustained customer satisfaction.

The study findings could provide government with important information anticipated for in the future policy development, hence built the basis for consistent on the critical success factors in the TVET sector. This will help in revamping the curriculum delivery

in line with the mandate of TVET and the pillars of sustainable development goals (SDGs) and global competitiveness of TVET graduates in the world of work.

The trainers, ISO champions, internal auditors and other employees of TVET will understand better how their focus on potentiating the employees' critical success factors to curriculum delivery, thus can use the findings of this research to negotiate with the management for improvement. The findings of this study will enhance the satisfaction of the learners through quality pedagogical process and infrastructure for delivering to them curriculum which adequately prepares them for the world of work.

The findings of the study could be used by scholars to generate new knowledge that widens horizons of existing knowledge in terms of employee's' critical success factors to help galvanize effective curriculum delivery. This insight would in turn underscore the essence of Theory of Performance (ToP) and ADKAR model in understanding employees' critical success factors and curriculum in the context of regions with low gross domestic product (GDP) such as Kenya. This will justify the expansion and testing of these internationally developed theories relating to curriculum delivery within the local environment.

1.10. The Scope of the study

The scope of a study describes the extent to which the study area was explored in the work and classifies the parameters within which the study was operating (Leca, Lawrence, Suddaby & Leca, 2009).They describe the boundaries that you have set for

the study [CITATION Yin17 \l 1033]. In this case delimitations relate to narrowing down of a larger scope. The geographical context of this study focused on public TVET institutions in Kenya however, The Kenya Association of Technical Training Institutions (KATTI) authority, which the body that coordinates the activities of the technical institutions all over the country, has subdivided their administration into five regions. The study was undertaken in the Rift Valley Region as one of the (5) KATTI regions.

The demarcation of (5) TVET institutions in the North Rift Region in Kenya were purposively selected on the criteria that; they were public TVET institutions; that were ISO 9001:2015 Certified by the time the study was carried out; that they used the same human and non- human resources and that they were offering similar services to the their clients.. In terms of content scope, the study focused on critical success factors but delimited to employee's related critical success factors (employee's ISO training on QMS, employee's involvement, communication, employee's commitment and employee's recognition) and the extent to which it has influence curriculum delivery. Since the study was keen on assessing the extent to which employee's critical success factors has influence curriculum delivery in institutions that have embrace ISO 9001:2015 QMS process ,it targeted only teaching staff who were; trainers, HoDs, internal auditors and heads of quality assurance standard officers. This study was conducted between January 2020-April, 2020.

1.11 The Limitations of the study

Price and Murnan (2004), explains limitations as factors related to design or methodology characteristics that may influence interpretations of the study findings.

The use of mixed methods research design for instance, could suffer disparity due to unequal evidence within the study, and could be a drawback when deducing the results. The researcher delimits this by ensuring that the study findings are grounded in participants' experiences.

The second limitation was that, some of the respondents had very busy schedules, programs and this resulted in delayed responses in some cases. Some respondents took a comparatively long period of time to fill the questionnaires circulated to them. In response, the study resorted to internal research coordinators to administer the questionnaires. In other instances, the researcher issued questionnaires directly to the respondents at their work places and questions were read to the respondents who then filled responses instantaneously.

The study also faced the limitation of research generalizability. The outcomes of the study might not be generalized other sectors owing to particularities of different sectors. Therefore, future research be conducted in different sectors and more fully a comparative study between sectors is recommended.

The study focused only on the trainers of TVET in North Rift Region which is a public sector. It is possible if the study was conducted on other employees in the private TVET sector, the magnitude and direction of the relationship between the study variables might be different. Thus, the future research should include the private TVET sector to better understand the relationship between critical success factors and curriculum delivery.

The other limitation of this study was that, some respondents were not free to give sensitive information and to secure this, the researcher guaranteed participant on concealment of information they provided to avoid victimization.

The used of structured questionnaire produced self-report data which the researcher cannot determine its truthfulness. The use of interview guide that engender qualitative data has limitation in that on the face to face interviews has an influence in what the respondent will give. One may give data not relevant to the study. The use of both interviews and questionnaires was to balance out the limitations of purely quantitative or purely qualitative research.

Besides the use of the pragmatic paradigm which might have introduced personal bias. This is because it is argued that pragmatic people often lean towards definite answers such as those derived from the quantitative analysis [CITATION Cre15 \l 1033]. Consequently, leaning towards a given methodology might have led to result loaded with personal bias. The researcher was able to used research assistant in some cases administering while qualitative and at the end compare notes to identify areas of concurrent views.

The data collection was done January-February, 2020 This provided a snap shot of what occurs at an institution within the short period and it does not consider the situation after a longer period of time. Snapshot might be an interview that results in a survey that captures opinion at a particular point of time however it has a key point in a participants' journey. It generates data that dives into lives and experience of participant .The study employed structured questions for quantitative and semi-structured questions

for interviews to guide in data collection, thus reflecting on trainers' experiences as observed by the HoDs, internal auditors and QASO office.

1.12 Assumption of the Study

This study made the following assumptions; one relating to ISO certification of the institutions and another relating to application of the quality management principles of ISO 9001:2015 standard. This study assumed that, all public TVET institutions in Kenya have adopted ISO 9001:2015 QMS processes, hence they have developed institutional quality manual indicating the processes and the requirements for quality management system. Consequently, it was also assumed that all employees of these TVET institutions are well acquainted with the provisions and requirements of ISO 9001:2015, and in particular processes relating to curriculum delivery process.

The assumption was also made that by effectively implementing the curriculum delivery processes of the quality management manual (QMS) of their respective institutions, trainers are deemed to have no difficulties in the sustainability of the of quality management principles and hence able to enjoy the benefit of ISO 9001 standard certification. The study further assumed that all Top leadership of TVET institutions support ISO 9001:2015 QMS processes and that all the trainers have been trained, hence have acquire prerequisite skills, knowledge and attitude in relation to quality services delivery and in particularly the curriculum delivery process.

1.13 Theoretical Framework

A theoretical context generally explains the relationships that exist between abstractions in order to bring an understanding of a problem in research. There are many theories but they differ in the degree of complexity, scope as well as the level of abstractness.

Theoretical framework should be used reflectively in order to make logical senses of the relationships among the several factors that have been identified as important to a research problem (Anfara & Mertz, 2014). It discusses the inter-relationships among variables that are deemed to be integral to the dynamics of the situation being investigated thus improving our understanding of the dynamics of the situation. The study on the influence of employees' critical success factors in curriculum delivery was underpinned by a theory and a model namely; The Theory of Performance (ToP), The ADKAR Model.

The ToP theory focuses on determining the level of performance using the 6 components and then working towards higher level of performance in order to achieve desire results. The ADKAR Model represent the connection between individual performances, the organization change management and the business outcomes. Employees are a great asset to any organization and their role as a change agent need to be understood and managed. ISO training is part of creating awareness hence making employee's see the need for change and involving them will not only reduce resistance but make them support the change strategies. Acquisition and development of knowledge enhance their skills and create ownership hence commitment while recognition and reward reinforced what has been learned and give feedback.

The reason for combining the two (a theory and a model) was that employee's individual output touches the team performance and by large the entire organization, hence real change is involving every employees in organization for the business results to be superior value. Enhancing curriculum delivery requires consolidated efforts of

individual members hence achieve quality products and ultimately customer satisfaction.

1.13.1 Theory of Performance

The Theory of Performance (ToP) was developed by Richard Schechter in 1934[CITATION Gil131 \l 1033]. This Theory explicates six fundamental concepts that make up a framework which has been used to designate the meaning of performance and performance improvement. These six foundational concepts are; performance, Performer, level of performance (*context, level of knowledge, level of skills, level of identity, personal factors and fixed factors),* Performer's Mind set, immersion, and reflective practice and performed. Figure 1.1 below\

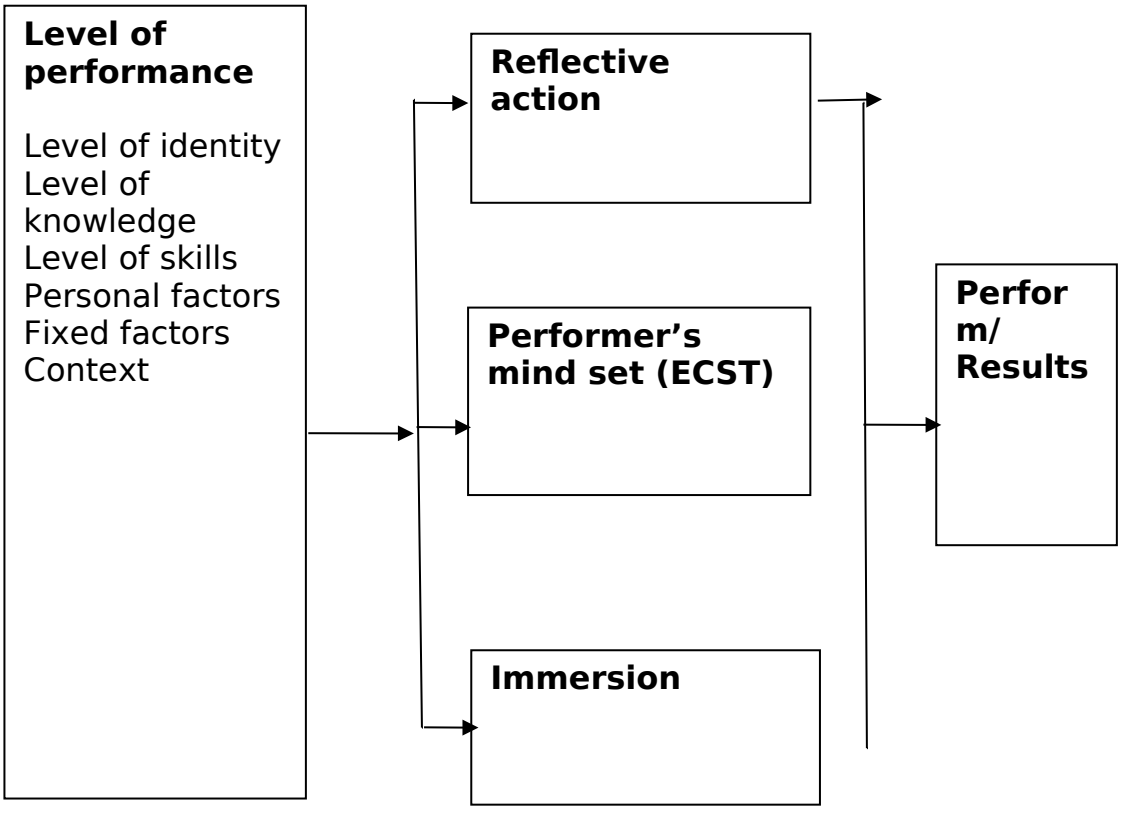

Figure 1: The six Foundational Concepts

This theory enlightens learning in organizations by examining the level of performance and in this study, it has been likened to academic institutions such as TVET institutions. The ToP construct is comparable to other concepts in the literature. The ISO 9001:2015 (QMS) advocated by the International Organization for Standardization promotes worldwide quality management systems that ensure provision of quality products and services. The ToP recognizes the *performer*, who as per QMS comprises the academic departments who are charged with curriculum delivery. The task to be performed is curriculum delivery (performance) which entails series of action based on ISO 9001:2015 QMS processes aiming at obtaining valuable result/in this case are employable graduates from TVET institutions.

The departments take actions as outlined in the QMS processes for curriculum delivery by integrating knowledge, skills and attitudes to give quality service and products that meets customer expectation (valued results). In particular, the HoD, who is a process-owner is responsible for providing leadership (environment) for implementation of curriculum delivery. To change the Performers mindset (trainers), ISO training was offered which was aimed at sensitization and giving knowledge, skills with an aim of changing their attitude in readiness to embrace quality processes in their day to day deliberation. The trainers are expected to comply with QMS requirements, particularly on curriculum delivery processes. Towards this end, the trainers ought to have

particular knowledge and skills acquired through ISO training, as well as attributes such as commitment and involvement.

In addition the management ought to have provided working and enriching environment (*Immersion)*physical, social, and intellectual environment) that can elevate performance and stimulate personal as well as professional development. Top management of TVET institutions are facilitate their employees strive to excel performance. Employee involvement enables interaction with QMS document and share with colleagues for easy internalization and practice. Participant in development of processes and objectives will enhance employees' ownership of process and hence they will reduce resistance and will enhance commitment in the implementation of curriculum delivery. Recognition is crucial as its seal the commitment and motivates the trainers as they will be learning through their experiences.

Reflective practices involve interactions (communication) that help people pay attention to and learn from experiences. These resonate well with the trainers. Once the QMS processes were established training has been done, and the working conducive environment has been provided, what now remains is implementation and assessment on whether what was learned has been communicated and trainers are able to implement what they learned. Implementation of the QMS is gauged (level of performance) by internal and external audits reports, which indicates the level of conformity to the standard. The degree of conformity is further gauged on conformities and non-conformities generated in the audits. There is likelihood of offering quality products and services when compliance is high, that is, when quality has increased, capability is enhanced, capacity, knowledge and skill has increased, as well as identity and

motivation. QMS is about offering quality service that meet customer expectation. ToP describes what it takes to perform, that is offer values or satisfactory service and product to clients

Level of performance of organization depend on components and interaction between this components; level of knowledge, level of skills, level of identity, personal situation .context and fixed factors. Besides context and fixed factors, four out of six factors reflect on employee's critical success factors knowing the current level of performance will enable TVET as an institution to identify what they have accomplishments, know their strengths and areas for improvements. They also are able to identify opportunities that will enable them curve *niche* in areas of development in the world competitiveness, hence knowing their location in the journey of performance. Performance advances through levels and that performance at a higher level produces results that can be classified into quality increase, capability increase, capacity increase, knowledge increase, skill increase, and identity and motivation increase. See figure 1.2

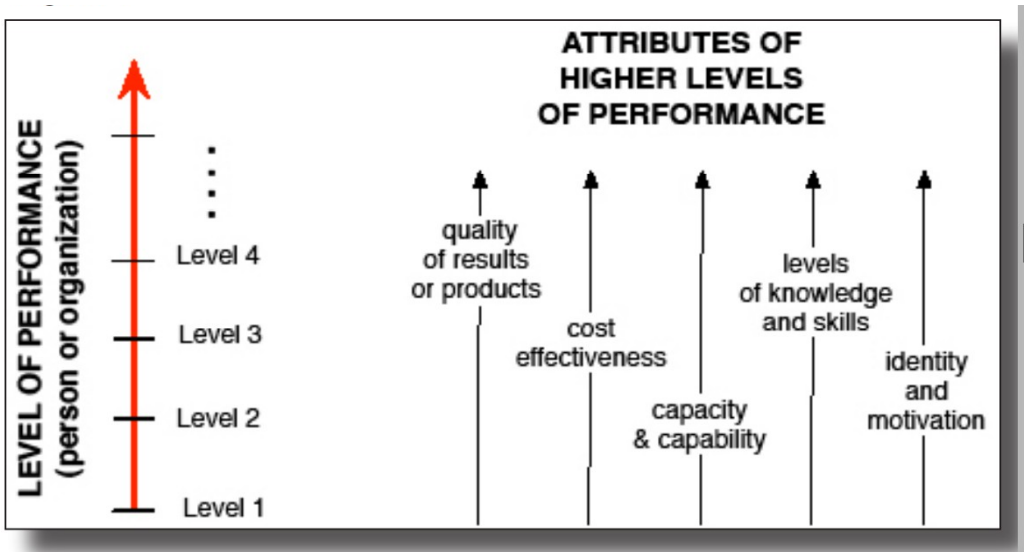

Figure 1. 2: Attributes of Higher levels of Performance.

Source: [CITATION Gil131 \l 1033]

According to the theory of performance, each level of performance is categorized by the effectiveness or value of a performance[CITATION Elg07 \l 1033]. Thus, as a trainer advances through the levels of performance, they are able to yield deeper levels of knowledge, and upgraded levels of skill development [CITATION Wan15 \l 1033]. In this regard, a curriculum is presumed to be effectively delivered when the learning program or activity is of high quality and demonstrably relevant for those who are intended to benefit from it. This is justified by the fact that, the work of the trainers is increasingly being repositioned towards narrow conceptions of pedagogy and performance, aligning the educative experience with the ability to compete and fit in the demands of the knowledge economy [CITATION Sko19 \l 1033]. Therefore, failure to focus on employee's critical success factors to improve levels of performance in the regular education has dire effects on curriculum delivery.

This declares that no performance of a trainer can rise above the quality of instructional conditions and efficiency of curriculum delivery. Therefore, as TVET institutions strive to improve their level of performance, the trainers should more productive, more operative on student learning, more actual research, and a more real culture for curriculum delivery. Besides the more valuable trainers perceives the goals to be, the greater the effort they will expend in increasing instructional efficiency and hence easing student's learning [CITATION Tay06 \l 1033]. Therefore, the management should have the ability to organize people and resources in a more meritoriously to get higher quality outcomes in a shorter time [CITATION Elg07 \l 1033]. This will motivate the trainers to determine the instructional objectives, develop instructional approaches, develop and conduct an appraisal to assess and revise instructional

materials to perpetuate effective curriculum delivery. The net effect is that the theory of performance obviates the need for adherence to quality procedural framework which creating an environment for successful learning outcomes.

Subsequently well-intentioned endeavors are produced from high-level performances; a theory of performance (ToP) is beneficial in many learning contexts (Elger., 2015). This is further justified by the fact that a growing practice has been to develop explicit descriptions of expected standards, so they can be used by students (as producers) and academic appraisers[CITATION Sad14 \l 1033]. Therefore, the theory of performance provides basis for conceptualizing the relationship between employees' critical success factors and curriculum delivery. A focus employees' critical success is necessary to make learning more effective in meeting and exceeding the expectations of stakeholders. This is further justified by the fact that while some factors that influence improving performance are immutable, other factors can be influenced by the performer or by others (Elger., 2015; Chitondo, 2016). However the theory gives credence to building performance capabilities as rightfully a central theme without highlighting on the contingent nature of the capabilities.

1.13.2 ADKAR Model

From the Business dictionary, the definition of a model is a simplified version of a concept, ideas, phenomenon, relationship or an aspect of the real world. This real world idea can be in form of a graph, mathematical symbols or even a physical exhibition. This study was also underpinned by the ADKAR model, which was advanced by Jeff Hiattin in 1998[CITATION Sha14 \l 1033]. ADKAR is an abbreviation which represents five building blocks which bring about imperative changes in education. The

five letters in the acronym ADKAR represent: Awareness, Desire, Knowledge, Ability and Reinforcement respectively [CITATION Pat14 \l 1033]. ADKAR allows the management and employees to measure where individuals are in the change process so change management activities can be tailored and timely [CITATION Gal18 \l 1033].

According to Lowery (2010) ,AKDAR model follows that the manager in an institute has a crucial role in making sure that employees are informed about each element of a change process, any support should voluntarily come from employees and employees need to be supported fully in attainment and development of talents, the individuals should have the necessary ability towards develop knowledge, change process, and rewards for individuals changing their methods, should be reinforced long after the change has occurred. The ADKAR model is generally proposed to be a coaching and change management apparatus to help and assist employees through the change process within organizations. The ADKAR model is therefore an important instrument for improving specific performance, organizational change management, as well as business results **[CITATION Tan19 \l 1033]**. The best way to manage the introduction of change over quality management in an organization is to have a focus on the people side of change. Therefore to ensure there is quality in curriculum delivery, its incumbent for the TVET institutions to focus on people and thus the essence of critical success factors.

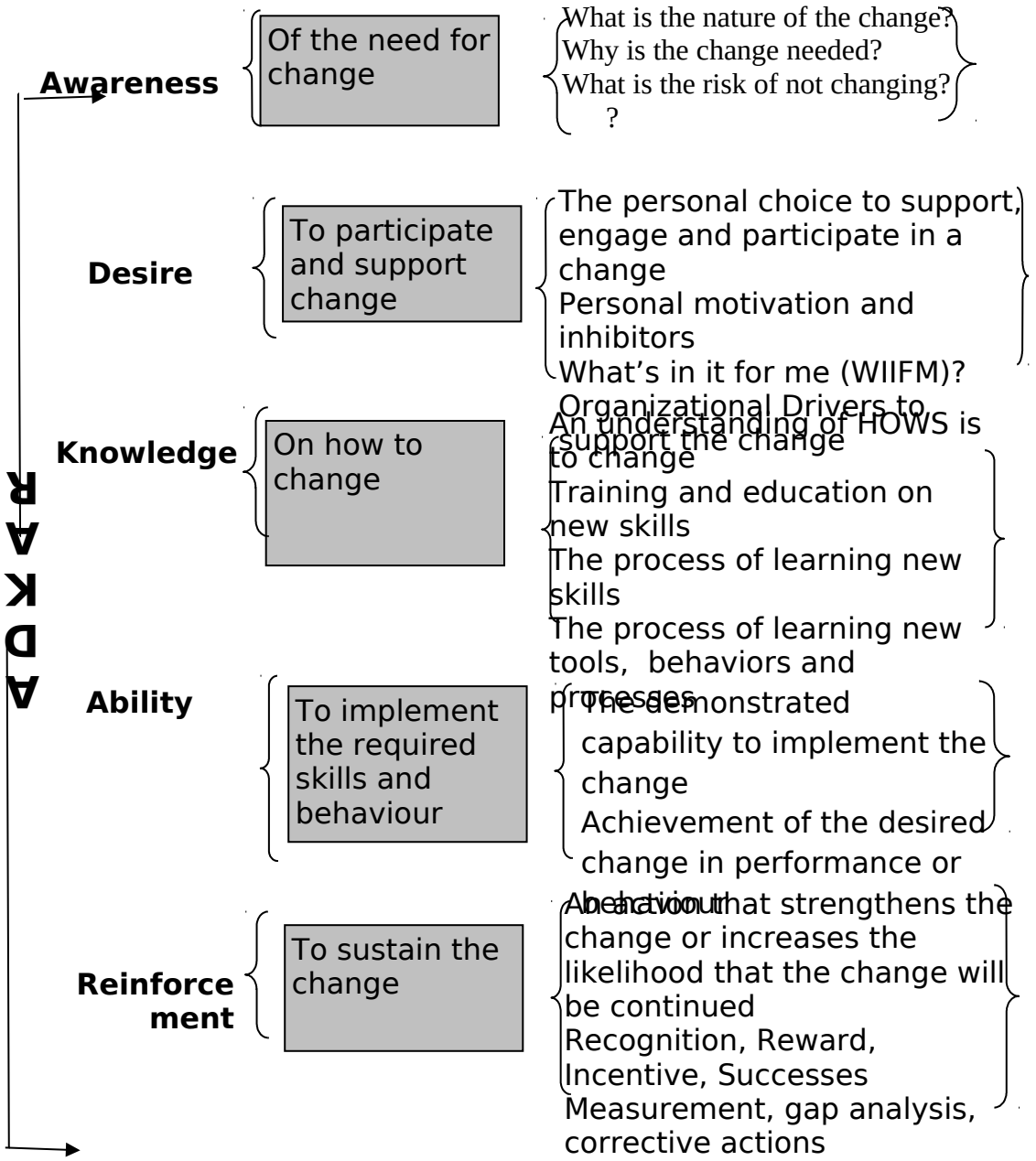

Figure 1. 3 PROSCI's ADKAR change management model

Adoption of change management practices enhances the odds of success because, the focus is concentrating on the people in an organization who make things happen [CITATION Var10 \l 1033].Quality policies do not operate in a vacuous environment

but in an environment emblematic of change. Thus, in managing the critical success factors and curriculum delivery the TVET institutions should take cognizance of people, the changes and demands of industry for the relevance of the curriculum delivery. This gave credence for the use of the AKDAR model. The ADKAR model is linked to the current study in the sense that the model is focusing on the employee of an organization as an agent of change while this study is concerned with the employees' factors necessary for change in an organization. However, the model proposes a very dogmatic approach to change management; it may not be useful to every operation [CITATION Smi19 \l 1033].

1.14 Conceptual Framework

Antonenko (2015), defined conceptual framework as a visual or written product that explains in graphic or narrative form, the main concepts, or variables in a study as well as their presumed relationships. This research hypothesizes the relationship between critical success factors and curriculum delivery as moderated by institutional culture. According to Mizne (2017), the interplay of building institutional culture, critical success factors is in essence an ecosystem that must be focused on as a whole in order to ultimately achieve effective curriculum delivery. The critical success factors which are the independent variable, were measured in terms of measured ISO training, employee involvement, employee commitment, employee communication and employee recognition. The variables in figure 1.2 are explained below. The independent variables were ISO training and sensitization, employees' involvement, employees' commitment, employees' communication and employees' recognition and dependent variable curriculum delivery.

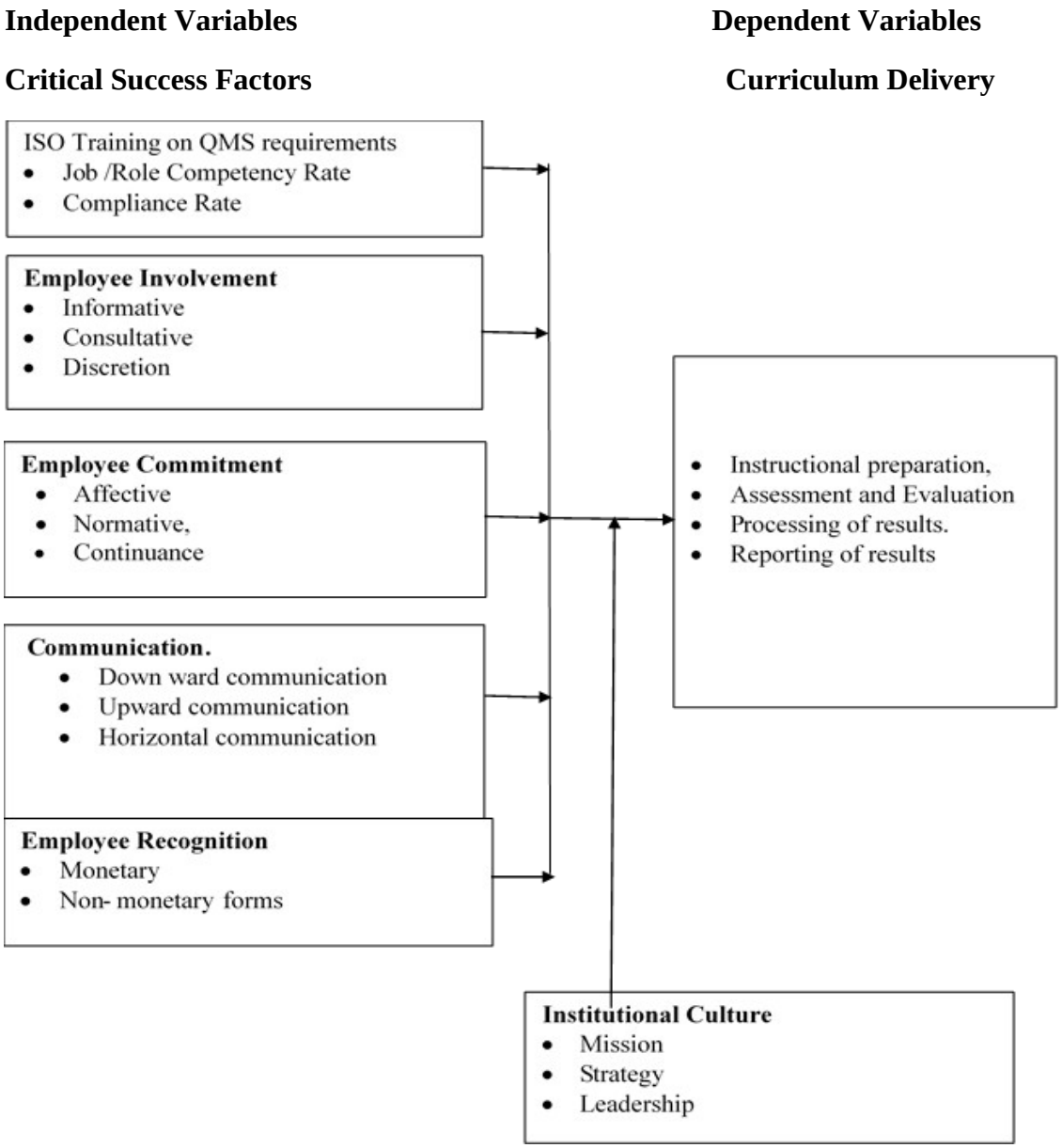

Figure 4: Diagram of conceptual Framework
Moderating Variable (Institutional Culture)
Source (Author 2020).

1.14.1 ISO Training on QMS requirements

Employees' training is a program that is specifically designed to enhance productivity in relations to knowledge, technical skills, value creation, efficiency, and in performing some specific task in a more efficient approach [CITATION www18 \l 1033]. Sensitization is an effort to style oneself or others to be aware of and responsive to

certain ideas, events, situations, or phenomenon observable facts (www.businessdictionary.,2020**).**Thus, ISO training and sensitization on QMS requirements is an act of increasing technical skills, knowledge, efficiency, and value addition to trainers , awareness creation of and responsive to ISO Standard and its requirements. This construct was measured in terms of Job Role Competency Rate, Departmental Compliance Percentage Rate (Jeffrey,2015).

1.14.2 Employees' Involvement

Employees' involvement refers to work structures and processes that allow employees to systematically give their input into decisions that affect their own work (Heckscher, 2018). According to Bhatti, Nawab and Akbar (2011) investment in employee involvement in an organization show better results of employee engagement. Employee involvement is classified into three groups, which include informative participation, consultative participation and discretion (Heckscher, 2018). This study adopted informative, consultative and discretion participation as measures of employee involvement owing to their roles in enhancing continuous improvement teams in line with QMS processes which enhances quality service improvement for curriculum delivery.

1.14.3 Employees' Communication

Communication connects people together by forming relationship, hence a human activity. It constitutes the action of an organization and the works of organizing, coordinating, informing, arranging, and subordinating. The significant of communication is more than just information giving. In fact, communication is very

important since it influences failure and achievement in any organization [CITATION Kan10 \l 1033]. Communication was measured using organizational communication policy, communication with management, communication with coworkers (Yildirim, 2014). These measures were meant to determine the level of trainers' understanding of ISO 9001:2015 QMS requirements and implementation for curriculum delivery. The measures will determine the notch to which communication s curriculum delivery.

1.14.4 Employees' Commitment

Employees' commitment is the psychological connection and the resulting employees' allegiance to an institute [CITATION New12 \l 1033]. Employees' commitment to quality can therefore be defined as employees understanding and support the organizations quality objectives. The three components of employees' commitment are: affective (positive emotional commitment), normative, and continuance according to Meyer and Allen, 1991 cited in (Bushra, Ahmad & Naveed, 2011). This study adopted affective, normative, and continuance as measures of trainers' commitment to QMS processes which enhances quality service improvement for curriculum delivery.

1.14.5 Employees' Recognition

Employees' Recognition is the acceptance or realizing the importance persons or team for their input at work, efforts, and accomplishments that are in line with the organizational' objectives and values [CITATION Kat15 \l 1033]. Recognition endorses employees' engagement, increases productivity and loyalty to an organization which in turn leads to higher retention [CITATION Man16 \l 1033]. In order to get maximum benefit from employees, there is need for any institution to have a

recognition structure. Thus for effective management, recognition is a basic ingredient. Employees' recognition is one of the aspects of critical success factors that can have a serious effects in return on investment (ROI) to the tune of 50% higher productivity and as much as 20% increase in organizational outcomes (Bell, 2020). Thus through recognition the TVET institutions will realize a high return on investment in terms of curriculum delivery. Recognition was measured in terms of monetary or non-monetary forms [CITATION Mar11 \l 1033].

1.14.6 Institutional Culture

Institutional culture includes beliefs, institutional policies and even traditions that are developed within an institution. This culture includes; unspoken rules, practices, styles of communication and arrangements of thinking. It also describes the way people act in an institution [CITATION Tho20 \l 1033] . Institutional culture is the values, attitudes, styles of interaction, collective memories - the "way of life" of the institution, known by those who work and study in institutions' environment, through their lived experience (Higgins, 2007; Scott, 2013). Heads in higher learning institutions of education can gain from considering their institutions as cultural entities' [CITATION Wie10 \l 1033].The idea of institutional culture is connected to questions of power and control in institutions of higher education. The components include mission, environment, socialization, information, strategy, and leadership (Alhija & Fresko, 2010; Bingham & Nix, 2010). Institutional culture was measured in terms of mission, strategy and leadership.

1.14.7 Curriculum Delivery

The dependent variable is curriculum delivery that needs of the application of institutions' quality management system, which is based on ISO 9001:2015 Standard QMS). Curriculum delivery plan identifies, teaching, learning priorities and their requirements. The delivery of program is made in a way that meets the needs of a wide range of learners within each year and this includes those with disabilities or special needs [CITATION Gar19 \l 1033]. Curriculum delivery process is presentation of subject content which includes the four (4) core elements teaching; learning, assessment and resources used for teaching and learning [CITATION Har11 \l 1033]. The study measured curriculum delivery in terms of availability of Instructional preparation, Assessment and Evaluation, processing of results and reporting of results which are dependent on critical success factors

In the execution of the quality management system, TVET institutions are expected to take note of CSFs to increase their competence to produce products and provide services that meet, statutory, and regulatory standards, and promote customer gratification. This is crucial for meeting the changing industrial demands which rely on the knowledge skills and attitudes of the TVET graduates.

1.15 Operational Definition of Terms.

Communication: exchanging of information or sharing information, feelings and ideas in relation to ISO 900:2015 QMS.

Compliance: The action or fact of adhering to the regulations, standards and qualities of ISO 9001: 2015.

Critical success factors: (CSFs) as the main factors that contributes to the success of curriculum delivery.

Curriculum delivery: process that guarantees dependable teaching and learning expectations through planned interaction of trainers with instructional content, materials, resources, and processes for evaluating the accomplishment of training objectives.

Employees' commitment: Employee's willingness to accomplish organizational objectives.

Employees' involvement: giving employees opportunity to contribute/or participate in making decision at their workplace.

Institutional culture: Is a social system of meaning and custom that is developed within an institution to ensure its adaptation and survival external and internal environment.

ISO training on QMS requirements: educating members of an institution on how their specific duties tie into the QMS and performing their assigned duties play a critical role in the quality of the institution's deliverable.

Quality Management System: are a set of guidelines or patterns developed to guide organizations or institutions in streamline their system so as to be able to address quality concerns to meet the stakeholders satisfaction or even beyond.

Employees' Recognition: acknowledgment of institutional staff for exemplary performance to reinforce positive work behaviors, practices, or activities.

Total Quality Management: A system of management founded on the philosophies that every employee must be committed to maintaining high standards of work in every aspect of an organization's (Institution) operation.

Customers: People benefiting from services being provided.

CHAPTER TWO
LITERATURE REVIEW

2.1 Overview

This section provides insight into the research problem by reviewing previous literature. The section presents a review of literature on concept of quality, approaches used to address quality in various organizations; TQM and QMS, highlight on critique of QMS and quality management in TVET institutions were presented. This was followed by review of the variables. CSF that relate to employees were also discussed hence paving way for the summary that depicts the literature gap which closes the chapter.

2.2 Concept of Quality and approaches to Quality Management.

2.2 1 Concept of Quality

There are numerous definitions of quality; Crosby (2014) defines “quality” as the level of conformance to the needs of a client, whereas Juran and Gryna (2013), define quality as suitability of services or products for the intended purpose. This is more specific as it refers to the purpose of the organization. According to Juran and Gryna (2013), the consumer may not know the specifications of the product or service involved and therefore judges it on its suitability for use. The appropriateness of use of an institution is articulated in the mission, goals and objectives in response to the local, national and international contexts. For example, a learning programme or activity is supposed to be of high quality when it is observed as being relevant, desirable and feasible for those who are anticipated to benefit from it. Therefore value addition to an individual’s local and national capacity is what is termed as quality of an education system. More often, the higher education institutions do regulate their own purpose independent of external

requirements. In some cases, there are certain uninfringeable national developments requirements according to which must be define its mission processes.

Quality assurance is an essential procedure for the attainment of national goals and objectives TVET is progressively growing in term of quality and this is recognized as the foundation of development since it will lead to the production of quality human capital that is essential for sustainable national development[CITATION Ayo15 \l 1033]. According to Adegbesan, (2010) quality mainly focuses on internal processes and outputs whose main objective is reduction of wastages and improvement of production process since it does not only consider the end product or service only. Therefore teaching in theory and practices of learning and how this process influences, and is influenced by, the social, political and psychological development of learners should be laced with the critical success factors to guarantee quality output. Hence, quality assurance in TVET should be systematic and the assessment procedures adopted to monitor performance should safeguard accomplishment of quality outputs or improved quality [CITATION Maa10 \l 1033].

2.2.2 International Organization for Standardization

The word ISO has its origin in Greek word "*ISO*" implying equal [CITATION Clo12 \l 1033]. ISO refers to the International Organization for Standards which came in to existence on 23rd of February, 1947. ISO principal activity is the development of international standard (charantimath, 2011). The ISO has different families of certification such as ISO 14000 series, ISO 22000, and ISO 9001 which deals with different type of standards (Heras, Saizarbitoria & Boiral, 2013).Within ISO 9001 family, exist others sets of standards such as; ISO 9004, ISO 9001 and ISO 9000. The

ISO 9000 family of quality management systems (QMS) is a set of standards that assists organizations satisfy customers and other stakeholder desires within statutory and regulatory requirements pertinent to a product or service[CITATION Hoy09 \l 1033]. ISO 9001 provides a comprehensive frame work for evaluating quality management system within the organization and ISO 9004 provides guidelines for continuous performance improvement (Tricker, ISO 9001: 2008, 2014).

Among these standards, ISO 9001 is the most common and famous among the organization and if obtained then it signals that organization has achieved certain require level of quality (Fonseca , 2015). Ogony, (2017) adds that Quality management systems (QMS) are practices applied by organizations which focus mainly on meeting the customers' requirements as well achieving their set objectives. Some use the term "QMS" to describe the ISO 9001 standard or the group of documents detailing the QMS, it actually refers to the entirety of the system.

The first version of ISO 9001: 2015 Quality Management System Standard was published in 1987[CITATION Sfa18 \l 1033]. Since then, it has become the most interested and practical international standard in the World (Topcu, Dogan, Dogan, Girak & Yıldız, 2018).ISO 9001:2015 is an international standard dedicated to Quality Management Systems (QMS) [CITATION www204 \l 1033].

ISO 9001: 2015 standard is an international standard which is being applied as a quality management system model all over the world. According to Kölük et al, (2015) cited in Fonseca and Domingues (2017), the following Quality Management Principles are taken into account in the preparation of ISO 9001: 2015 standard; Customer Orientation, Leadership, Participation of the Employees, Process Approach, Continuous

Improvement, Realistic Approach in Decision Making and Supplier Relations hence Providing Mutual Benefits to all parties involved. The ISO 9001:2015 management system standard helps certify that consumers get consistent, anticipated quality goods and services. This further increases benefits for a business (Tricker, 2016). In addition, ISO certified TVET institutions should underscore sustained conformity to all the quality management standards in order to record enhancements in; accessibility of instructional materials, pedagogy instructional preparation, assessment and evaluation (Too & Chumba, 2016).

2.2.3 Critique QMS

The application of the ISO 9000 and 9001 entails a large amount of money and time in order to fully implement them. The ISO standards have been criticized for documentation and control.[CITATION Kar10 \l 1033].According to Kaziliūnas (2010) there was no signal to demonstrate that organizations that have been proficient progressively increasing favorable outcomes from ISO 9001 certification post-certification period. Besides, the disadvantages of ISO 9001 adoption include increased bureaucracy, difficulties with interpreting and adapting the standard, and that the process was challenging and time-wasting[CITATION Ant12 \l 1033].

The implementation of QMS and its subsequent certification has been found to be a very expensive and time-consuming process by most organizations. It involves a number of processes which range from implementers training, development of QMS procedures manual, staff sensitization, auditors training, lead auditors training, implementation, pre-certification audit and certification [CITATION Ogo17 \l 1033]. Nevertheless the benefits of QMS in TVET outweigh the weakness. This is ascribed to

its endowing greater efficiency and less waste. Better and consistent control of major operational processes much to the enhancement of the mandate of TVET intuitions (Kaziliūnas., 2014).

2.2.4 Total Quality Management

Total Quality Management (TQM) is a management approach or viewpoint, that allows businesses to realize competitive advantage when they hold quality measures (Talib, Rahman & Qureshi, 2012). Total Quality Management (TQM) depends on expertise, experiences as well as commitment of members of an organization working towards achieving customer satisfaction. TQM focuses on quality and collective participation of all its members and other associates so as to achieve long term success. Implementation of TQM in service organizations entail certain serious measurements to be addressed namely; management support towards TQM and commitment, training, motivating of employees, and observing of customers' requirement through opinion[CITATION Bon13 \l 1033]. Boelke (2015) is of the view that; motivation behind the implementation of TQM in organizations is a customer-centered milieu which puts emphasis on the continuous improvement of products and services through employee involvement and participative management.

Quality models such as TQM can improve the performance of Higher Education Institutions (Varghese, 2013). There are three generic methods of TQM in higher education according to (Harris 1994) cited in Rambo, (2017), the first approach has a customer focus and is mainly concerned with endorsing employees' training and development to give students independence. The second focuses on staff members and is related with flatter management structures, well defined work groups to ensure that

members of staff participate in setting of policies and priorities for the effectiveness of the institution's operation. The third approach focuses on service agreements that seek to ensure conformity to specification of educational processes at key measurable points.

In TVET, the continuous search for improving the learning and teaching processes will result in a successful implementation of curricula leading to more competitive graduates. In the same manner, total quality management promotes teamwork, unity and solidarity among school personnel [CITATION cps12 \l 1033]. A single element for accomplishment in vocational education is production and when graduates find employment in the world of industry. Thus, there is also a need for adoption of quality strategies that produces relevant education vocations that can straightforwardly absorbed grandaunts in the labor market.

The Execution of TQM by TVET Institutions requires administrators, staff members as well as faculty to be appropriately trained. Training institutions ought to be ready to improve their core competencies and expand their information systems (Rambo, 2017). There are 8 main principles in TQM that the International Organization for Standardization (ISO 9001: 2015) has highlighted. These are; continuous improvement, good leadership, customer satisfaction, making decisions based on evidence, relationship management, employee participation, and communication and process approach to management. Thus, for TVET to fully integrate TQM into practices in their operations they must adopt these practices wholesomely. However, educational achievement still nosedived despite the operation of quality management in education. There are still issues on whether learning and curriculum is engaging in relevant learning processes (Kohn, 1993). TQM has been applied in the education sector and

most of the applications are used by educational administrators though presently learning institutions are applying TQM in curriculum development[CITATION Rav16 \l 1033].

TQM also improves the quality of management as well as the quality of work in learning institutions generally. TQM approach in education comprises achieving high quality and also impacts all sections of the educational processes including organization, management, interpersonal relations, material and human resources. According to Malik, (2018) this may lead to an educational process which mainly concentrates on obtaining good examination results. TQM on the other hand is seen as continuous cycle of improvement in the system of production. In the context of education, this may lead to continually improving the quality of instruction in order to encourage learners to develop critical and creative thinking skills in a dynamic technological world. According to Roffe (1998), there is open competition where learners are now turning more to customers, consumers and anticipate to pay an increasing due of education cost. This can triggered competition due to generating different programmers for different student groups.

2.2.5 Quality Management in TVET.

Quality management is the method of being in charge of the activities and tasks that should be mastered in order to maintain an ideal level of success or excellence (Mensah , 2020). It also assists to maintain and achieve desired level of quality inside an institution. Quality management focuses is focuses mainly on product and service quality as well as the means to achieve that quality. Quality management, therefore, it operates quality assurance and control of processes which includes products to achieve

more reliable quality. Quality management is the general business of an organization management, which determines the quality policy, objectives and responsibilities that sets the quality system, by means such as planning, control, quality assurance and continuous improvement. Quality management includes the resolve of a quality policy, creating and implementing quality planning and assurance, and quality control and quality improvement [CITATION Mit16 \l 1033]. These underpins the underlying concept of the quality trilogy is that managing for quality consists of three basic quality-oriented processes quality planning, quality control and quality improvement. Each of these processes is universal.

TVET institutions need to sort strategic decisions in their management systems and allocate scarce resources efficiently (Benjamin & Carroll, 1998) for the best institutional quality outcomes in command a competitive edge in the global market. TVET quality increases transparency, mutual trust, the mobility of workers, trainees and graduates, and lifelong learning. TVET should focus on aspects such as employees competence of the quality of curricula, instructors, programs and training courses, the quality of the facilities, the quality of materials used and workshops, the level of cooperation and the quality of the TVET institution, its leadership, trainers and processes[CITATION TVE18 \l 1033]. Therefore, linking quality to transformation is a hallmark function of the TVET system, since the system rests on the premise that TVET should have the empowerment of students as purpose. By implication, TVET institutions should ensure that their students acquire the requisite competencies needed for the labor market.

Basing on its critical role of social and economic transformation of society TVET should adopt a quality management system that guarantees quality throughout the input, process and output sequence, whereas providing feedback for continuous improvement to meet the changing needs of customers. This will exploit the extent to which graduates from TVET institutions will encounter the needs of stakeholders on dynamic basis, including students, employers and the nation at large. The quality system is the organizational structure, responsibilities, procedures, processes and resources for the implementing of quality management, taking into account the specific type of business organization and conformity of such elements with international standards. Therefore, the goal of TVET quality management is to assure quality and relevance of TVET measured in competence standards and provider capacity as well as quality of competences of graduates [CITATION TVE18 \l 1033]. Thus Quality assurance mechanism such as the ISO standard is also gaining momentum in TVET.

Quality assurance could be carried out using four quality indicators, namely: finance, access/participation, quality adequacy and relevance of TVET programme [CITATION ETF12 \l 1033]. Whereas, Akhuemonkhan and Raimi (2013) proposed six quality indicators, viz: learning resource inputs, instructional process, teachers' capacities development, effective management, monitoring and evaluation, and quality learning outcome. However, Cheng, (2001) succumbed that there are seven areas of improvement that stands often These include: Teaching Enhancement, Learning Progress, Curriculum Development, Evaluation Expansion, Classroom Environment Upgrading, School Management Advance and Teacher Education Upgrading. From the dialogue above, the determination of QA could be summarized into two, (a) to evaluate brilliant academic performance of students in standard examinations; and (b) to

determine the relevance of the learning experience to the needs of the students, the community, and the society at large. There has been a more predominant effort by institutions of higher learning to document their procedures on the basis of ISO quality management systems (Too & Chumba, 2016). In this regard ,TVET institutions should embrase QMS processess in their curricullum delivery requirements can be enhanced and sustained.

2.3 Review of Variables.

2.3.1 Critical Success Factors

Critical success factors are identified as the paramount practices or means by which institution and their employees manage business activities in their main production processes (Nitin, Dinesh & Paul, 2011). Critical success factors are the behavioral features of management styles or the human factors which emphasize on organization's total quality management (Arumugam, Rouhollah & Malarvizhi, 2011). There is need for improving the synergy between critical success factor as a predictor of quality functions in the organizations for meeting the challenges of highly competitive environments[CITATION Kau13 \l 1033]. If employees in an organization are not recognized or acknowledged from the organizations' management or from their colleagues, then operation of TQM plans might be sub optimal. Focusing on employee performance as a critical success factor has strong positive relationship with service quality [CITATION The16 \l 1033]. Low service quality for customers in a firm is typically influenced by poor employee performance.

The main objective of performance management in TQM and human resource management is to improve performance; consequently the problem is not only to improve the quality of the institutions' systems, but also to improve people's

performance [CITATION Oak14 \l 1033]. One of the most important elements that can lead to accomplishment of high quality within any institution is the theory of Total Quality Management (TQM) [CITATION Bod19 \l 1033]. This theory was useful initially in the manufacturing sector and later used in other places. However, an organization should integrate ISO 9001 processes with human resource development and strategic management in TQM' in order to advance institutional performance (Izvercian, Radu, Ivascu & Ardelean, 2014). There is a beneficial impact of TQM, human resources management and ISO on the sustainability and competitiveness of the enterprise (Izvercian, Radu, Ivascu & Ardelean, 2014).

Continuous total quality improvement is a journey not as destination and as such, it has no real beginning or ending [CITATION Tou13 \l 1033]. In this regard, the management of TVET should focus on supporting continuous daily improvement by invoking a positive attitude of employees towards continuous improvement. Thus, it is a constant effort for the management to maintain a standard in the institutions. TQM has been understood as a managerial instrument to fix the problems involving to services as well as methodologies in to standardize the education industry (Chen., 2012).

Critical success factors of total quality management (TQM) application in higher education are; management commitment and leadership; continuous improvement; total customer satisfaction; employee involvement; training; communication and teamwork (Salleh, et al., 2018). According to Talib, Rahman and Qureshi, (2011), Talib, Rahman and Qureshi , (2010) there are nine TQM critical success factors: the first one is commitment by top management, customer satisfaction focus, uninterrupted improvement, procedures management, training and developing, improved culture,

empowering employees and employee participation and communication. Arumugam, Rouhollah and Malarvizhi (2011) also argued that critical success factors in an organization are; customer focus, leadership, product design, training, supplier quality management, process management, and team work. This study focused on training, employee involvement, employee communication, and employee commitment and employee recognition.

2.3.2 Curriculum Delivery Process

A Curriculum is a plan comprising of focus themes, topics, presentation or behavioral activities, content or subject matter and learners' activities (Haerens, Kirk, Cardon & De Bourdeaudhuij, 2011). Curriculum is about students, about what is to be deliberate and the society whose objectives the learning institution serves. Therefore, the curriculum and work of the instructor can be gauged by how it has assisted the student to cultivate professional skills, excellent work culture and professional ethics, and individualized learning and executive skills [CITATION Dik17 \l 1033]. The curriculum spells out noticeably that knowledge which the society considers vital and useful for it identifies those physical and mental skills the society values; and adopts those methods which it approves.

Universally curriculum encompasses of several components which include: goals, configurations, duration, needs analysis, students and trainers, tasks and activities, teaching and learning resources, methods of learning, skills to be gained, terminology, language structure, and ability to do assessment [CITATION Zoh11 \l 1033]. A curriculum searches for all the facts and methods of delivery for a learner. The teacher plans to deliver the required facts in a way in which the learner may most easily accept

them [CITATION Lem10 \l 1033].Curriculum proposal becomes more complicated when one has to consider learners with ‘special needs’ and those with mixed ability classes. Therefore learning should be well monitored and tested to be certain that students are learning successfully, and may be modified accordingly to guarantee it fulfills the needs of the learners (Bryant, Bryant & Smith, 2019).

The realization of curriculum delivery will depend on the use of correct curriculum delivery practices of teaching and learning (Alammary, Sheard & Carbone, 2014). The instructors’ participate in curriculum delivery by determining how learners should be actively involved during lesson delivery is paramount. While teaching, instructors interpret situations, give solutions and make decisions to classroom challenges or problems that come up. There are three stages of the curriculum delivery processes; the first is on preparation stage followed by delivery stage and finally the evaluation stage which is comparable to a fire place with three stones and each of the stones is very important as it they complement each other [CITATION Kim14 \l 1033]. This is similar to what is happening in TVET institutions.

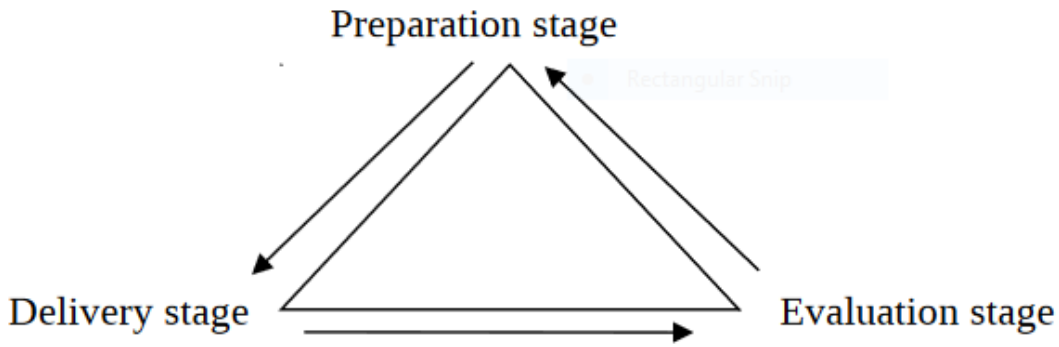

Figure 2.1: The three stages of the curriculum delivery processes

Source (Kimosop, 2014)

Curriculum design would adopt Backward design. The Backward design in educational curriculum is where instructional methodology are chosen before goals are set and means of assessment. The Backward design of the curriculum generally involves three stage; the first stage is identification of the results intended (big ideas and skills). This is what the learners should understand, know, and be able to do. Goals and curriculum expectations should be considered i.e.; focus on the "big ideas" (principles, theories, concepts, point of views, or themes). The second stage involves determination of acceptable levels of evidence that support that the anticipated outcomes (including assessment tasks). What instructors will consider that student comprehension took place; consider climaxing assessment tasks and a assortment of assessment methods (observations, tests, projects, etc.). The final stage is, designing of activities that will make planned outcomes happen (learning events), what knowledge and skills learners will require in order to achieve desired results, consider instructional methods, sequencing of lessons, and acquiring resource materials.[CITATION Wig11 \l 1033].

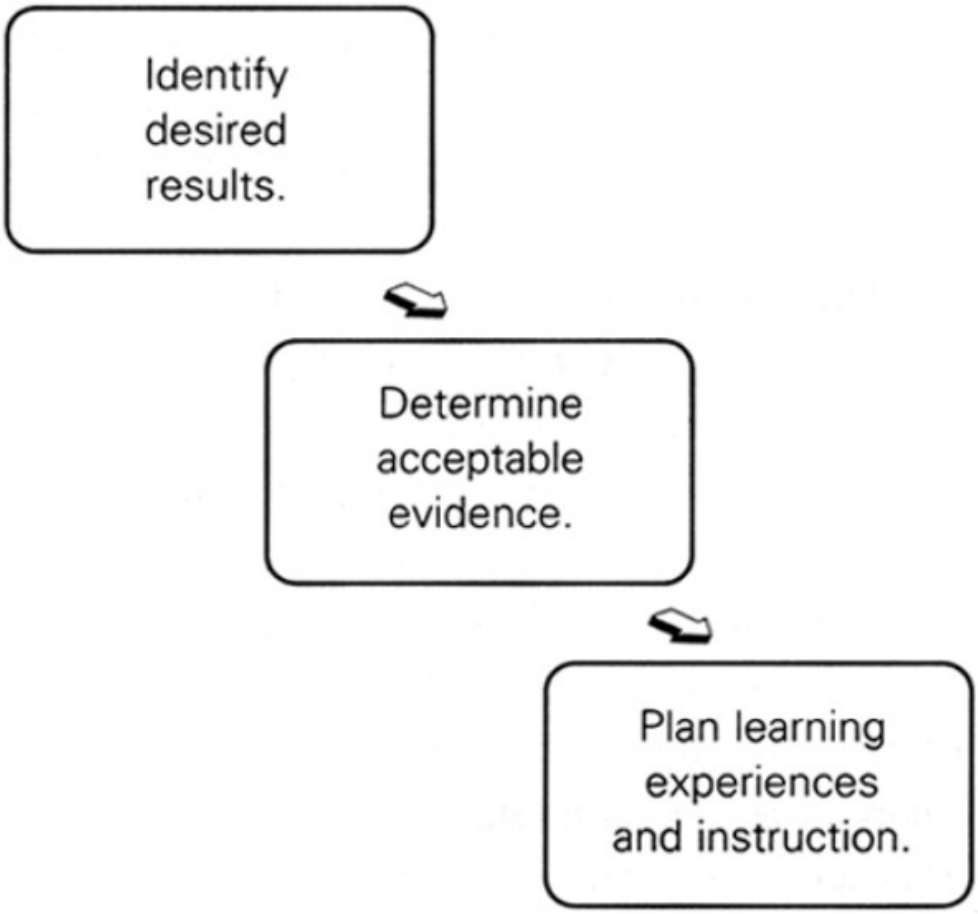

Figure 2.2. Stages in the Backward Design Process
Source: (Wiggins & McTighe, 2011).

Other models of curriculum design include ADDIE model, Dick and Carey model among others. The ADDIE model of design involves: *analyzing* (the curriculum designer develops an in-depth understanding of the desired results and the students' knowledge and skills); *designing* (recording learning outcomes, evaluation tools, exercise and content); *develop* (developing learning materials); *implement*ation (learning materials are issued to the learners); and *evaluation* (the efficiency of the learning materials is evaluated and documented) (Jones., 2014).

The Dick and Carey model consider on the interrelationship between context, content, learning and instruction, and addresses instruction as an entire system. In this

prototypical, all of the components of this model work together to enable learners to meet the desired learning outcomes. Both the Dick and Carey model and the backward design model are goal and objective oriented; assessment is created based on learning objectives and goals, and instruction is created based on evaluation and assessment (Childre, Sands & Pope, 2009). The Dick and Carey model, however, is a more systemic model in that making changes to components affects other components and therefore, the changes occur in parallel. In the more linear backward design model, the steps are non-flexible which means that skipping or changing steps is not an option.

The four (4) core elements of the curriculum are teaching; learning, assessment and resources used for teaching and learning [CITATION Har11 \l 1033]. This study focused on curriculum delivery process in terms of availability of Instructional preparation, Assessment and Evaluation, and processing of results.

2.4 Empirical Review.

The empirical review covered the conceptualized relationship of variables under study which includes employee critical success factors as the independent variable institutional culture as the moderating variable and curriculum delivery process as the dependent variable. Employee critical success factors under study included ISO sensitization and training, employee involvement, employee commitment, employee communication, and employee recognition and how they relate with curriculum delivery process.

2.4.1 ISO Training on QMS Processes and Curriculum Delivery

ISO is the international organization that specifies requirements for various areas through standards (de Vries, Bayramoglu & van der Wiele, 2012). Organizations use the standard to validate the capability to steadily deliver products and services to meet customer and regulatory requirements. In this respect, it necessitates a vigilant and thoughtful oversight of the individuals who are accountable that the processes and outputs meet the organizations benchmarks. Therefore, it's imperative to offer suitable quality awareness, training and sensitization for the employees. Scott., (2020) noted that, ISO training on QMS and cognizance is intended to educate the team on how their specific duties tie into QMS, how their solid understanding of their tasks and their proficiency in performing their assigned duties play a precarious role in the quality of the company's deliverable.

Hence for an institution who aims to a, uphold its QMS after a fruitful audit, there is prerequisites to safeguard that competence and awareness should be at the forefront of their thoughts. The prominence of capability and responsiveness is pretty self-explanatory; after all, it doesn't matter how good the establishments practices and documentation are if employees aren't aware, and knowledgeable of what exists, then the quality and management system will not be effective[CITATION Nol20 \l 1033]. Consequently, it is essential to provide the guidance and information to guarantee that the workforce is cultured and dedicated on the key aspects of the ISO 9001 QMS requirements. Moreover, there is also necessity for regularly assessing the efficacy of training by comparing the two, existing performance to post-training performance.

It has been noted that, from several studies on quality management systems, there is a substantial agreement that what trainers do to enable student learning is a very significant variable for institutional development (Langstrand, Cronemyrn &Poksinska,2015). It has been acknowledged for a long time that the features, organization and management process in the classroom are critical in shaping quality and student academic performance [CITATION Kun13 \l 1033]. Besides Kunter, et al., (2013) adds that the effects of trainers' pedagogical, content knowledge, enthusiasm for teaching, and self-regulatory skills on instructional quality, have a great impact on student's outcomes. On the contrary, contrast, trainers' general academic capability did not upset their instruction. In spite of the growing popularity and increasing numbers of ISO 9001 certified organizations across many public and private sectors in the global economy, whether this improve institutional performance is still an open question[CITATION Bic13 \l 1033]. Nevertheless, ISO identifies the major contribution that learning institutions can provide to standardization in terms of; what is and what can be achieved through standardization participating in the growth of standards, providing the priceless contribution of academia's work [CITATION iso14 \ l 1033]. Andiva (2019) adds that academic staff's attitude moderates the effect of ISO 9001:2008 quality management systems on academic service delivery, such that when academic staff's attitude is positive, then the impact of ISO 9001:2008 quality management system tend escalation thus improving academic staff's service delivery more so in curriculum delivery.

Fernández-Cruz, Rodríguez-Mantilla and Fernández-Díaz, (2019) assessed the impact of ISO: 9001 implementations on teaching-learning processes in the classroom in primary and secondary education schools in the regions of Madrid, Castile and León,

Andalusia and Valencia (Spain). The study outcomes indicated that ISO: 9001 implementations yielded above average bearing on teaching-learning processes. However, the study was not conducted in TVET institutions in Kenyan context therefore limiting the generalization of the finding of the study.

In the studies on quality management systems, there is substantial agreement that, what teachers do to facilitate student learning is a very important variable for institutional improvement (Langstrand, Cronemyr & Poksinska, 2015). Similarly, it has been recognized for a long time now that the characteristics, organization and management processes in the classroom are decisive in determining quality and student academic performance. Elmore, (1995), points out that although it is difficult to specify the relationship between the different variables. In this sense, there are studies which determined that traditional teaching processes do not improve student learning, which implies a paradigm shift towards effective teaching that focuses on student learning and their activities (Whetten, 2007).

Rodríguez-Mantilla, Fernández-Cruz and Fernández-Díaz., (2019) analyzed and compared the impact of implementation of ISO 9001:2008 Standards perceived by Management Teams and Teachers in schools in four autonomous communities in Spain. The authors conducted descriptive and differential analyses (ANOVA and *t*-test for independent samples) of the assessments by professional position (managers and teachers) and other variables (size and type of school, years of implantation, etc.). From the finding of the study, results show a high impact on the dimension management, medium on communication, learning process and external relations and low impact on climate, support and recognition and satisfaction. Adela & Catalina, (2016) Sellgren,

Ekvall, and Tomson, (2008) adds that Leadership behavior of the management affects job satisfaction and work climate. Rodríguez-Mantilla, et al, (2019) also found that members of the Management Teams valued the impact that ISO 9001:2008 Standards have had on all dimensions at a higher level, except for external relations, where no significant differences between Teachers and Management Team members were found. However, the research was not carried out in the TVET institutions in the Kenyan context but Spain.

Celik, (2018) studied the ISO Quality Management System and the benefits of the standards of this system to the education sector are exemplified through two high schools. In the article, a comparative study has been carried out over 2 different high schools affiliated to the Ronaki Duhok Education Company and the compliance of the standards and the benefits are provided to the readers. Accordingly, it was found out that ISO 9001: 2015 contributes to education institutions in many positive ways. Giraldo, España, Pastor and Giraldo, (2018) also noted that quality in model-driven management affects the software engineering field, quality means good software products that meet customer expectations, constraints, and requirements. However, this study didn't focus on the ISO training on QMS processes and how it affects curriculum delivery process in the Kenyan context limiting its generalization.

Fernández-Cruz, Rodríguez-Mantilla and Díaz (2020) studied the impact of application of ISO 9001 standards on the climate and satisfaction of the members of a school. The study surveyed 80 Spanish preschools, primary and secondary schools in different autonomous communities. From this study, the analyses performed show conclusive results regarding the impact of ISO: 9001 standards on teachers' involvement in

improving the school's climate, conflict resolution by the management team and in families' involvement and satisfaction with the school. However, no apparent evidence was found of the impact on relations among teachers, conflict resolution among staff members and the perception of satisfaction by the teachers themselves.

Galvez, Cruz and Díaz (2016) points that quality management systems in learning institutions has progressively increased over the last few decades, nevertheless there are still questions about the actual usefulness of these systems for improving school processes and outcomes. in addition, quality management systems have a positive impact on other aspects such as development of co-existence rules in schools, teacher participation in initiatives to improve schools and a positive climate in Spanish schools. Conversely, due to the limitation of the instrument in these studies, it could be complemented in with interviews to improve on the quality of findings. Besides, the study didn't focus on the curriculum delivery as an outcome of ISO 9001 QMS processes of the standards.

Moloi &Adelowotan (2018) reported that, the exploratory study adopted the content analysis methodology, examines the nature of risks disclosed in South Africa's Technical, Vocational, Educational, and Training colleges' annual reports with the aid of a risk intelligence map developed by Deloitte. The gathered results revealed that these institutions are yet to formulate and implement risk management practices as a process in their activities, since the majority of the institutions had not disclosed major risks in their annual reports. Andiva, (2019) studied the effect of ISO 9001:2008 quality management system on academic staff's service delivery in teaching in public Universities in Kenya. The two public universities that had the highest non-conformities

were used as the site for the study. This implies that, when non-conformities decline there is improvement in academic staff's service delivery in teaching in public universities. The study determined that ISO 9001:2008 quality management system improved service delivery in teaching in public universities. However the study was not conducted in the context of TVET institutions which has different management structures as universities providing a gap for the study.

Indiya, Mise and Obura, (2018) established the relationship between Quality Management System adoption and of Performance of Public Universities in Kenya. The study hypothesis indicated that there was no significant correlation between organization performance and Quality Management System adoption; however the study didn't focus on curriculum delivery process as a performance index of learning institutions besides the study was not conducted in the context of tertiary institutions. GulaliIndiya, Odoyo, Obura, Abong'o and Ondoro, (2015) studied the effect of implementing QMS on the performance of public universities, revealed that QMS implementation had a positive impact student enrolment and, infrastructural growth. The study only focused on one public university and the population was based on the non-teaching personal. The current study was based on all ISO training on QMS processes and curriculum delivery process in TVET institutions in North Rift Region, Kenya.

Moturi and Mbithi (2015) studied the impact of executing the ISO 9001: 2008 Standard at the University of Nairobi, in relation to effectiveness on service delivery, operational performance, automation, implementation challenges and related emerging issues. The study revealed that, significant accomplishments have been realized with regard to

institutionalization of quality into the university processes. The study focused on implementation and not ISO training and sensitization on curriculum delivery providing gap for the current study.

Bichanga and Kimani (2013) identified the effectiveness of ISO 9001:2008 on service delivery in ISO certified public universities in Kenya and establish the effects of compliance to changing market need, teaching facilities improvement, curricular development and streamlining of processes as a result of ISO certification. The study established that, streamlining of processes as a result of ISO certification influences the public universities' service delivery most, followed by curricular development, teaching facilities improvement and adaptability to changing market needs. However, the study was a quantitative study short of triangulation. Besides, the study did not focus on ISO training hence providing a gap for the current study in TVET institutions.

There is a growing number of institutions are now applying ISO 9001:2015 quality management systems (QMS). As a result, studies are being conducted to assess the educational benefits of these systems and their potential to identify areas for upgrading in school processes and performance [CITATION Fer17 \l 1033]. However, very few studies have enable us to confirm whether these QMS bring true changes that are sustainable over time and lead to enhancements in these institutions. Moreover there are limited studies in the Kenyan context, that have focused on ISO training on QMS processes and sensitization on curriculum delivery sin ISO certified TVET institutions thus providing a gap for the current study.

2.4.2 Employees' Involvement and Curriculum Delivery

Employees' involvement is concerned with direct participation of staff members in assisting an institution to achieve its' mission and objectives by using their own ideas, experience, and energies in decision making and also problems solving (Zafar, Butt & Afzal, 2014). It is essential to give a chance to individuals of any society to actively participate. Participation by employers and employees in the design and delivery of curriculum has many benefits as it enhances the experiences of all parties according to Dunne, Zandstra, Brown & Nurser (2011). For the education and training provider and trainer, it raises awareness of curriculum needs and the content and culture in which learning should take place to address the clear line of sight to work. The implementation of school policies, organization of school activities, instructional management is principally the responsibility of trainers or teachers. Additionally, decisions that made in learning institutions affect them as professionals and specialists in different subject specialties. Teachers are therefore, suited to make correct decisions because they know what is required of them as teachers. The involvement of teachers in curriculum design has a long history as it encourages operation of curriculum changes (Huizinga, Handelzalts, Nieveen & Voogt, 2014).

Teachers' involvement in the process of curriculum development is crucial as it helps in establishing the content of curriculum with learners needs in the classroom [CITATION Als16 \l 1033]. Teachers role in school decision-making have not been given due emphases affecting the overall activities of school generally and more specific, the learning process (Gemechu,2014). Moreover, there is need for teachers to exercise their professional freedom on curriculum and instructional decision-making

which improves the efficacy of learning and teaching measures during implementation phase.

The best way for school professional to interact with each other is to participate in management decision at building level that affect schools‟ curriculum and instruction (Seashore, Dretzke & Wahlstrom, 2010). And teachers‟ involvement in this area can be multifaceted including creating the curriculum or using externally prepared materials; teachers always act as “curriculum makers”. With certainty, the teacher is the most important person in the process of curriculum implementation. This is because of their experiences, knowledge, and competencies, instructors are very important to the success of any effort to develop a curriculum [CITATION Als16 \l 1033]. Good teachers uphold learning since they are most knowledgeable about the practice of teaching and are responsible for introducing the curriculum in the classroom. However, Handler (2010) noted that, while majority of instructors complete their university training with knowledge of instructional and evaluation methodologies to effectively manage classroom curricular implementation tasks, many of them still have insufficient knowledge in the other required areas to be effective curriculum leaders.

Wood and DeMenezes, (2011) did a research studied in high involvement management, high-performance work systems and well-being. The findings of the study showed that; enriched jobs are positively associated with both measures of well-being: job satisfaction and anxiety–contentment. The results for high involvement management are not as predicted because it increases anxiety and is independent of job satisfaction. However, the study was not conducted in the setting of a learning institution. Handler (2010) studied teacher as curriculum leader: A consideration of the appropriateness of

that role assignment to classroom-based practitioners. The study focused on public and private, practitioner-focused colleges, and universities located in the North-Central Midwest states of Illinois, .From the findings, if teachers are to successfully fulfill the role of curriculum leaders, then current models of teacher training must be restructured to provide them the relevant theoretical knowledge currently lacking in the general teaching population. However, the study was conducted in a developed countries context and didn't give a clear glimpse of employee involvement and curriculum delivery process thus a gap for the current study.

Huizinga, Handelzalts, Nieveen and Voogt, (2014) assesed teacher involvement in curriculum design. The outcomes of this study illustrated the significance of supporting teacher designers during the design process and enhancing teachers' design expertise. However, the study was conducted in Netherlands focusing on the school based curriculum and not TVET institutions in Kenya setting. Besides the study sample size was so small for the generalization of the findings. Sagvandy and Omidian (2015) investigated whether high school teachers' professional skills could be predicted by their participation in different decision makings in council. The results of regression were that different of domains decision makings and teachers ' professional skills were significantly related. In addition, Educational decision making was recognized as the best predictor of teacher performance. Other independent variables (research, welfare, organizational) didn't show any role in the prediction of teachers' professional skills. However, the study was limited in terms of sample size and context thus couldn't be generalized to the TVET institutions in the Kenya setting.

Algoush, (2010) did an assessment of the relationship between teacher involvement in decision-making process and teachers' job satisfaction in Malaysia. From this study, it was found out that, there was a significant negative correlation between level of participating in managerial decisions and the teacher's job satisfaction questionnaire (TJSQ) variables. However, the study was conducted in private schools and not public TVET institutions hence limiting the generalization of the findings. Mosheti, (2013) teacher participation in school decision-making and job satisfaction as correlates of organizational commitment in senior schools in Botswana. From the findings teachers reported high participation in decision-making when guiding students in their academic progress and future career choice, but less participation in decision-making on development/operation of the school budget, matters of school governance and school personnel issues. However the study was focused on organizational commitment and satisfaction as outcome for teacher involvement and not curriculum delivery process thus providing a gap to be filled by the study.

Olibie (2014) assessed the extent to which parents as part of the stakeholders were involved in curriculum implementation in secondary schools in Anambra State of Nigeria as was perceived by the schools' principals. The findings of this study indicated that, in the opinions of schools' principals, there was a little extent of parental involvement in curriculum implementation. However, the study didn't focus on the involvement of teachers but parents in curriculum delivery. Besides, the study was not conducted in the Kenyan TVET institutions which offer a gap to be explored by the current study. Gemechu (2014) investigated the practices of teachers' involvement in school decision-making of secondary schools of Jimma Town. The study revealed that teachers' involvement in all areas of school decision-making of secondary schools in

general was unsatisfactory; and they participated most in issues related to student disciplinary problems and least in school building. However, the study was conducted in the secondary schools but not TVET institutions in the Kenyan context. Besides, the study did not present data from interviews and observation thus could not be used for of triangulation.

An assessment on teachers' participation in decision making process in public secondary schools of Moshi Municipality, Tanzania by Ngussa, (2017), revealed that there was very low participation in terms of planning for extra-curricular activities, resources allocation, determination of sources of income and allocation of budget. This study was carried out in public secondary schools and not TVET institutions in the Kenyan context. In addition, the research did not focus on curriculum delivery process as an outcome of employee participation. Besides the study adopted only descriptive statistics thus could not establish the extent of effect of the variables. Migwi, (2018) did a study on the influence of secondary school teachers 'participation in decision-making on their job motivation in Nyeri, Nairobi and Kajiado counties. The finding of this study revealed that public secondary schools in the three study Counties practiced participatory decision-making moderately. The management of students' affairs was the main decision-making area that teachers participated actively in. However, the study didn't focus on the curriculum delivery process as an outcome of employees' involvement. Besides, the study focused on the secondary schools and not TVET institutions.

Ambani, (2016) conducted research on the effect of employees' involvement and job performance at the Kenya Medical Research Institute (Centre for Global Health

Research) in Kisumu. The study adopted a descriptive study survey as the research design. The study findings established that, the employees of KEMRI (CGHR) had well defined goals and objectives and that they understood how their individual performance contributed to the overall organization goals. The study revealed that, supervisors kept employees updated about the future direction of the organization. Representative participation was also established by the study to be an important means to involve employees for efficient job performance. However, the study was not conducted in the setting of a learning institution thus could not elaborate on the role of employees' involvement in curriculum delivery nonetheless, it displays the role of employees' involvement in engendering positive organizational outcomes.

Ocham (2010) conducted a study whose main objective was to determine the effects of head teacher's motivational practices on teacher performance in public secondary schools in Koibatek district, Kenya. The study findings revealed t that, teachers needed to be recognized for their good performance by their head teachers in order improve their morale in teaching, thus improving performance. The study also showed that delegated or shared leadership had improved the teachers' morale and consequently increased performance. The study also exhibited that staff personal and professional development was critical in improving teachers' performance and head teachers supported teachers in various ways which ensured maximum performance. However, the study did not focus curriculum delivery process, besides it was conducted amongst secondary schools thus limiting its generalization to the TVET institutes.

Odero and Makori,(2018) Employee Involvement and Employee Performance: The Case of Part time Lecturers in Public Universities in Kenya. The study found that

employee involvement had a great influence on employee performance. The study was conducted in the University setting and not TVET institutions besides sample size were a limitation to its generalization. The foregoing studies attempted to link teacher involvement in notable learning outcomes including teachers 'job motivation and academic performance. However, there are limited studies focusing on employee involvement and curriculum delivery in TVET institutions. This has brought out pertinent knowledge gaps that formed the basis of the present study. Furthermore, because teachers have an opportunity to be involved in and to exert influence on decision making processes, their participation is suspected to increase willingness to implement them, hence to promote educational productivity [CITATION Som10 \l 1033]. Lunenburg, (2010) believes that teachers can take control of the learning experiences by manipulating teaching and learning environment which in turn creates good environment that is required to give intensification to the kind of learning outcome that is ideal. Thus employees' involvement would be the key to curriculum delivery in TVET institutions.

2.4.3. Employees' Communication and Curriculum Delivery

Communication is a very important aspect of management to any institution (Mishra, Boynton & Mishra, 2014). The main reasons for effective communication in an institution are to up-to-date employees on new policies, to inform or prepare for a weather disaster, to support safety awareness throughout the institution and to attend to employees,' hence it is an ingredient of good management. The institutional management should advance a communication strategy that connect communication with the strategic plan, including the organization's mission, vision and values; its

strategic objective and goals s; and its employment brand [CITATION Sha12 \l 1033]. The communications Strategies should be deliberate to educate, motivate, market offerings, inform and build trust. They should be tailored and targeted, multichannel, bidirectional, with optimum timing, frequency, and placement (Kent, Goetzel, Roemer, Prasad & Freundlich, 2016).The management should cultivate and maintain a communication system that provide for an upward flow of information so as to benefit decision making, a downward flow to benefit the operation of policy, and a horizontal flow to facilitate synchronization of all departments of the organization (Jonyo & Jonyo, 2019).

Communication in any organization is very essential since it influences the flow of information, resources and even policies among work individuals. [CITATION sho16 \l 1033]. Generally, the art of communication stimulate how people interact and work together. Poor communication will definitely give escalation failure in terms of managerial improvement. Insufficient communication often prevents people from identifying areas of weakness in an organization that may need to be upgraded. [CITATION Aar19 \l 1033]. Chudi-Oji, (2013), argued that, despite the important role that effective communication plays in improving organizations' performances, it is worth mentioning that some departments at institutional level, do not embrace the requirements of effective communication channels.

Effective Communication is significant in education. It is more essential when it is between students and teachers , students and students themselves, teachers and teachers, parents and teachers , teachers and administrators or parents and administrators , or vice versa. Communication is prerequisite in order to ensure that, our

students are successful [CITATION And15 \l 1033]. Additionally, effective communication skills are very vital for teachers in transmission of education, classroom management and student interaction in the classroom. Teachers have to deal with learners who have varying thinking approaches, consequently they have to teach keeping in mind skill and capability of their learners. A teacher needs to apply skills of communication that stimulate the students towards their learning process (SngBee, 2012). Communication skills for teachers are therefore central just like their in-depth knowledge of their subject specialties [CITATION Coh16 \l 1033].

Ngozi and Ifeoma(2015) conducted a study on the role of effective communication on organizational performance at Nnamdi Azikiwe University, Awka. The findings of the study indicated that, effective communication is an important component for effective and efficient management performance of employees in an institution or organization. This study nonetheless, focused on general performance of the university without paying attention to curriculum delivery processes. Neves and Eisenberger (2012), did study on the relationship between Management Communication and perceived institutional support and how it impacts on employee Performance. This study specifically showed that, there was a positive correlation between management communication and temporal change in perceived organizational support. This study was in concurrence with the theoretical knowledge about how management communication and impacts on performance. The study concluded that, management communication is important in smoothing the well-being and values the contributions made by the employees in an organization. However, the study did not identify the significance of curriculum delivery processes as a yield of efficient employees' communication. According to Weimann, Hinz, Scott and Pollock (2010), suggested

that regular face-to-face meetings, e-mails and phone calls are still very important in team communications despite the fact that many communication devices are available. This study findings however, did not focus on the significance of curriculum delivery process a result of employee communication.

Khan, Khan, Zia-Ul-Islam and Khan (2017) studied Communication Skills of a Teacher and Its Role in the Development of the Students' Academic Success. The results of this study indicated that, communication skills of the teachers have significant bearing on the academic excellence of learners. However, the study was not done at TVET institutions in Kenya and thus, this provided a knowledge gap for this study.

Khalidzuoud. and Rawyaalshboul (2018), did a research study on the effects of communication skills in developing preparatory year students' performance in Malaysia. The study explored the similarities and differences between active and passive communication and how it influenced students' academic performance. The findings of this study showed that, communication skills are very significant in improving learners' academic performance. However, the study was not done in TVET institutions of Kenya therefore, this provided a knowledge gap for this study. Zainab, (2018) ICT as a catalyst for teaching-learning process: A meta-analysis study. The study displayed that students who are continuously being exposed to technology through education has better knowledge, presentation skills, innovative capabilities and are ready to take more effort in learning as compared to others.

Bery, Otieno, Waiganjo and Njeru, (2015), conducted a research on the effects of employee communication an organization's performance in the horticulture industry in Kenya. The research findings indicated that; good communication improves the

exchange of ideas, opinions and consequently increases efficiency in operations and overall organization performance. On the other hand, Kibe (2014), did a study at Kenya Ports Authority which examined the relationship between communication approaches and institutional performance. The study found out that, communication strategies play a major role in improving performance at Kenya Ports Authority. This research however, did not focus on the significance of curriculum delivery processes as an output of employee communication. Besides, the study was not conducted in the context of TVET institutions and hence it provided a gap for this current study. From the literature cited, it is evident that many authors have talked expansively about effective communication and performance on organizations. However, they did not specifically deal with the effects of communication on curriculum delivery in TVET institutions thus proving a gap for the current study.

2.4.4. Employees' Commitment to quality and Curriculum Delivery

Commitment is the degree of eagerness that an employee develops towards the tasks assigned to his or her workplace. Commitment is the bond employees experience with their organization. On a wider perspective, employees who are dedicated to their institutions, will commonly feel attached with their institute, feel that they are accommodated, understand the goals of the organization [CITATION Bro19 \l 1033]. Employees' commitment normally takes many diverse forms which are affective, normative, and continuance but it is just recently that theory has been advanced to describe how these different forms combine to influence behavior (Meyer, Stanley & Parfyonova, 2012).

It is the obligation of every employee to be committed. The commitment of employees to the goal of quality is fundamentally important to the sustainability of TQM (Talib, Rahman, & Qureshi, 2011). This underscores the need for quality commitment to achieve organizational performance. Employees' commitment to quality is a robust indicator of that ownership and a key criterion for both personal and organizational efficiency (Demirbag, Sahadev, Kaynak & Akgul, 2012). The organization should relentlessly focus on practices that engender employees' commitment to quality owing to its dividend. The decree in effecting quality management is utmost described by poor work environment which instigates neglects on employees' psychological contracts since quality systems do not fail by themselves. Predecessors of the service quality of employee have been examined in the manufacturing and hospitality industry in western countries, and it contributes a lot to the development of these industries [CITATION Hey19 \l 1033]. However, it was limited in the settings of developing countries.

Committed employees are more industrious in any organization due to their determination, proactive support, relatively high productivity and an awareness of quality (Bronwyn, 2019). Through committed employees service quality to customers can be enhanced. It is therefore essential to know how quality of customer satisfaction can be improved through employee commitment [CITATION Ran10 \l 1033]. Employees' commitment in relating to quality is a very important element in higher educational institutions for thrives in attaining their visions and objectives, as well as improved work performance.

Agba, Ushie, Agba and Nkpoyen (2010) conceptualized organizational commitment as the comparative strength of employees' identification with and involvement in a

particular institution through; having a strong belief in and acceptance of the institutional goals and values, a willingness to exert considerable effort on behalf of the institution, and a strong desire to maintain membership in the institution. The Chartered Institute of Personnel and Development (2014) proclaimed that, in the absence of committed and qualified staff, no educational establishment can have sustainability and quality in the long-term. Teachers/trainers must be committed to capturing all the dimensions that affect quality teaching for effective curriculum delivery. They should be committed to quality as recipe for curriculum delivery process as a pillar of school improvement strategy. Quality curriculum delivery has a larger cumulative impact on student achievement than many common school improvement interventions and at a lower cost [CITATION Fir19 \l 1033]. Teachers, who are committed to their work, are interested in the growth of their learners and they intrinsically work hard to ensure the students acquire knowledge. They create students' curiosity and interest in learning process [CITATION Çağ13 \l 1033].Boxall and Macky (2009) adds that high involvement work systems and high commitment management leads in some way to superior performance.

Voogt, Pieters and Handelzalts (2016) examined what empirical evidence is available on the processes that take place when teachers co-design and how these contribute to professional development and curriculum change in Netherlands. The study findings settled that, professional development through collaborative in groups which is specific to the curriculum, influences teachers' knowledge, preparation and have bearings on application of curriculum change. Teacher co-design and professional development are aspects of commitment to quality however the study didn't focus on curriculum delivery process in TVET but implementation of curriculum change providing a gap for the

current study. Marlene (2016) determined the inter-relationship of teachers' organizational commitment, teaching efficacy belief, performance level and their pupils' attitudes towards Mathematics. The study findings indicated that organizational commitment is related to teachers' performance and not with teaching efficiency beliefs and learners' attitudes in mathematics. However, the study was not conducted in the context of TVET institutions.

Aslamiah (2019) researched on teachers' organizational commitment in Elementary School: A Study in Banjarmasin Indonesia. The research showed that, teachers' organizational commitment in elementary schools in Banjarmasin is very good. A significant difference exists in teacher's organizational commitment between excellent schools and non-achievement schools both in urban and suburban areas in Banjarmasin. However, the study was not conducted in TVET institutions and was not focusing on curriculum delivery process providing a gap for the current study. Ardi, Hidayatno and Zagloel (2012) investigated the relationships among quality dimensions in higher education and to determine the effect of each quality dimension on students' satisfaction. The results show that students' satisfaction was positively influenced by commitment of faculty management, the quality of course delivery, and the ease of giving feedback for quality improvement. The study had inadequate scope because it was only conducted based on students' perceptions of an engineering faculty in one institution in Indonesia. Besides, the study focused on student satisfaction and not curriculum delivery. Though, the methods, models and instruments applied could serve as a basis for developing a measurement for evaluating quality in higher education more generally.

Akinwale and Okotoni, (2019) investigated the level of teachers' job commitment to the teaching profession, teachers' commitment to teaching and learning and teachers' commitment to school in secondary schools in Osun State. The results from the study showed that, the commitment of teachers in Osun State to the teaching profession, to teaching and learning and commitment to school was generally low in secondary schools in the State. However, the study didn't show the curriculum delivery process as an outcome of teacher involvement. Owoyemi, Oyelere, Elegbede and Gbajumo-Sheriff (2011) Studied enhancing employees' commitment to organization through training. The study revealed a positive statistically significant relationship between the different levels of training and employees' commitment to the organization. However, the study focused on antecedent of employee commitment which is training in private firms but did not focus on curriculum delivery in the TVET context.

Mkumbo, (2012) examined teachers' commitment to, and experiences of, the teaching profession in six regions of Tanzania. From the findings of the study, results show that the teachers' commitment to the teaching profession is devastatingly low, with the majority of teachers expressing that, they did not choose the teaching profession as their choice. However, the study was not conducted in the context of TVET institutions hence restricting the generalization of the findings to the Kenyan TVET institutions. Kiplagat, Role and Makewa, (2012) conducted a study on the phenomenon of teachers' commitment and it influences on the pupil's academic performance in mathematics at primary schools. This study finding indicated that, most of the teachers of mathematics teachers in public day primary schools of Western Kenya region had sufficient training and had on average between 11–20 years teaching experience. On the other hand teacher preparations, use of learning resources, instructional strategies and assessment

methods had an average score in terms of ranking. Teachers from higher performing schools ranked assessments in mathematics, teacher preparations, teachers' application of learning resources and teaching strategies, much higher than the low performing schools. The study was limited in terms of scope it didn't focus on the TVET institutions.

Wanza, Ntale, and Korir (2017) established 'the effects of quality management practices on performance of Kenyan universities'. The study exposed that, when employees were involvement in the university activities, leadership commitment and continuous improvement and customer focus had a significant consequence on the university performance. However, the study did not focus on aspects of curriculum delivery but general performance of the university. Besides the study was not focusing on the perception of the teaching fraternity but all the employees limiting in its generalization. Mwaniki, Kiumi and Ngunjiri (2018) assessed the relationship between teacher commitment to students' learning needs and level of students' discipline in public secondary schools in Naivasha sub-county, Kenya. The results showed that, there was a significant positive relationship between teacher commitment to students learning requirements and level of students' discipline. However, the study was limited in scope and methodology.

Most literature has proved that organizational commitment is important factor for improving the employee performance (Pangarkar & Kirkwood, 2013;Sathyanarayan & Lavanya, 2018). In the background of learning institutions, teachers' commitment considerably affects the performance of the institutions and students. Mwaniki, Kiumi and Ngunjiri (2018); Wanza, Ntale, and Korir (2017); Kiplagat, Role and Makewa,

(2012). However, there are limited studies that focuses on the effect of employees' commitment to quality in curricullum delivery in TVET institutions providing a knowledge gap for the current study.

2.4.5. Employees' Recognition and Curriculum Delivery

Employees' recognition is the acknowledgment of a company's staff for exemplary performance [CITATION And18 \l 1033]. Employee recognition is meant to reinforce work behaviors practices, or activities that result in better performance and positive business results. In this regard employee recognition remains an innate part of any company's culture. Employees not only want good pay and benefits; they also want to be treated fairly, to make a substantial contribution to the organization through their work, and to be valued and appreciated for their efforts [CITATION www201 \l 1033]. To demonstration appreciation, many employers' device on-going recognition programs designed to thank employees for a variety of achievements. Companies with a solid strategy to recognize team members enjoy stronger engagement, increased employee morale, better customer service, and lower turnover [CITATION Bel20 \l 1033]. Bell, (2020) further notes that acknowledging achievement can have serious return on investment (ROI) to the tune of 50% higher productivity and as much as 20% increase in business outcomes.

Employees' recognition is a social proof of appreciation in action. Appreciation is a fundamental human need. Employees respond to appreciation expressed through recognition of their good work because it confirms their work is valued by others. However, recognition has a timing element, thus it must occur when the performance recognized is still fresh in the mind [CITATION www202 \l 1033]. If high

performance continues, recognition should be frequent but cautiously timed so that it doesn't become automatic. Academic staff manage learning experience and are the main interface with students thus their motivation through recognition is crucial in determining the quality of this interface (Bayissa & Zewdie, 2010). Recognition remains essential where the competitive academic climate colleges and universities are fighting for high-caliber employees in order to progress the quality of teaching and gaining excellent reputation.

There are a wide variety of methods available for motivating staff; from recognizing the employee's achievements by simply saying 'thank you' to more complex schemes which combine and set targets with fixed rewards (Bayissa & Zewdie,2010). Recognition has been contentious in higher learning institutions as highly trained and experienced researchers and consultants have been leaving their positions in higher learning institutions (Eyualem, 2009; Bok, 2009).Lee and Chen, (2011) additional found out that, one of the foremost reasons for lack of desired performance commitment among teaching staff could be linked to the nature and quality of compensation offered to them. Tertiary institutions can offer recognition of performance in various ways ranging from the provision of certificates, shopping vouchers, praise, trophies, and opportunity, appreciating their ideas and respect where it deserves (Nolan , 2012).

Ibrar and Khan, (2015) studied the Impact of Reward on Employee Performance (A Case Study of Malak and Private School in Pakistan. The study established that, there is positive relationship between rewards (extrinsic and intrinsic) and employee's job performance. However, the study was conducted amongst private schools in Pakistan thus cannot be generalized to public institutions in Kenya. Hafiza, Shah, Jamsheed and

Zaman, (2011) empirically examined the relationship between rewards and employee's motivation in the non-profit organizations of Pakistan. The findings of the study indicate that, there is a direct relationship between extrinsic rewards and the employee's motivation. However, intrinsic rewards found an insignificant impact on employee motivation. This study was conducted in a nonprofit making organization not in the TVET sector limiting the generalization of findings. Besides, the studies didn't focus on the curriculum delivery as an outcome of employee recognition. Rasheed, Aslam and Sarwar (2010) motivational issues for teachers in higher education: A Critical Case of Islamic University of Bahawalpur (IUB). The study adopted an exploratory research design. Findings have shown that although compensation and benefits are important factors in competitive market environment but some intangibles motivators like job design, work environment, feedback, recognition and empowerment or decision making participation are also the potential factors for motivating teachers in higher education. The studies have not brought out the aspect of curriculum delivery as an outcome of motivation thus providing a gap.

Masri and Abubakr (2019) studied talent management, employee recognition and performance in the research institutions in Qatari. The study concludes with a set of recommendations for both practitioners and researchers working in Qatar and beyond. However, the study was only quantitative and bereft of triangulation of findings. The study was also conducted in not TVET institution without focusing on curriculum delivery as an outcome providing a gap. Mmako (2015) studied employee engagement: evidence from TVET Colleges in South Africa. The results indicated that socialization and values, recognition and feedback and attitude towards direct manager were the main

factors that could lead to academic staff engaging in their professional tasks. However, the study didn't bring out employee recognition effect on curriculum deliver.

Chikungwa and Chamisa, (2013) investigated the impact of recognition on performance as a motivation strategy at an institution of higher learning in the Eastern Cape region of South Africa. The findings of the study showed that, academic employees are most satisfied and inspired through recognition of accomplishment. However, the study was conducted in the South African context limiting its generalization to the TVET institutions in the Kenyan context, in addition, the study didn't look at curriculum delivery process as an outcome of employee recognition. Bayissa and Zewdie (2010) conducted a study to identify academic staff reward related problems and to examine the effectiveness of both financial and non-financial reward systems at Jimma University, Ethiopia. The result of the study indicated that inefficient administration, lack of recognition and appreciation, absence of participation in decision-making, unsatisfactory financial rewards, and poor performance evaluation were ranked as major ones. However, job security, opportunity for further education and promotion were ranked less. The study was narrow in relation to the scope as it was conducted in a university context whose management is different from the TVET institution, besides it didn't focus on curriculum delivery process as an outcome.

Atambo, Kabare, Munene and Nyamwamu, (2012) studied the role of employee recognition towards improving performance: a survey of Kenyatta National Hospital, Kenya. Among the key findings it was shown that recognizing the employee's accomplishments, through provision of career advancement opportunities translates into improved performance both at the individual and organizational levels. The study was

quantitative a dispatch from the current study adopting both qualitative and quantitative. Besides, the study was not conducted in the context of TVET thus not highlighting the outcome of employee recognition as curriculum delivery.

Kigwilu and Githinji (2015) carried out research on teacher factors influencing effective implementation of artisan and craft curriculum in community colleges in Kenya. The findings showed that teacher qualifications, teaching experience and teacher motivation had a high influence on the implementation of Artisan and Craft curriculum. The study focused only on implementation of the craft and artisan curriculum and didn't single out the ISO certified institutions. The study didn't also look at the employees' recognition but motivation as the outcome of recognition. Besides, the study was confined to community colleges in Nairobi, Kajiado and Machakos counties calling for a wider geographic spectrum in order to generate findings with a wider implication.

Olurotimi, Asad and Abdulrauf (2015) studied motivational factors and teacher's commitment in public secondary schools in Mbale Municipality. The study found a positive and significant influence of promotion on teacher's commitment, findings showed reward system and teachers' commitments were statistically significant and that there was a low significant relationship between training and development and teachers' commitment. Recommendations of the study were; Regarding the influence of promotion, the study recommends that schools and stakeholder should ensure fairness in promotion procedure process, create a constant promotion activity and should increase salary if teacher is been promoted. This can be achieved by ensuring that promotion should be done on merit, experience and skills.

Teachers should be remunerated well to motivate them to enhance commitment. This can be achieved through offering incentives to teachers and rewarding teacher's whose students perform better in a subject. Not only that, non-monetary incentive should also be considered like recognition, offering gift to teachers and appreciation from the head teacher. Pension packages of teachers should be improved in terms of the lump sum and monthly allowance. However, the study was conducted in a non TVET institutional setting besides the study didn't focus on delivery of curriculum as an outcome of motivational factors providing a gap for the study.

According to Mone (2011), employees' recognition can be seen as a form of positive feedback strengthening the employee's behavior, or highlighting the achievement of an objective or specific task. It also enhances the employee`s satisfaction, motivation, and morale while overdosed recognition may have may negatively affect the intrinsic motivation. While acknowledging the positive outcomes of employees' recognition, majority of the studies have focused on the performance outcome; Atambo, Kabare, Munene and Nyamwamu, (2012); Bayissa and Zewdie (2010); Chikungwa and Chamisa, (2013) with an exception of Kigwilu and Githinji (2015) studied motivation and effective implementation of artisan and craft curriculum in community colleges in Kenya and pointed out motivation as one of the factors. However, the study didn't also look at the employee recognition but motivation the outcome of recognition. Besides, the study was confined to community colleges in Nairobi, Kajiado and Machakos counties calling for a wider geographic spectrum in order to generate findings with a wider implication. These points out that there are limited studies on employee recognition and curriculum delivery in TVET providing a gap for the study.

2.4.6. Employees' critical success factors and curriculum delivery

Critical Success Factors are variables or situations necessary to stimulate a positive outcome for a business program or strategy [CITATION Joh19 \l 1033]. By recognizing Critical Success Factors, an institute should be able to track and measure the progress toward achieving strategic goals and, ultimately, fulfilling the organization's mission. Critical success factors are a amalgamation of internal critical factors (successful customer relationships, security and trust, transparency of information, IS/IT infrastructure, top management support, supply chain facilities) and external critical factors (global competitiveness, government commitments, cultural considerations) in developing and sustaining the success of business to business e-commerce (Chong, Shafaghi & Tan, 2011). According to Salaheldin (2009), some of the strategic factors such as; leadership, top management support, and organizational culture have strong positive impact on overall performance, while operational factors such as; customer orientation, process control, product and service design have a strong positive impact on operational and financial performance, and finally tactical factors such as supplier relationships, employee training and empowerment have a strong positive impact on operational performance only. Therefore, top management support is both a strategic and a critical success factors.

Alrasheedi and Capretz (2015),conducted the study to determined the Critical Success Factors Affecting Mobile Learning. From the literature review it was revealed that some aspects like technical competence of educational instructors, the improvement of assessment techniques, and institutional support are considered in very few studies as success factors. On the other hand however, the study focused on curriculum delivery

through learning other than the traditional learning methods in TVET institutions in the Kenyan Context. Elkaseh, Wong and Fung, (2015) reviewed past research in the domain of e-learning in order to identify the Critical Success Factors (CSF) that can affect the successful enactment of e-learning in higher education. This paper presented eight important CSFs commonly found in the review, which are educational technology, computing experience, attitude, social influence, curriculum development, language, teaching and learning styles and demography of the students. However, the study didn't look at critical success factors outcome as curriculum delivery process. The current study filled the gap by focusing on training, employees' involvement, employees' commitment, employees' communication and employees' recognition and how they affect curriculum delivery.

Odunaike, Olugbara and Ojo (2013) studied e-learning implementation critical success factors in Honking. The research found out that the critical success factors were; e-learning collaboration, e-learning readiness, sustainability plans, application of best practices, training, expansion of Learning Management System (LMS) usage, Online Contents and Curriculum Development a affect the operation of eLearning.

Kundi, Nawaz and Khan (2010) did research on the relationships between the indicators (perceptions about ICTs, educational technologies, development and use of e-Learning) and the Criterion variables (problems, satisfaction and prospects) among e-Learning users in Higher Education Institutions (HEIs) of North-West Frontier Province N-W.F.P, Pakistan. The study findings indicate that, there existed a strong relationship in terms of indicators explaining the dependent variables. Nevertheless, the studies didn't focus on critical success factor and curriculum delivery in TVET institutions in

the Kenyan context besides, it didn’t focus on similar critical success factors as the current study.

Teoh (2011) presented an overview of the critical success factors in eLearning and mlearning from existing literature and offers a set of critical success factors which could be used by teachers to determine if the use of e-portfolios is appropriate for their class settings. While previous research focused primarily on pedagogical approaches, technology, or aspects of the learning environment, this work adopted a broader perspective, taking into consideration other factors such as social network strategies, usability studies, and factors in human–computer interaction design. Naveed, et al., (2020), conducted a study on an evaluation on critical success factors in the implementation of E-learning system using multi-criteria decision-making in Saudi Arabia. The study used the analytic hierarchy process (AHP) with group decision-making (GDM) and Fuzzy AHP (FAHP) to study the diversified factors from different dimensions of the web-based E-Learning system. The study found out the five dimensions such as Institutional Management Service, Instructors, System and Technological, Students and Content Design affect implementation of E-learning system. However, the study focused on the digital environment leaving out curriculum delivery through traditional methods of learning and teaching. These studies were limited to the implementation of ePortfolios in universities and not TVET.

Beshah and Berhan (2017) identified the critical success factors for TQM implementation in Ethiopian organizations. The findings showed that Leadership, Policy and Strategy, and Customer Focus are critical factors for successful implementation of TQM. However, the study focused on Leadership, Policy and

Strategy, and Customer Focus dispatch of the current study focusing on training, employee involvement, employee commitment, employee communication and employee recognition and how they affect curriculum delivery. Zakuan, et al., (2012) studied on the critical success factors of total quality management implementation in higher education institution: A Review. This study determines the critical success factors of total quality management (TQM) and its application in higher education institutions. The study resolved that, continuous improvement, total customer satisfaction, employee involvement, training, management commitment and leadership, communication and teamwork proved to be indicators for organizations to apply a structural approach system and methodology and they provided great impact on organizational performances. However, the study was based on a review and not an empirical research. Besides it didn't focus on curriculum delivery in TVET in the Kenyan context.

Salleh, et al., (2018) did a research that identify critical success factor of total quality management (TQM) implementation in higher education. These critical success factors under this study of TQM were continuous improvement; total customer satisfaction; communication and teamwork; management commitment and leadership; employee involvement and training. The study revealed that there was a relationship between TQM critical success factors and performance measurement. The study also proved that, implementations of total quality management improved performance measurement. The researcher identified staff members' commitment, customer satisfaction and mission achievement as a predictors for TQM implementation. However, the study focused on performance measurement and not curriculum delivery in the Kenyan TVET institutions. Sabihaini, Yuli and Widhy (2010) analyzed the effectiveness of TQM

implementation in Indonesian higher education educational activities. The finding of the study supports the hypothesis that TQM implementation increases the effectiveness of educational activities. TQM implementation as a treatment has a positive effect on the effectiveness of educational activities. Student's evaluation of the effectiveness of educational activities shows the higher score after the treatment. However, the study was conducted in the Indonesian context and not in Kenyan TVET institutions besides the approach of the study was experimental design and not mixed method approach as per the current study.

Hilman, Ali and Gorondutse (2019) empirically tested the relationship between TQM and small and medium enterprises' (SMEs) performances in the Riyadh, Mecca and Eastern regions of the Kingdom of Saudi Arabia. From the findings of this study there was a positive and direct effect of TQM and on SMEs' performance, and a significant and positive indirect effect of TQM on SMEs' performance through OC. However, the study was limited to SMEs in thus the findings of the may not be generalized to the TVET institutions Kenya context. Besides, the study was limited to quantitative techniques thus providing a gap for using of both quantitative techniques for further information analysis.

Gholami, et al., (2018) studied critical success factors of student relationship management in Malaysia. From the results and analyses of the study variables, it was revealed that there was a significant correlation between the four critical success factors namely; student relationship management technology, knowledge management, employees' involvement and student orientation. It was also found that these factors are significantly correlated with the construct of student relationship management success.

However, the study was not done in the Kenyan TVET institutions context besides they didn't focus on curriculum delivery as an outcome of critical success factors.

Chisi (2018) did a study on quality assurance in the Technical and Vocational Education and Training system in Malawi. This study indicated that, the implementation of quality assurance systems was relatively non-existent at TVET institutions and this concluded that quality output TVET was poor. However, the study findings were limited to TVET institutions in Malawi and not generalized to the Kenyan context. Gherbal, Shibani, Saidani and Sagoo (2012) identified the critical success factors (CSFs) that affect the implementation of TQM in Libyan Construction Industry (LCI). The results identified five reliable and valid TQM dimensions, namely organization management, communication to improve quality, training and development, employee involvement and recognition and culture. However, the study focused on critical success factors without focusing on their effect the performance of the industry or curriculum delivery. Besides was not conducted in an education setting hence finding could not be generalized to TVET institutions.

Chepkech, (2014) examined the effect of Total Quality Management practices on organizational performance in Kenya. The correlation analysis results indicated that, top management commitment, employee involvement and customer focus were positively and significantly affected organizational performance. Multiple regression analysis also showed that observed changes in organizational performance due to the elements of total quality management practice. However, the study didn't focus on curriculum delivery as an outcome.

2.5. Knowledge Gap

The literature reviewed has presented a huge number of critical success factors in an assortment of areas such as the construction sector, health sector, service sector, and the manufacturing sector with limited studies in the higher education sector. The critical factors that have been identified may vary from one sector and setting to another. Gholami, et al., (2018), Chisi (2018),Chepkech, (2014) Sabihaini, Yuli and Widhy (2010), Salleh, et al., (2018) accentuate the importance of employees' critical succes factors in enhancing performance of learning institutions. There is a positive impact of TQM, human resources management and ISO on the sustainability and competitiveness of the enterprise (Izvercian, Radu, Ivascu & Ardelean, 2014).Employees' Critical success factors of quality management implementation in higher education are management commitment and leadership; continuous improvement; total customer satisfaction; employee involvement; training; communication and teamwork (Salleh, et al., 2018). However, there are limited studies which have focused on them in reference to curriculum delivery as their outcome.

Chisi (2018) pointed out that, there is poor implementation of quality assurance systems at TVET institutions consequently, the quality output is poor. On the other hand Kohn (19930, stated that implementation of quality management in education does not address questions on whether learning and curriculum is engaging in relevant learning processes (Kohn, 1993). Empirical studies of Salleh, et al., (2018),Naveed, et al., (2020), Zakian, et al., (2012),Sabihaini, Yuli and Widhy (2010) found out that critical succes factors of quality implementation increase the effectiveness of educational activities. While Bae, (2007), Zailani, Jauhar, Othman and Ng, (2008) that there are no

explicit claims of benefits of quality management but ISO is just a nationally recognized standard.Zailani, Jauhar, Othman and Ng, (2008) adds that Colleges applying quality management systems and those that do not, differ remarkably in four aspects of service quality i.e., in terms of the teaching staff, the learning processes, the support system as well as resources. In view of these discrepancies, there is need to fill the gap by evaluating the influence of critical success factors on academic service delivery in TVET institutions and more specific curriculum delivery in TVET institutions.

In respect of the contingency perspective theory, most management relationships exist between two variables are influenced by many other variables (Boyd, Takacs, Hitt, Bergh & Ketchen, 2012). In this respect, the curriculum delivery in TVET institutions is not a natural phenomenon, but rather the choices and social interactions made by the management to induce the extent of influence of the employees' critical success factors. All these composed offers a basis of evaluating employees' critical success for curriculum delivery in TVET institutions owing to limitation of such studies in TVET sector in the Kenyan context.

CHAPTER THREE
RESEARCH DESIGN AND METHODOLOGY

3.1 Overview

This chapter presents an overview of description of overall methodologies that were used. The chapter begins by looking discussion on the research methodology adopted and. The research paradigm and the reason for its application have been explained. Research design, study area, the target population, sample size, sampling procedure and research instruments were deliberated on. The aspects of validity and reliability of research instruments along with piloting instruments were also included. Then, the data collection procedures, data analysis and ethical issues in relation to field work were considered towards the end of the chapter.

3.2 Research Methodology.

Research demands that, researchers should have a broad knowledge on available approaches that provide guidance in obtaining the right methods for the study. Kothari (2014) noted that, research methodology provides a organized synopsis on the techniques that can be adopted by the researcher in solving a problem along with argument on the relevancy of its usage. Hence, research methodology is a broad approach to solving a problem. This study embraced a mixed method procedure. Mixed methods research is a methodology for carrying out research that involves collecting, analyzing and integrating quantitative and qualitative data within the same study (Bryman, 2016). Mixed methods research appeals on possible strengths of both qualitative and quantitative methods thus, allowing scholars to sightsee diverse

perspectives and uncover relationships that exist between the intricate layers of our multifaceted research questions.

3.3 Research Paradigm

Research paradigm is defined as a group set of believes or assumptions that explain how things work (Rossman &Rallis, 2012). These are set of beliefs which guide the researcher on how research problems should be studied, how research should be conducted and how to interpret results of the research [CITATION Bry16 \l 1033]. They consist of logical assumptions that advise and control the thinking and actions of the researcher in order to be able to apply qualitative, quantitative or mixed research methods. [CITATION Cre15 \l 1033].

This research approved a pragmatic paradigm. Da Silva, et al (2018), defined Pragmatism philosophies that views issues from a practical point of view and disseminates that, action and practical applications should be main points of scientific study. As a new paradigm, pragmatism restricts with the assumptions of older approaches based on the philosophy of knowledge, while providing promising new ideas for understanding the nature of social research [CITATION Mor13 \l 1033]. Being a new paradigm, it substitutes the older philosophy of knowledge approach that understands social research in terms of ontology, epistemology, and methodology (Morgan., 2014). Tran (2016), indicated that, while he believed so much in qualitative approaches, he chose to assume pragmatism since it enhances research suitable. Pragmatic research do emphases on ‘what’ and a ‘how’ of the research problem [CITATION Cre15 \l 1033]. Since the research used quantitative and qualitative

approach, this paradigm is considered appropriate for the study [CITATION Tas10 \l 1033].

3.4 Research Design

A research design is just a plan that allows an investigator to successfully do a research study (Hanson, Balmer & Giardino, 2011). According to Kothari and Garg (2014), research design is demarcated as a plan that outlines; how data will be collected, measurement and analysis procedures will be effectively and ably be done without much struggle. Research design anchors a study on a context of adequate test of variable, relationships and structures the investigation logically [CITATION Bha12 \l 1033].

This study accepted an explanatory sequential research design, which is a type of a mixed method strategy. This is where the researcher collects and analyzed both quantitative data and qualitative data respectively. Bryman (2016), pronounces that, it is done so that, the wider configuration of relationship among variables is recognized. In addition, Creswell and Plano Clark (2011), cited by Bryman (2016) noted that, qualitative verdicts are significant for the study's research questions. According to Elahi and Dehdashti, (2011), this kind of research design is useful especially when one wants to define the degree to which the variables are related thereby arriving at predictions concerning the happening of a social or physical phenomenon. Explanatory research design implies that, the research being conducted intends to explain in detail the relationship between variables as opposite to just describing a phenomena under study (Dedashti, Malek, Roberto & Bridget, 2011). To, Cooper and Schindler (2011), elucidates that explanatory research mainly emphases on 'why' questions and in the

course of answering the `why' questions, the study advances explanations. These explanations contend that, phenomenon Y (curriculum delivery) is influenced by variable X (critical success factors) and even showed the extent of the effect. The design was chosen because it applies closely to the research objectives of the study and is practical in testing the study hypotheses. The study will not control variables by direct manipulation or by random assignment.

3.5 The Study area

The study area is the geographical located site where the actual research was conducted. The researcher located the site basing on the Kenya Association of Technical Training Institutions (KATTI) Regions. KATTI is a body that coordinates the activities of the technical institutions and determines the strategies for addressing issues for the purpose of the qualitative and quality improvement of technical education and training in Kenya. To deliberate on their mandate, they subdivided its administration, into five regions namely; Coastal region, Mt Kenya, Nairobi, Rift Valley and Western Regions, with assumption that all other regions share similar characteristics [CITATION kat18 \l 1033].

The study was conducted in Rift Valley region which is made up of eight counties: Turkana, Nandi, West Pokot, Elgeyo-Marakwet, Keiyo, Trans - Nzoia, Baringo and Uasin Gishu located at 0°30′N36°0′E as presented in Appendix IV. This region boasts of two National Polytechnics that is, The Eldoret National Polytechnic in Uasin Gishu County and The Kitale National Polytechnic in Trans - Nzoia. The other TVET institutions in the region are Rift valley Technical Training Institute (RVTTI) in Uasin Gishu County, Kaiboi Technical Training Institute (KTTI) Nandi County, and Ol’lessos

Technical Training Institute (OTTI) in Nandi County [CITATION kat18 \l 1033]. Other TVET institutions are newly established and commissioned recently by the National Government. However, the study focused on TVET institutions in North rift region that host five institutions which were ISO 9001:2015 certified and have executed curriculum basing on QMS processes in their respective institutions[CITATION KEB21 \l 1033]. The main reason for choosing public TVET institutions in North Rift region is that ,they represent typical characteristics of TVET institutions in Kenya, as it consist of National polytechnic, Institute of technology and Technical training institutions thus, the findings of the study can be generalized to all TVET institutions in the country.

3.6 The Study Population.

Population has been defined as the entire group of individual species, with a common observable characteristic that conforms to a given specification (Kothari, 2014). It is a audience from which some knowledge is hypothetical determined (Banerjee & Chaudhury, 2010). General population contains all the large number of participants with common basic features that constitutes the target and accessible population. Hence in this study, the general population was made up of the trainers of TVET institutions in North Rift region of Kenya. The primary characteristics were that, they all are trainers and are well versed with the QMS processes for curriculum delivery in their respective institutions.

3.6.1 Target Population

Target population encompasses of the entire set of people or units for which the survey anticipates to make inferences, is also referred to as the universe. Target population involves study elements and refers to all members of a real or hypothetical set of people, events, or objects to which generalizations can be derived from the research findings [CITATION Kot14 \l 1033]. Nestor (2017) observed that, applying the criteria to select participant without stipulating the target population and accessible population may not allowed the qualitative research to reach the most suitable sample. In an instance where the study population is large, it is decisive to identify the target and accessible population. In this study, the target population is made up of trainers of TVET institutions in the North Rift Region that embrace ISO 9001:2015 QMS processes for curriculum delivery in their institutions.

The accessible population is a subdivision of the target population hence, the researcher could practically reach. This study had an accessible population of 824 trainers from five ISO 9001: 2015 public certified TVET institutions in the North-Rift region. The accessible population comprised the quality assurance and standard officers, internal auditors who double up as Deputy heads of departments (HoDs), ISO champions heads of departments (HoDs) and trainers/teachers in ISO certified public TVET institutions. In determining the sample, the researcher considered participants who could best share work experiences as well as their thoughts to solve objectives of the research. This was in line with the explanations by Asiamah, Mensah & Oteng-Abayie (2017).

Table 3. 1 The Target Population.

S.No.	Institution	Trainer	ISO	Internal	QASO	Total

			Champions	Auditors		
1	Poly1	226	11	11	1	249
2	Poly2	180	9	9	1	199
3	TTI1	87	8	8	1	104
4	TTI2	74	7	7	1	89
5	TTI3	168	7	7	1	183
Total		**735**	**42**	**42**	**5**	**824**

Source: TVET Institutions Administration (Departments' Records, 2019)

3.7 Sampling Techniques and Sample Size

3.7.1 Sample size

The Kerjcie and Morgan (1970) formulae was used to calculaate the sample size for this study.

$$n = \frac{x^2 Np(1-p)}{\mathrm{d}^2(N-1) + x^2 p(1-p)}$$

The variables in this fomulae are;

X^2 = table values of chi-square at df =1 for desired confidence level (3.841)

N= Population size

P= proportion of population (assumed to be 0.50 since this will provide the maximum sample size)

d= is degree of accuracy (expressed as a proportion¿ 0.05)

Substituting for $N = 735$ trainers, we have

$$n=\frac{3.841\times 735\times 0.5(1-0.5)}{0.0025(735-1)+0.025(1-0.5)}$$

=252 trainers.

A sample 252 trainers was 252 as selected by the application Krejcie and Morgan formulae (1970). 29 staff members were purposively sampled. These group comprised of HODs (ISO) champions, internal auditors, quality assurance and standards officers (QASOs) collectively formed a sample a sample size of 281 respondents.

Table 3. 2 Sample Size

S No.	Institution	Trainers	ISO Champion	Internal Auditors	QASO	Total
1	Poly1	77	3	3	1	84
2	Poly2	62	3	3	1	69
3	TTI1	30	2	2	1	35
4	TTI2	25	2	2	1	30
5	TTI3	58	2	2	1	63
Total		**252**	**12**	**12**	**5**	**281**

Source: (TVET institutional records, 2019)

3.7.2 Sampling Procedure

This researcher used stratified random sampling, proportionate simple random sampling methods to determine the number of respondents to participated in the study. The TVET institutions formed the strata. The number of the trainers sampled were determined proportionately based on the population of the trainers in each institution. The reason for taking proportions was to compensate for sub-group characteristics. This sampling procedure enhanced representation of the sample by reducing the degree of

sampling error. Then, the trainers were selected by using the simple random sampling procedure. This is done so that, each element in the study population could have an equal chance of being included in the sample.

The QASO, ISO champions and internal auditors were chosen as respondents due their role in enforcing ISO 9001:2015 compliance in their respective institutions. They ensured smooth operations, pertaining to the QMS processes prevailing in all the departments within their institutions. They were resourceful in providing qualitative data regarding critical success factors arising from inter-departmental interactions. Similarly, the heads of departments who doubled up as ISO champions as well as processes – owners, play a very indispensable role in QMS execution since they understand the processes very well. They are directly in touch with trainers and expected to attend concerns arising from the QMS processes implementation. They were anticipated to provide vital information regarding the employees' critical success factors for curriculum delivery processes.

3.8. Research Instruments

Research instrument are also known as devices for collecting data. They include observation questionnaires, checklists, interviews, content analysis among others. Early identification of the tools that are fit for data collection is imperative as different researches are carried out for diverse purposes. Bastos, Duquia, Gonalez-Chica, Mesa & Bonamigo (2014) alluded that, the selection and identification of tools required for collection of data is very significant as it affects the whole research process. The core goal of the data collection instruments is, to be able to capture key information that can be scrutinized. This will subsequently give convincing and dependable solutions to the

research questions. This study used primary data that was collected from the respondents in TVET institutions. According to Galvan (2013), data obtained from original sources is very valuable since it provides actual information found in the context of the study (Galvan, 2013).

3.8.1 Questionnaire

A questionnaire is essentially a research instrument that has questions developed by the researcher [CITATION Rea14 \l 1033]. Questionnaires are essential when the researcher desires to collect a large amount of data. The questionnaires that were used in collecting data had closed-ended questions. They were completed by a number of respondents in a similar or identical process. The items in the questionnaire were designed using a 5-point Likert scale which is commonly applicable in social sciences researches. These type of scales were used to measure attitudes perceptions, values and behaviors. The items approved a Likert Scale with 1, 2, 3, 4 and 5 points; where 1 represented Strongly Disagree (SD), 2 represented Disagree (D), 3 represented Undecided (U), 4 represented Agree (A) and 5 the highest score represented Strongly Agree (SA) in the order of significance. The items were prepared in conformity with the study variables. Bhattacherjee (2012), alleged that, Likert type expressions allow the respondents to specifically choose the degree to which they agree or disagree with the study variables. The variables are usually presented on a five-point Likert scale and this improves usefulness of data collected.

Questionnaires are appropriate implements of collecting data in survey especially when the respondents are scattered over a big or a wide geographical region or when the number of respondents is large and the research needs to be concluded over a short

period of time (Fowler, 2013). In this research, the questionnaire items were divided into three sections A, B and C respectively. The first section (Section A), contained demographic information, the second (section B), had specific information about the study based on independent variables and finally the third (section C) comprised statements on dependent variables. The researcher was able to get a complete and detailed description of the influence of employees' critical success factors on curriculum delivery in TVET institutions in North Rift Region, Kenya.

3.8.2 Interview Guide

According to Oltmann, (2016), an interview is simplified as a face to face communication that takes place between the researcher and the respondents. Jäckle, Lynn, Sinibaldi and Tipping (2011) designated an interview as a qualitative research method that is used to explore the views of a few respondents in a specific idea, program or situation. The authors contend that, interviews can explore and brace participants' responses to collect in-depth data from their experiences and feelings. Additional, an interview schedule is described by Loosveldt and Beullens, (2013) as a group of questions that an interviewer asks when collecting data. This research study applied semi-structured questions that strictly adhered to the use of an interview protocol to guide the researcher. The interview was administered by the researcher to, ISO champions, quality assurance standard officers (QASOs) and internal auditors who provided the in-depth qualitative data which could not be possible to get if only closed-ended questionnaires were used.

3.8.3 Pilot Study

A pilot study is a procedure applied in research to test data collection instruments from a smaller sample equated to the actual sample size [CITATION Sin12 \l 1033]. The main resolution of piloting was to pre-test the data collecting instruments in this case, the questionnaire. This was to safeguard the goodness of the study design. Schwab (2013) indicated that, pilot study is central prior to the main study, as it is useful in testing the research instruments, hypotheses, and also in checking statistical and analytical methodologies, unforeseen risks and in estimating research cost. Fink (2015) points that, a pilot study helps identify and correct possible errors that may be in the questionnaire design before administering it in the main survey.

Typically, piloting helps to correct and update the questionnaire to improve the validity and reliability of the measurement instruments, as well as making it more user-friendly (Nardi (2018), Blair, Czaja & Blair, 2013). Korean (2017), noted that, a pilot study can be performed either as an external pilot study independent of the main study or as an internal pilot study where it is included in the research design of the main study. Piloting intended to ensure that research questions work in the field and are steady with local situations, ensure that methods of data collection systems are in place and produce accurate instrument, manuals and protocols. (Thabane et al. 2010).

Gerrish and Lacey (2010) and Nguyen (2013) share the opinion that, pre-test subjects should be as similar as possible to the final group, representative but with extreme as well as typical respondents, or more concisely, and should mirror the composition of the main survey. For this study, piloting for research instruments was conducted at Rift Valley Institute of Science and Technology (RVIST). Piloting should use 10% of the

size of the sample population as opines by Fowler, (2013) and Kothari & Garg (2014). This research used 10% of 252 respondents (mainly trainers) hence they were approximately 26 trainers who did not take part in the actual study. Therefore 26 questionnaires were used in the pilot study. Few corrections were made on wording, format, layout, ordering of questionnaire items, validity and reliability of the questions was also determined before the final draft was disseminated to the respondents.

3.9 Validity and Reliability of the Research Instruments

3.9.1 Validity of the Research Instruments

Validity is also defined as the degree of accuracy the data collected in a study represents the variables of that study [CITATION Coo \l 1033]. Four types of validity of research instruments are important in research. These are categorized as; construct validity, content validity, criterion-related validity, and consequential validity. Construct validity should prove that the scores a particular instrument can predict a hypothesis or a theory in that research accurately. Content validity is whether a research instrument sufficiently covers all the content it intends to cover. Content validity confirms that there is relationship between research questions and the subject or content the research covers. A research instrument has criterion- related validity if it is able to predict the performance of a situation of the future. Therefore validity from a general perspective is the accuracy and meaningfulness of inferences that can be made from the research findings; McMillan and Schumacher cited in [CITATION Che15 \l 2057]. Nuzzo (2014) said that validity is a quality attributed to measures of the degree to which they fulfill with established knowledge or truth. Bryman (2016) noted that, internal validity is to do with casualty between two variables and consequential validity can be attained in two ways i.e.; by ensuring that tests items thoughtfully and correctly labeled. The tests should clearly test what the intend to test and secondly, the researcher should identify the actual social impacts of applying the test [CITATION Ste21 \l 1033]

There are two forms of validity used to ensure validity of quantitative research instruments. The first one is content validity. Content validity is the degree to which instrument measure the indicators of a particular concept (Sangoseni, Hellman & Hil, 2013). In order to prove that a research has content validity, the researcher should

clearly define the universe of the content that is included in the test (Best and Kahn 2008). In this research content validity was done consecutively by; first defining the operational terms in the study. This was done for the independent variables as well as the dependent variables which form the basis and purpose of this research. The content validity was achieved by doing a detailed literature review and adopting a conceptual framework. This process is known to give the best results in work performance and transformational leadership studies as enlightened by Saunders, Lewis & Thornhill (2012). The researcher also sought the guidance of the academic supervisors to examine the items measuring specific constructs to ascertain content relevancy and adequacy of items for each construct. All suggestions were considered in for final questionnaire.

Construct validity is about accuracy of data meaningfully representing the theoretical concept (Pallant,2011).Construct validity was taken care of through operationalization of the research variables and ensured the translation reflected the true meaning of the constructs. This was in line with Zohrabi (2013) who hypothesize that construct validity is how the researcher translates or transforms a concept or an idea into functional and operating reality. The researcher further consulted the supervisors in critically examine items in the construct to ascertain its suitability and operationalization of the research variables.

3.9.2 Reliability of the Research Instrument

Bolarinwa (2015), defined the reliability of a research instrument as the measure of the degree a research instrument provides unswerving results after several or repeated trials. The Cronbach alpha test is usually applied as a test of the reliability of a research. The

test-retest method is another method used in research where the researcher applies the instrument twice, which often frustrates respondents by a repeat test.

This research applied the Cronbach's Alpha (α) to determine the reliability of the questionnaire items. The Cronbach's Alpha test entails a single test (Sharma, 2016). Cronbach alpha is commonly used in psychology as measure internal consistency reliability. Very commonly in psychology, this kind of test determines the degree of interrelatedness among the test items cases where multiple summated scales are applied for example in this study. Cronbach's alpha is the best instrument for assessing the reliability of scales [CITATION Dun14 \l 1033].

The Cronbach's alpha formula is presented below:

$$\alpha = \frac{K\acute{r}}{\left(1+\left(K-1\right)\acute{r}\right)}$$

Where $K = numbers\, of\, indicators \vee number\, of\, items$

$\bar{r}$ = mean inter-indicator correlation.

The α value that is found by the formula represents the percentage of the reliable variance. For example, an α value of 0.7 suggests that 70% of the variance in the test scores is reliable and the difference of 30% is the error variance (Tavakol & Derrick, 2011; Cronbach, 1951). A "big" value of α means that the items measure an underlying construct which was used in the research, hence a Cronbach's alpha value greater than 0.7is considered reliable for the study. A Cronbach's Alpha that approaches 1 is desirable because it implies, there is a good internal consistency of items in the measurement scale (Matkar, 2012;Maniu & Maniu, 2015). Alpha values greater than

0.7 are normally acceptable and significant, when the value is greater than 0.8 are usually considered as quite well and finally those above 0.9 are considered to mean the research has exceptional internal consistency (Cronbach, 1951). The researcher used the values obtained from the pilot study to review and improve the questionnaire to guarantee the objectives of the research. This was in line with the comments of Fraenkel and Wallen cited in [CITATION Sek19 \l 1033].

In respect of pilot results the Cronbach‘s alpha for standardized items for the variables was as follows; ISO training had an α of.717, employees’ involvement had an α of.824, employees’ Commitment had an α of.741, employees’ communication had an α of.732, employees’ recognition had an α of.737and curriculum delivery had an α of.709 as shown on table 3.16. This implies that the instrument was reliable as all the variables met the threshold of a minimum αof 0.70.

Table 3. 3 Reliability

Variable	Number of items	Cronbach's α standardized items
ISO Training on QMS processes	15	.717
Employees' Involvement	15	.824
Employees' Commitment	17	.741
Employees' Communication	15	.732
Employees' Recognition	10	.737
Curriculum delivery	15	.709

Source :(Research Study, 2020)

3.10 Data Collection Procedures

According to Kothari & Garg (2014), data collection encompasses the process of gathering specific information that is related to all that which exist about particular phenomenon or subject matter. This study collected both quantitative and qualitative primary data. Interview schedules and self-administered structured questionnaires were used to collect data. These were administered specifically to employees in the sample group.

The researcher made a requisition for an introduction letter from Moi University to National Commission for Science, Technology and Innovation (NACOSTI) to grant permit for conducting this research. Upon obtaining The NACOSTI research permit the researcher proceeded to acquire authorization from the respective county education offices. Once the clearance was done from county offices, the researcher took two permits to the principals of respective TVET institutions (Appendix II-IV). In some instances, TVET management informs the researcher to submit a personal written

requisition in addition to the two permits received. This would bear official stamp to notify the staff/trainers that permission has been granted by the TVET office. Four participants were nominated and trained by the researcher for the purpose of dispatching the questionnaires. The questionnaires were then dispatched to the respondents and then collected on later on an agreed date and time. The researcher conducted interviews with the HODs, QASOs and internal auditors using the interview guide.

3.11 Ethical Considerations.

According to Kour (2014), ethics are norms for conduct that distinguish acceptable from unacceptable behavior. To researchers, ethics refers to the researcher's conduct in relation to the rights and privileges of those who partake or become subjects of the study. It includes the respondents or any other person affected by the study. [CITATION Res11 \l 1033]. Several discipline spell out issues of concern that may arise at a variety of stages as it relate directly to integrity of research being done [CITATION Fou11 \l 1033].

The core concerns involving to research, start with privacy of participant to the participants' right to exit, confidentiality of information provided and reaction of participants to the way one wishes to collect data [CITATION Aka16 \l 1033]. Informed consensus should be an act that is explicitly accompanied with written or verbal agreement; participant ought to be fully aware and understand what the research is all about, they should be allowed to participate willingly and their participation should be negotiable (Talylor& Graham 2012).

A letter of introduction was written and issued to the respondents to seek voluntary informed consent from the respondents before participating in the study. This consent letter explained the details the purpose of the study. The researcher ensured that respondent's privacy and confidentiality were safeguarded and their consent was sought before being included in the study by signing a consent form. The researcher guaranteed participants that all the information given could not accessed or used by any other person apart from and for the researchers' academic purposes. The respondents were not required to write their names or personal identification numbers on the questionnaires.

The researcher informs the respondent of the benefit of collecting accurate and reliable data as would be very useful to both management and the respondents. The respondents stand to gain as they were made to feel that, their contribution would be acknowledged by the researcher and the institutions' management. In addition, it provided an opportunity for participant to give views basing on their own experiences on application of curriculum delivery based on QMS requirements. All works from authors were acknowledged by researcher in reference section to avoid plagiarism.

3.12 Data Analysis

Data analysis is a process of organizing, interpreting and presenting the collected data in order to be able to reduce the enormous amount of field information to a usable size [CITATION Gue13 \l 1033]. The process of data analysis involved close examination of the data collected in order to check for completeness and consistency. This process is also known as data cleaning. The analytical procedures for data analysis are determined in line with the characteristics of the research design and the nature of data gathered as suggested by (Zikmund, Barry, Babin & Mitch, 2013). The second step was to enter the

Likert scale scores into SPSS version 25.0 software for analysis. The scores were then manipulated by the software which readily gave out descriptive and inferential statistics. Descriptive statistics that were used included measures of central tendency and measures of spread. The information was then presented in form of graphs and charts. This enabled the researcher to make basic comments and discussions from the data. Inferential statistics were used to make generalizations about the study populations from the samples of this study. Thus inferential statistics involved estimation of parameters testing of hypotheses.

3.12.1 Descriptive Statistics.

Descriptive statistics help to reduce items, summarize data and analyze items and constructs (Zikmund, Carr, Babin & Griffin, 2013). Descriptive statistics was analyzed to get the demographic characteristics of respondents and general trends of the study variables. Measures of central tendency and dispersion were computed for the variables, using means and standard deviations as well as skewness and kurtosis. The acceptable benchmarks applied for skewness and kurtosis was as suggested by Mahmoudi, Nasirzadeh and Mohammadi, (2019), ranging between -1.96 and 1.96 and kurtosis ranging between -3 and 3 respectively. The information from this analysis was important for understanding the context under which the study was carried out in terms of influence of employee's critical success factors on curriculum delivery in in selected ISO certified public TVET institutions in North Rift Region, Kenya.

The study utilized multiple Likert-type items where responses were summed together yielding data that was considered interval. A five-point likert scale was applied with anchors which range from a very low score to very high score, between 1and 5.

Consequently the avarage of the summed scores also ranged from 1 to 5.In order to fullfil the equidistance assumption in the likert scalethe minimum and the maximum length of the 5-point Likert type scale, the range was calculated by (5 − 1 = 4) then divided by five as it is the greatest value of the scale (4 ÷ 5 = 0.80) which resulted in an equidistance of 0.8(Squires, Estabrooks, Newburn-Cook & Gierl, 2011;Orchard, King, Khalili, & Bezzina, 2012). The equidistance of 0.8 was distributed across the likert resulting into the following intervals 1.0<1.8= Strongly Disagree, 1.8<2.6 = Disagree,2.6<3.4= Neutral, 3.4<4.2=Agree and 4.2 to 5.0= Strongly Agree.The mean was used for interpreting the results of individual items.

3.12.2 Inferential Statistics

Inferential statistics is concerned with the cause-effect relationships between variables and uses various tests of significance for testing hypotheses. This study used, correlation and regression analysis. Correlation analysis was performed to identify association between variables. This method of analysis uses a statistical measure, correlation coefficient, to determine covariance or association between two variables. The study used Pearson correlation, which is the most commonly used measure for correlation [CITATION Fra11 \l 1033]. This measure provides that, the closer the correlation, r, is to +1.0 or -1.0, the greater the magnitude of relationship between two variables. The Pearson’s product moment correlation was therefore used to test the association between variables. This was computed with the aid of the data analysis software, SPSS version 25.0 to generate a correlation matrix showing the relationships between the study variables.

Regression analysis is a set of statistical processes for estimating the relationships among variables (Cohen, West & Aiken, 2014).It includes many techniques for modeling and analyzing several variables, when the focus is on the relationship between a dependent variable and one or more independent variables. The process of performing a regression allows you to confidently determine which factors matter most, which factors can be ignored, and how these factors influence each other. In regression analysis, the dependent variable is denoted "*y*" and the independent variables are denoted by "*x*". There are multiple benefits of using regression analysis. Regression analysis indicates the significant relationships between dependent variable and independent variable and the strength of impact of multiple independent variables on a dependent variable (Nathans, Oswald & Nimon, 2012). In this study simple linear regression and multiple linear regression was used.

Simple linear regression is a statistical method that allows us to summarize and study relationships between two continuous (quantitative) variables (Cohen, West & Aiken, 2014). Simple linear regression gets its adjective "simple," because it concerns the study of only one predictor variable. The researcher used the simple linear regression models (3.1) to (3.5) to ascertain the causal effect of the independent variables (ISO training, employee's involvement, employee's commitment, employee's communication and employee's recognition) upon the dependent variable (curriculum delivery). The simple linear regression model was in form of:

$Y = \beta_0 + \beta_1 X_1 + \varepsilon$ ….. …… (Model 3.1)

$Y = \beta_0 + \beta_2 X_2 + \varepsilon$ …. …….. (Model 3.2)

$Y = \beta_0 + \beta_3 X_3 + \varepsilon$ ….. …… …… (Model 3.3)

$Y = \beta_0 + \beta_4 X_4 + \varepsilon$ …….. (Model 3.4)

$Y = \beta_0 + \beta_5 X_5 + \varepsilon$ …….. (Model 3.5)

Multiple regression analysis was applied to analyze the relationship between a single dependent variable and several independent variables [CITATION Nat12 \l 1033] and to determine whether a group of independent variables employee related critical success factors together predict dependent variable (curriculum delivery).

The study hypothesis was tested using multiple regressions. Multiple regression analysis is a powerful technique used for predicting the unknown value of a variable from the known value of two or more variables (Montgomery, Peck & Vining, 2012). More precisely, multiple regression analysis helps to predict the value of the dependent variable, Y for given values of independent variables, X_1, X_2…X_k.

The appropriateness of the multiple regression model as a whole was tested by the F-test in the ANOVA table where a significant F indicates a linear relationship between Y and at least one of the X's both with a moderator and without a moderator. The regression model was interpreted by examining the coefficient of determination (R^2). The R^2 always lies between 0 and 1 and the closer it is to 1, the better is the model and its prediction. The t-test of regression coefficient was also interpreted to test the null hypotheses. If the t-test of a regression coefficient is significant, it indicates that the variable in question influences Y significantly. The beta (β) coefficient for each independent variable was generated from the model the regression model, which was used, is given as below:

$y=\beta 0+\beta_1 X_1+\beta_2 X_2+\beta_3 X_3+\beta_4 X_4+\beta_5 X_5+\varepsilon$ …………………….. (Model 3.6)

Equation 3.6 shows the relationship between the ordinary predictors X_1 to X_5, which are the five employees' critical success factors and curriculum delivery which is Y.

Where, y = curriculum delivery

β_0 = Constant (Value. of change in y when x = 0)

$\beta_1 \ldots \beta_5$ represents the regression coefficients describing the degree of change in independent variable by one-unit variable.

X_1 ISO training

X_2 Employee involvement

X_3 Employee commitment

X_4 Employee communication

X_5 Employee recognition

ε Error term (the residual error, which is an unmeasured variable)

All the above statistical tests were analyzed using the Statistical Package for Social Sciences (SPSS), version 25.

3.12.3 Analysis of Interview Schedule

The researcher used data condensation mode of analysis to extract important themes from qualitative data from the administrators. The researcher interrogated themes in light of the objectives of the study. The study highlighted subtle variations within the themes by summarizing the information pertaining to each theme, and capturing the similarities and differences in respondents' responses within each category. To show the categories, which appear more important, the analysis counted the number of unique respondents who referred to certain themes. The occurrence of two or more themes together consistently, indicates connections and suggests a cause and effect relationship.

A semi-structured interview is a meeting in which the interviewer does not strictly follow a formalized list of questions (Doyle, 2020). Instead, they will ask more open-ended questions, allowing for a discussion with the interviewee rather than a straightforward question and answer format.

3.12.4 Summary of Data Analysis

The table 3.3 represents objectives independent and dependent variable and statistical test Used.

Table 3.3 Summary of Data Analysis

4	To examine the extent to which communication process influence C.D in public TVET Institutions	Communication process	Curriculum delivery	**Descriptive Statistics:** Mean , Standard Deviation, frequency **Inferential Statistics –** Simple linear regression analysis, Pearson's correlation
5	To establish the extent to which employees' recognition influences C.D in public TVET institutions	Employees' recognition	Curriculum delivery	**Descriptive Statistics:** Mean, Standard Deviation, frequency **Inferential Statistics –** Simple linear regression analysis, Pearson's correlation
6	To assess the extent to which employees' C.S.F have influence C.D in TVET institutions	Employees' critical success factors	Curriculum delivery	**Descriptive Statistics:** Mean ,Standard Deviation, frequency **Inferential Statistics -** Multiple regression analysis, Pearson's correlation

CHAPTER FOUR
DATA PRESENTATION, ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 OVERVIEW

The main purpose of this study was to assess the influence of employee's critical success factors on curriculum delivery in TVET institutions in North Rift Region Kenya. This study embraced a sequential explanatory survey research design. In this design, quantitative data was collected with using questionnaire (closed-ended) as the main tool that guided the study. Considering that study was based on the trainer's experiences in the TVET institutions that have embrace ISO 9001:2015 QMS, the study explored in-depth phenomenological interviews(semi-structured interview) for qualitative data [CITATION Adh17 \l 1033]. This also enabled the researcher to understand how respondents assigned meaning to their own experiences. The qualitative data collected from the semi-structures interviews were combined with the quantitative data at interpretation stage (Bergman, 2008).

Therefore this chapter presents the findings and the results of the study according to the research objectives and hypotheses. The section begins by giving the response rate to establish if the collected data was adequate to be analyzed and to be relied on and demographic characteristic of respondents were presented. For the main survey, descriptive results were analyzed in form of percentages, mean, standard deviations and presented in tables. The results of inferential statistics, such as multiple regression and correlation results which were used to test for association and degree of variation in association respectively, are tabulated and presented in tables. Tests of hypotheses on the study variables are also captured in this chapter.

4.2 Response Rate

Response rate has been define as a number of people who answer questions in a survey as a percentage of the number of people who were asked (https://dictionary.cambridge.org/dictionary/english/response-rate). A lot of importance is attached to return rate since credibility of research depends on it. Besides that, low response rate dilute reliability of the results. If a survey collect low response rate, the data analyzed cannot be generalized as it is not considered as representative of the Population.

A total of 252 structured questionnaires were distributed. Out of the 252 questionnaires, 234 questionnaires were filled and returned. The response rate of the study was (92.9%). For interviews there was a response rate of 58.6%. This response rate is considered satisfactory to make conclusions for the study. According to Babbie(2002) any response of 50 percent and above is adequate for analysis, 60percentis good, and above 70percentis rated as very good. The response rate of 93 percent is, therefore, very good. This response rate was made a reality through making personal calls and visits to remind the respondents to fill-in and return the questionnaires. Moreover, the use of research assistants who dropped and later picked the filled - in questionnaires improved the rate as shown in Table 4.1 below.

Table 4. 1 Response Rate

Categories	Expected no	No responded	Response rate (%)
Poly1	77	72	29
Poly 2	62	57	23

TTI 1	30	28	11
TTI2	25	23	9
TTI 3	58	54	21
Total	252	234	93

4.3 Demographic Characteristics of the Respondents

The study established the demographic characteristics of the respondents in TVET institutions in North Rift region were analyzed using their gender, highest academic qualification, responsibility in the institutions, and number of years served in the institutions. This has been presented in Table 4.2.

Table 4. 2 Demographic Characteristics of the Respondents.

Demographics	Cases	Frequency	Percentage
Gender of the respondent	Male	156	66.%
	Female	78	33.3%
	Total	234	100.0%
Education level of the respondent	Diploma	69	29.5%
	Degree	132	56.4%
	Master	31	13.2%
	Doctorate	2	.9%
	Total	234	100.0%
Number of years of teaching service	0-5 years	145	61.9 %
	6-10 years	57	24.3%
	11-15 years	22	9.4%
	>16 years	11	4.4%
	Total	**234**	**100.0%**

Source :(Research Study, 2020).

A higher proportion 156 (66.7%) of the male trainers participated in the study as compared to their female counterparts 78 (33.3%). Most of the trainers 132(56.4%) had a bachelor's degree as the highest qualification compared to diploma holders 69 (29.5%) and PhD holders 2 (.9%). The participants had worked in their various capacities in their institution. Some had worked for over 15 years while some had worked for as low as 5 years. The highest proportion (61.9%) comprised of those who had worked for up to five years, followed by those who have worked in the institution for between 6 and 10 years (24.3%).These employees were selected from academic departments.

4.4 The influence of ISO Training on Curriculum Delivery

4.4.1 Descriptive Statistics for Employees' ISO Training in QMS processes

The first objective of the study was sought to evaluate the influence of ISO training of employees (trainers) on curriculum delivery (C.D) in TVET institutions in North Rift Region, Kenya. Using mixed method approach of analysis, the views of respondents were first analyzed using descriptive statistic from the structured section of ISO training and curriculum delivery (As presented in table 4.3) then using the thematic analysis for the open –ended section as well as interviews from HoDs and internal auditors.

Majority of the respondents (43.6%) were in agreement with the statement that they were adequately trained on QMS requirement for curriculum delivery. Out of (43.6%), (29.1%) agreed, (14.5%) strongly agreed while (29.1%) were neutral and (27.3%) disagreed. This study basing on the (Mean= 3.22, SD=1.17) suggest that the respondents were neutral. When the respondent were asked about being able to identify their customers and their requirements in relation to curriculum delivery, (33 %) were in agreement and out of this (27.4%) agreed, (5.6%) strongly agreed, but majority (50%) were neutral and (16.7 %) disagreed. The study suggested that respondents were neutral with the (Mean= 3.21, SD=.813).

Table 4. 3 Descriptive Statistics for ISO Training in QMS processes

Statement	SD	D	N	A	SA	M	SD
	%	%	%	%	%		
I was adequately trained on QMS requirement for C.D	8.5	18.8	29.1	29.1	14.5	3.22	1.17

I am able to identify our customers and their requirements for C.D	1.3	15.4	50.4	27.4	5.6	3.21	.813
I am able to relate quality service to customer satisfaction	2.6	15.0	34.2	39.3	9.0	3.37	.933
I understand the quality statement in relation to C.D	3.8	15.0	37.6	36.3	7.3	3.28	.939
I link departmental quality objectives to C.D	1.3	11.5	41.9	35.5	9.8	3.41	.866
I determine internal and external factors that influence the C.D	3.4	19.2	30.3	34.6	12.4	3.33	1.03
I develop a strategy for reviewing /monitoring external/ internal factors that influence C.D	0.4	10.3	44.0	38.9	6.4	3.41	.776
I identify interested parties and determine their expectations in C.D	0.0	10.3	44.9	36.3	8.5	3.43	.790
I understand the documentations for C.D	0.0	12.4	47.0	33.8	6.8	3.35	.784
ISO training has clarified my roles and responsibilities in C.D	2.6	9.4	32.5	42.7	12.8	3.54	.922
ISO training enhance my creativity/innovation in areas of C.D	3.0	19.7	29.9	35.0	12.4	3.34	1.03
I am able to determine the requirements and resources needed for C.D	3.4	14.5	49.6	27.4	5.1	3.16	.859
I can identify risks and opportunities that may influence C.D	4.3	19.7	29.1	34.2	12.8	3.32	1.06
There is general lack of understanding in QMS requirements in department	4.3	19.7	30.8	32.9	12.4	3.29	1.05
The QMS process for CD is not easy to implement	4.7	1.7	11.1	61.1	21.4	3.93	.902

Key: SD= strongly disagree; **D**= disagree; **N**= neutral; **A**= agree; **SA**= strongly agree **M**=Mean **SD**= Standard deviation **Source :**(Research Study, 2020)

From the foregoing, it implies that the TVET institutions should adequately conduct an ISO training needs assessment so that the trainers can be able to adequately embrace ISO processes effectively for purposes of meeting the needs of the customers and stakeholders. This is corroborated by Scott., (2020) who noted that ISO awareness training is intended to educate your team on how their specific duties tie into your QMS and how their solid understanding of their responsibilities and their competency in

performing their assigned duties play a critical role in the quality of your company's deliverable.

Additionally, majority of the respondents (48.3 %) were in agreement that they were able to relate quality service to customer satisfaction. Out of (48.3%) of the respondents who agreed that they were able to relate quality service to customer satisfaction (39.3%) agreed, (9.0%) strongly agreed, (34.2%) were neutral, and (17.6.%) disagreed. From the (Mean= 3.37, SD=.933) the study suggest that the respondents were in agreement that they were able to relate quality service to customer satisfaction. Most of the respondents (43.6%) were in agreement that they understood the quality statement of their institution in relation to curriculum delivery. Out of the (43.6%), (36.3%) agreed, (7.3%) strongly agreed, (37.6%) were neutral and (18.8%) disagreed. The study suggested that respondents were in neutral (Mean= 3.28, SD=.939). This calls for strategies of appreciating the tenets of the theory of performance by inculcating a culture of performance mindset by subjecting the trainers to quality process enriched environment so that they are able to constantly note their accomplishments and analyze areas of improvement. This is a trend that would be invoked by their reliance and intonation of their quality statement

Majority of the respondents (45.3%) were in agreement that they could link departmental quality objectives to curriculum delivery process. Out of (45.3%) of the respondents (35.5%) agreed, (9.8%) strongly agreed, (41.9%) were neutral, and (12.8%) disagreed. The study revealed that respondents were in agreement (Mean= 3.41, SD=.866) that they could link departmental quality objectives to curriculum delivery

process. The foregoing gives credence of the positive outcome of ISO training in terms of curriculum delivery.

The departments are offering above average service implying that they are meeting their quality objective .They observed that there is improvement in class attendance both the learners and trainers and that they are able to give account of their daily activities. However, when asked to evaluate ISO training in relation to trainer's deliberation on curriculum delivery and general quality service delivery to their customers, both HOD and Internal Auditors agreed with trainers on matters of adequacy of training. They had the following observation to make: that trainers were sensitized and trained on QMS in general and this was done during preparation for ISO certification stages hence they felt, it was not adequate and that there is need for re-training. An example given is the case of the departmental objectives are which are formulated, printed and displayed at the department and revised annually however of the interviewees no 2 remarked:

"Majority of the trainers understands quality objectives, but they have not incorporated into their day to day performance of duties."

When interviewees were further prompted to elaborate on this, they attributed this to several factors such as; trainers lamenting workload, high enrollment rates and tiresome documentation procedures this is underpinned by the following response.

"ISO training meets my training needs but find it difficult to implement because of the escalating workload every term with huge classes''

Besides this, HoDs felt some trainers/employees had not internalize key quality concepts because some trainers were absent during the sensitization period. That the big

challenges is trainers grasp on the key concept of quality and integrating to their roles and responsibilities in meeting the customers need and that is why trainers were in agreement that there generally there is lack of understanding in ISO and that processes are not easy to implement.

Similarly, most of the respondents (47.0 %) were in agreement that they were able to determine internal and external factors that influence the curriculum delivery. Out of (47%) of the respondents (34.6%) agreed, (12.4%) strongly agreed, (30.3%) were neutral and (22.6%) disagreed. However, from the (Mean= 3.33, SD=1.03) study suggested that respondents were in neutral. Majority of the respondents (45.3%) were in agreement that they could develop a strategy to be used in reviewing and monitoring external and internal factors that may influence curriculum delivery process. Out of (45.3%), (38.9%) agreed, (6.4%) strongly agreed, (44.0%) were neutral, and (10.7%). The study revealed that respondents were agreement (Mean= 3.41, SD=.776) that they could develop a strategy to be used in reviewing and monitoring external and internal factors that influence curriculum delivery process.

When the respondents were asked whether they could identify interested parties and determine their expectations in curriculum delivery process (44.8%) were in agreement and out of which (36.3%) agreed,(8.5%)strongly agreed, while majority (44.9%) were neutral and (10.3%) disagreed. The study suggested that majority of the respondents were in agreement (Mean= 3.43, SD=.790) that they could identify interested parties and determine their expectations in curriculum delivery process.

When the respondents were asked on whether as a trainer, they understood the documentations needed for curriculum delivery process, and those in agreement were

(40.6%)out of which (33.8%) agreed, (6.8%) strongly agreed while majority (47.0%) were neutral and (12.4%) disagreed. The study revealed that respondents were in agreement (Mean= 3.35, SD=.784). This implies that the training process is inadequate in infusing confidence amongst the trainers to the extent of delivering the curriculum as prescribed by ISO 9001:2015 QMS.

Most of the respondents (55.5%) were in agreement that ISO training had clarified their roles and responsibilities in curriculum delivery. Out of (55.5%) those who agreed were, (42.7%), (12.8%) strongly agreed, (32.5%) were neutral and (12.0%) disagreed. The study suggested that respondents were in agreement (Mean= 3.54, SD=.922) that ISO training had clarified their roles and responsibilities in curriculum delivery process. This was supported by the qualitative findings from QASO interviewee;

“For ISO training to yield effective CD and that the trainers should be enlightened on their key roles and responsibilities”.

The understanding of responsibilities of each player in curriculum deliver is paramount in enhancing innovation and creativity amongst the trainers in tandem with the institutions quality objectives thus high performance of TVET. The institutions that have embraced ISO 9001:2015 QMS processes training have begun to notice effective curriculum delivery. One QASO interviewee noted that;

“Employees’ ISO standard training is critical in guiding trainers to perform their roles and responsibilities in profession manner and that if it is embrace at individual level, then less supervision will be needed”

Majority of the respondents (47.4 %) were in agreement that ISO training had enhanced their creativity/innovation in areas of curriculum delivery process. Out of (47.4%) those who agreed were (35.0%), (12.4% strongly agreed (29.9%) were neutral, and (22.7%) disagreed. (Mean= 3.34, SD=1.03). However based on the mean the respondents were neutral on the efficacy of ISO training in enhancing their creativity/innovation in areas of curriculum delivery process This posits a gap in the training needs assessment with regard to innovation and creativity to potentiate curriculum delivery.

In terms of the determining the requirements and resources needed for curriculum delivery process (32.5%) were in agreement(27.4%) agreed, (5.1%) strongly agreed, while majority (49.6%) were neutral and (17.9%) disagreed. The (Mean= 3.16, SD=.859). Suggest that the respondents were neutral. This neutrality calls for adequate involvement of the trainers input design so that they can be passionate about planning learning experiences and instruction. This is highlighted by the Backward design which informs that there is need for involving trainers designing of activities that will make desired results happen (learning events), what knowledge and skills students will need to achieve the desired results, consider teaching methods, sequence of lessons, and resource materials [CITATION Wig11 \l 1033]. In this regard academic departments of TVET should take actions as prescribed by QMS processes for curriculum delivery by equipping the trainers with adequate knowledge, skills and attitudes so that they are able to identify requirements and resources for providing quality service and products that meets customer expectation (valued results).

Majority of the respondents (47 %) were in agreement that they could identify risks and opportunities that could influence curriculum delivery. Out of (47 %) those who agreed

were, (34.2%), (12.8%) strongly agreed, while (29.9%) were neutral and (24.0%) disagreed. With this mean of (3.32, SD=1.06) the study suggest that, the respondents were neutral. Therefore the necessity of analyzing risks and opportunities cannot be wished away for sustainable curriculum delivery. Most of the respondents (45.3%) were in agreement that there was general lack of understanding in ISO: 9001 2015 QMS requirements in their department. Out of (45.3%) those who agreed were (32.9%), (12.4%) strongly agreed, (30.8%) were neutral, and (24.0%) disagreed. Therefore the findings suggest that respondents were neutral (Mean= 3.29, SD=1.05) that there was general lack of understanding in ISO: 9001 2015 requirements in their department calling for further refinement in the ISO Trainings.

Majority (82.5%) of the respondents were in agreement that the QMS process for Curriculum delivery is not easy to implement 61.1%), (21.4%) strongly agreed, (11.1%) were neutral and (6.4%) disagreed (Mean= 3.93, SD=.902). The study revealed that respondents were in agreement that the process was not easy to implement. The findings from this study is that the respondents had a few items on agreement as compared to those in neutral position. The majority (82.5%) respondent were in agreement, that all this QMS process are not easy to implement. This is evidenced by their neutral position on general lack of understanding of QMS process for curriculum delivery in the department. The implication is that a gap in theory and in practice in ISO QMS process pertaining curriculum delivery in TVET institutions.

This is in consonance with Zilpah and Emose (2015) who also noted that complains have been raised by teaching staff concerning aspects of QMS in curriculum delivery process which includes, curriculum review process, examination procedures, teaching

process, teaching facilities and processing of continuous assessment tests. Zushi and Sohal (2014) Erel and Gosh (2013) ascribe these complaints to factors such as employee attitudes; poor communication and unwillingness to change have stood in implementation of QMS and subsequently influence curriculum delivery.

4.4.2 Inferential analysis of ISO Training on QMS processes for C.D.

The explanatory behavior of ISO training on curriculum delivery was analyzed using regression analysis model summary, F statistics and coefficients of curriculum delivery as explained by curriculum delivery presented on table 4.4 below.

Table 4. 4 Regression Model Summary of ISO Training on QMS processes.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		Sig	Durbin-Watson
1	.899[a]	.807	.806	.188	972.095	.000[b]	1.653

a. Predictors: (Constant), ISO Training
b. Dependent Variable Curriculum Delivery

Source :(Research Study, 2020)

The model summary presented in table 4.4 involves ISO training (X_1) as the only independent variable. The outcome was: the coefficient of determination (R square) of .807. This indicated that the model explained a variation or change in the dependent variable of 80.7%. This means that when deliberate effort is put to have ISO training in place, it drives curriculum delivery process. The remaining proportion of 19.3% can be explained by other factors other than ISO training. Adjustment of the R square did not change the results substantially, having reduced the explanatory behavior of the predictor from 80.7% to 80.6%. This means that the model is fit to be used to generalize the findings.

From the results shown in Table 4.4 the F-statistic was highly significant (F= 972.095 $p<0.05$), this shows that the model was valid. The results with a p-value of 0.000 being less than 0.05, indicates that the model is statistically significant in explaining the relationship between ISO Training and Curriculum Delivery in public TVET institutions.

Table 4. 5 Regression Coefficients of C.D as explained by ISO Training

	Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
Model	B	Std. Error	Beta	T	Sig.	Tolerance	VIF
1 (Constant)	1.443	.067		19.844	.000		
ISO training	.611,	.020	.899	31.178	.000	1.000	1.000

a) Dependent Variable: Curriculum delivery

Source :(Research Study, 2020)

Results of the regression coefficients presented in Table 4.5 shows that the estimates of β values and give an individual contribution of a predictor to the model. The β value tells us about the relationship between curriculum deliveries with the predictor. The positive β value indicates a positive relationship between the predictors and the outcome. The β value for ISO education and training (.611) was positive. The positive β values indicate the direction of relationship between predictor and outcome. From the results (Table 4.32) the model was then specified as: -

$y=\beta_1 X_1+\varepsilon$……Equation 4.1

Curriculum delivery = 1.443+.611 ISO training + ε

The coefficient of the variable indicates the amount of change one could expect in curriculum delivery given a one-unit change in the value of that variable, given that all the variables in the model are unstandardized coefficients. Result reveal unstandardized regression coefficient for ISO training (β=0.611), implies that an increase of 1 unit in ISO training is likely to result in 0.611 unit increase in curriculum delivery.

4.4.3 Hypothesis Testing

The study hypothesized that:

$H0_1$: There is no statistically significant relationship between employees' ISO training on curriculum delivery in public TVET institutions in North Rift Region, Kenya.

Therefore t-test was used to identify whether the predictor was making a significant contribution to the model. When the t-test associated with β value is significant then the predictor is making a significant contribution to the model. The results show that ISO training ($t = 31.178$, $P < .05$) significantly influence curriculum delivery. In this regard we reject the null hypothesis and state that there is a statistically significant relationship between of employee's ISO training and curriculum delivery.

This is in line with findings of Fernandez-Cruz, Rodríguez-Mantilla and Díaz, 2017;Ermal, 2018;Bichanga and Kimani, (2013) that training on ISO 9001 standards had more than average impact on teaching learning processes. These findings are premised on ADKAR model and theory of performance. Thus, for TVET institutions to sustain curriculum delivery the service providers need to be trained on ISO ingrained with the elements and aspects required for quality planning, quality control, quality improvement.

This implies that the TVET institutions should embed their operations with trainings which are intrinsically ISO oriented to give impetus to curriculum delivery. This is justified by the fact that training makes employees exhibit greater motivation, which will greatly influence implementation of quality systems [CITATION Gro11 \l 1033]. Training on ISO is a de facto basic for implementation of quality standards by the process owners and implementers for curriculum delivery. When the quality standards is implemented and complemented with best practices in the field of education, it will help learning institutions yield positive results for its beneficiaries – be it students, parents, community, primary aim is to enhance learners and other beneficiaries' satisfaction, its principles clearly outline that being more socially responsible and offering educational services[CITATION Erm18 \l 1033]. Thus, institutions commitment to an all-inclusive ISO education and training to reduce inefficiencies will demonstrate to process owners and trainers that you take improvement seriously which are essential for curriculum delivery.

4.5. The influence of Employees' Involvement on Curriculum Delivery.

4.5.1 Descriptive Statistic Results for Employees' Involvement on C.D

The second objective of the study sought to analyze the extent to which employees' involvement influence the curriculum delivery in TVET institutions in North Rift Region, Kenya. In this regard the study sought the perception of the employees on the statements in Table 4.6.

Table 4. 6 Descriptive Statistics Results for Employees' Involvement in C.D

Statement	SD %	D %	N %	A %	SA %	M	SD
I was involved and participated in initial ISO 9001:2015 awareness process	5.1	17.9	27.4	35.0	14.5	3.36	1.09
I was involved in developing the QMS manual for our institution.	4.3	13.7	51.3	26.9	3.8	3.12	.848
I was not involved in establishing the training needs for C.D	3.0	12.4	31.2	39.7	13.7	3.49	.977
I was involved in determining the internal & external factors relevant to C.D	7.7	12.8	35.9	37.6	6.0	3.21	1.01
I was involved in determining the interested parties and their requirements	3.0	14.5	35.5	44.4	2.6	3.29	.855
Trainers were involved in internal and external audit processes	5.6	11.1	40.6	35.9	6.8	3.27	.946
I was involved in establishing the departmental objectives for C.D	4.7	9.8	38.0	39.7	7.7	3.36	.931
I feel the training was not adequate for staff to understand their roles	3.4	9.0	41.9	35.0	10.7	3.41	.918
I was involved in determining the risks and opportunities that may influence C.D	2.1	11.5	45.3	33.8	7.3	3.32	.852
I was involved in establishing documentary procedure for C.D	4.7	9.8	32.1	41.5	12.0	3.46	.985
I was not involved in identifying resources needed for of C.D	7.7	16.7	24.4	29.9	21.4	3.41	1.21
I was involved in developing control measures for C.D	2.6	14.5	50.9	25.2	6.8	3.19	.860
I was involved in the identifying the root cause of non-conformities	4.7	19.7	29.1	34.6	12.0	3.29	1.06
I was involved in developing the teaching timetable	0.4	10.7	11.1	47.0	30.8	3.97	.942
I involved in development of course outline	2.1	12.4	45.3	32.9	7.3	3.31	.859

Key: SD= strongly disagree; **D**= disagree; **N**= neutral; **A**= agree; **SA**= strongly agree **M**=Mean **SD**= Standard deviation

Source **:**(Research Study, 2020)

Majority of the respondents (49.5%) were in agreement that they were involved in initial ISO 9001:2015 awareness process. Out of (49.5%) (35.0%) agreed, (14.5%) strongly agreed, (27.4%) were neutral and (23.0%) disagreed. The study revealed that the respondents were in agreement (Mean= 3.36, SD=1.09) that they were involved and participated in initial ISO 9001:2015 awareness process.

When the respondents were asked on whether trainers were involvement when developing QMS manual for their institution, a total of (30.7%) were in agreement. Out of this, (26.9%) agreed, (3.8%) strongly agreed and majorities (51.3%) were neutral and (18.0 %) disagreed. (Mean= 3.12, SD=.848). This position of neutrality was supported by majority of HODs who were in agreement that a few people were selected to take part in quality manual development who are in turn expected to cascade the information to other members of their department with limited success. This was highlighted by one of interviewees that:

“I took part in the development of the QMS manual and communicate the aspects to the trainers who eventually doesn’t take part wholesomely in the implementation owing to attitude and lack of interest making the activity very difficult”

This position calls for a need for strengthening trainers’ contribution when developing curriculum delivery process for the so that they can understand and own the process additionally, majority of the respondents (53.4%) were in agreement that they were not involved in establishing the training needs for curriculum delivery. Out of (53.4%) those who agreed were (39.7%), (13.7%) strongly agreed, while (31.2%) were neutral, (15.4%) disagreed (Mean= 3.49, SD=.977). In this regard there is need for involvement of the trainers in establishing the training need for curriculum delivery. Most of the

respondents (43.6%) were in agreement that they involved in determining the internal and external factors relevant to curriculum delivery. Out of (43.6%) those who agreed were (37.6%), (6.8%) strongly agreed while (35.9%) were neutral and (20.1%) disagreed. Based on the mean the study suggested that the respondents were neutral (Mean= 3.21, SD=1.01) that they participated in determining the internal and external factors relevant to curriculum delivery. This implies that the institutions should sensitize the trainers on the need for involvement in establishing the internal and external factors relevant to curriculum delivery.

Majority of the respondents (47.0%) were in agreement that they were involved in determining the requirement of interested parties in terms of curriculum delivery. Out of (47%), those who agree were (44.4%), (2.6%) strongly agreed (35.5%) were neutral and (17.5%) disagreed. However they were neutral that (Mean= 3.29, SD=.855) that they were involved in determining agreement that they were involved in determining the requirements of interested parties in relation to curriculum delivery process. Therefore TVET institutions should actively involve the trainers in terms of curriculum development. Similarly, most of the respondents (42.7%) were in agreement that they were involved in internal and external audit processes. Those who agreed were (35.9%), (6.8%) strongly agreed while (40.6%) were neutral and (16.7%) disagreed. However the respondents were neutral (Mean= 3.27, SD=.946) that the management ensured trainers were involved in internal and external audit processes. However key involvement the audit process was there is need for making all of them part of the audit process.

Majority (47.4 %) of the respondents were in agreement that they involved in establishing the departmental objectives. Out of (47.4%), the (39.7%) agreed, (7.7%)

strongly agreed while (38.0%) were neutral and (14.5%) disagreed (Mean= 3.36, SD=.931). Basing on the means there is need for continuously involving trainers in establishing SMART objectives. Most (45.7%) of the respondents were in agreement that they were not adequately involved in ISO training for them to understand their roles. Out of (45.7%), those who agreed were (35.0%) agreed, (10.7%) strongly agreed, neutral were (41.9%), and (12.4%) disagreed (Mean= 3.41, SD=.918). This implies that adequate involvement of employees on training is necessary to understand their roles and responsibilities.

In terms of involvement in determining the risks and opportunities that could influence curriculum delivery,(41.1%) were in agreement that the statement out of which(33.8%) agreed, (7.3%) strongly agreed while majority (45.3%) were neutral and (13.6%)disagreed with the (Mean= 3.32, SD=.852). Based on the mean majority of the trainers were neutral. This implies that the trainers are involved in determining the risks and opportunities that could influence curriculum delivery process so that they can understand the mitigation strategies. Most (53.5 %) of the respondents were agreement that they were involved in establishing documentation procedure for curriculum delivery. Out of (53.5%) those who agreed were (41.5%), (12.0% strongly) agreed while (32.1%) were neutral and (14.5%) disagreed (Mean= 3.46, SD=.985). In this regard they is need for strengthening of trainer involvement in establishing documentary procedure for sustained effective curriculum delivery process.

Majority of the respondents (51.3%) were in agreement that they were not involved in identification of resources needed for curriculum delivery. Those who agreed were (29.9%), (21.4%) strongly agreed while (24.4%) were neutral and (24.4 %) disagreed

(Mean= 3.41, SD=1.21). Based on this there is a gap in terms of what is required in terms resource identification for curriculum delivery and what is on the ground in TVET institutions calling for a need to bridge the gap through adequate involvement. When the respondents were asked on whether they were involved in developing control measures that could ensure smooth implementation of the curriculum delivery process (32.0%) out of which (25.2%) agreed, (6.8%) strongly agreed while majority (50.9%) were neutral and (17.1%) disagreed. However majority of the respondents were also neutral (Mean= 3.19, SD=.860) that they were involved in developing control measures that could ensure smooth implementation of the curriculum delivery process. This points to a need for involvement of the trainers in the development of the control measures so that they can effectively adopt them during curriculum delivery.

Majority (46.6%) of the respondents were in agreement that they were involved in the identifying the root cause of non-conformities. Out of (46.6%), (34.6%) agreed, (12.0%) strongly agreed while (29.1 %) were neutral and (24.4 %) disagreed. The study revealed that respondents were in agreement that they were involved in the identifying the root cause of non-conformities. However with (Mean= 3.29, SD=1.06) there is need to factor in trainer involvement on identification of root cause of non-conformities so that they can effectively implement the corrections for continuous improvement. Most (77.8%) of the respondents were in agreement that they were involved in developing the teaching timetable, (47.0%) agreed, (30.8%) strongly agreed (11.1%) were neutral, (11.1 %) disagreed. The study suggested that respondents agreed (Mean= 3.97, SD=.942) that they were involved in developing the teaching timetable. This activity should be continuously adopted for ownership of the timetable by the trainers.

When respondents were asked on whether they were not involved in the development of the course outline, (40.2%) were in agreement out of which (32.9%) agreed, (7.3%) strongly agreed while majority (45.3%) were neutral and (14.5. %) disagreed. The findings reveal that the respondents were in neutral (Mean= 3.31, SD=.859) that they were not involved in in development of course outline. This implies that a majority were not effectively involved in the development of course outline. This calls for effective audit on the involvement of the trainers in the development of course outlines for curriculum delivery.

From the qualitative findings, the employees were involved at the initial stages of development in suggesting the main tenets of the QMS, then representatives were selected to participate in developing the QMS quality manual. Employees were also involved in its amendment in subsequent stages. During the internal and external audits the management involved the trainers as well. Sampling is done for both internal and external audits and those selected get opportunity to articulate issues of non-conformities while the trainers are involved, the HOD feel, that this is an area that requires enhancement in terms of making it mandatory for each one to be involved. They justified by the fact that some trainers become anxious during audits and they fail to participate in the audit process. One HOD remarked:

“The setback with audits exercises is that people have fear and anxiety during audits and therefore, they look for excuses to be away. They leave the work to HOD and HOS”.

They are also fully involved in determination of control measures for implementing CDP, getting continuous update on emerging risks and available opportunities and making corrections and improving in areas which underperform. Sampling is dome both

for internal and external audits and those selected gets an opportunity to articulate issues of conformities and non- conformities

Narratives from interviews of HoDs and internal auditors Reason given is that some representatives were selected to participate in developing the QMS quality manual for the institution. This implies that in most of the TVET institutions in the North rift, that the involvement of the trainers remains a challenge and needs to be invigorated through various involvement strategies. For successful implementation and sustenance of curriculum delivery process based on ISO 9001:2015 QMS, all the employees must be actively involved in the whole process.

These results underscore involvement /participation as an important factor in implementation and sustenance of ISO 900:2015. Brah and Tee (2002) identified that, the employees' involvement, as one of the more than ten (10) critical success factors. Involvement or participation of employees in the curriculum development process gives them ownership and are likely to affect it by themselves, even without supervision. Heller (2011), reaffirmed that whenever managers fail to make employees participate in decision making, the employees feel neglected and will be willing to accept changes that are forced on them. Therefore, clear communication about changes which are about to take place reduces employee anxiety and their resistance to change.

A study by IUCEA (2010), confirmed that employees who were more engaged saw their organizations as top performers as compared to those who were not much engaged. Engaging employees may take different forms; from simple approaches such as sharing work related information to complex tasks such as self-directed responsibilities. According to James and Williams (2008) and Goetsch, et al (2013), involving people

and their abilities and holding them accountable for their own performance is a good approach. Therefore, people at all levels are the essence of an organization and their full involvement enables their abilities to be used for the organization's benefit.

4.5.2 Inferential analysis of Employees' Involvement on Curriculum Delivery.

The explanatory behavior of employee involvement on curriculum delivery was analyzed using regression analysis as indicated in the model summary, F statistics and coefficients of curriculum delivery as explained by curriculum delivery presented on table 4.7 below

Table 4. 7 Model Summary of Employees' Involvement

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	F	Sig.	Durbin-Watson
1	.863[a]	.745	.744	.217	677.925	.000[b]	1.757

a. Predictors: (Constant), Employee Involvement

a. b. Dependent Variable: Curriculum Delivery

Source: (Research Study, 2020)

The model summary presented in table 4.6 involves employee involvement as the only independent variable. The coefficient of determination (R square) of 0.745 indicated that the model explained only (74.5%) of the variation or change in the dependent variable (Curriculum delivery) with the remainder of (25.5%) explained by other factors other than employee involvement. Adjustment of the R square did not change the results substantially, having reduced the explanatory behavior of the predictor to (74.4%). The F-statistic was highly significant ($F= 677.925$ $p<0.05$), this shows that the model was valid. The results with a p-value of 0.000 being less than 0.05, indicates that the model is statistically significant in explaining the relationship between employee involvement and curriculum delivery in public TVET institutions in North Rift Region, Kenya.

Results of the regression coefficients presented in Table 4.7 shows that the estimates of β values and give an individual contribution of a predictor to the model. The β value tells us about the relationship between curriculum delivery processes with the predictor. The positive β value indicates a positive relationship between the predictors and the outcome.

Table 4. 8 Regression Coefficients of C.D as explained by Employees' Involvement.

Model	Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.	Collinearity Statistics Tolerance	VIF
1 (Constant)	1.114	.093		11.998	.000		
Employees involvement	.710	.027	.863	26.037	.000	1.000	1.000

a. Dependent Variable: Curriculum delivery

b. Independent Variable: Employee's involvement

Source: (Research Study, 2020)

The β value for employee involvement (.710) was positive. The positive β values indicate the direction of relationship between predictor and outcome. From the results (Table 4.8) the model was then specified as: -

$y= \beta_0+\beta_1X_1+\varepsilon$……Equation 4.2

Curriculum delivery = 1.114 +.710 Employee Involvement + ε

The coefficient of the variable indicates the amount of change one could expect in curriculum delivery given a one-unit change in the value of that variable, given that the variables in the model is unstandardized basing on the unstandardized coefficients. Result reveal for employee involvement (β=0.710), implies that an increase of 1 unit in employee involvement is likely to result in 0.710 units increase in curriculum delivery.

4.5.3 Hypothesis Testing

The study hypothesized that;

$H0_2$: There is no statistically significant relationship between of employee's involvement and curriculum delivery in public TVET institutions in North Rift Region, Kenya

T-test in table 4.8 was used to identify whether the predictor was making a significant contribution to the model. When the t-test associated with β value is significant then the predictor is making a significant contribution to the model. The results show that employee involvement ($t = 26.037$, $P < .05$). In this regard we reject the null hypothesis and accept the alternative hypothesis that employee's involvement is statistically and significantly related to curriculum delivery in TVET institutions.

This is in line with findings of Adeolu, (2015);Huizinga, Handelzalts, Nieveen, and Voogt (2014) that the curriculum can be sustainably delivered when the right teachers with the right attitudes to learning, with the right qualifications to teach certain subjects are involved in the process. In this regard their involvement remains key in sustenance of curriculum delivery process. Teacher involvement is important for successful and meaningful curriculum development (Alsubaie, 2016; Carl, 2009). This is corroborated by the findings of the study. However Huizinga, et al (2014) posits that the idea of involving teachers in curriculum enactment involves many challenges and teachers encounter various problems while designing the curriculum, related to the conditions established for the design process, and a lack of the knowledge and skills needed to carry out collaborative design processes.

This underscores the essence of seeking for the trainers' contribution when developing curriculum delivery process for the QMS manual for our institution for effective curriculum delivery process. This is affirmed by theory of performance which takes

cognizance of trainers involvement for instance quality planning, quality control, quality improvement with respect to identification of the students together with their levels and courses, workload allocation and timetable preparation, preparation of schemes of work, preparation of lesson plans, teaching and learning as per the syllabus. However, (Ngure, (2013) decries lack of stakeholder involvement in curriculum design as challenge of Vocational Education in Kenya.

4.6.1 Descriptive results on Communication and Curriculum Delivery

The third objective of the study sought to explore the extent to which employee's communication influence curriculum delivery in TVET Institutions in North Rift region, Kenya. As shown in Table 4.9 below.

4.6. The influence of Employees' Communication on Curriculum Delivery

Table 4. 9 Descriptive Statistics Results for Employee's Communication

Statement	SD	D	N	A	SA	M	SD
	%	%	%	%	%		
The entire staff were trained and sensitized on ISO 9001: 2015 requirements	3.8	19.7	33.8	42.3	0.4	3.16	.877
Quality Manual for our institution has been made available for all the staff	3.8	14.1	49.6	3.0	29.5	3.40	1.16
quality statement, mission ,vision and	2.1	15.4	32.5	12.0	38.0	3.68	1.19

core values are displayed							
I was well inform on quality objectives of my departments in relations C.D	6.8	14.1	36.8	5.6	36.8	3.51	1.30
I received clear communication roles and responsibilities in C.D	9.4	10.3	42.7	6.0	31.6	3.40	1.28
calendar of events are released two weeks before beginning of the term	7.3	19.7	29.9	12.4	30.8	3.40	1.30
Communication structures enables to make requisitions of resources	10.3	10.3	37.2	6.4	35.9	3.47	1.34
HOD communicate deadline for marking and submission of marks	0.4	10.3	43.6	7.7	38.0	3.73	1.09
I am obtain feedback from the Customers with regard to C.D	4.3	12.4	44.9	6.8	31.6	3.49	1.18
Trainers share risks that may influence C.D and minimize its impact on C.D	2.6	9.4	32.5	12.8	42.7	3.84	1.16
Trainer forward their challenges to management on C.D and get feedback	3.0	19.7	29.9	12.4	35.0	3.57	1.24
Trainers are informed on dates of internal and external audit processes	2.6	2.1	44.0	49.6	1.7	3.46	.694
Trainers received report on ISO implementation progress	4.3	19.7	28.2	12.8	35.0	3.55	1.27
Follow-up audit is communicated to auditee 2 weeks before actual dates	4.3	19.2	28.6	12.4	35.0	3.56	1.27
Customers are able to receive results in time due to structures put in place	12.4	18.4	25.6	12.4	31.2	3.32	1.40

Key: SD= strongly disagree; **D**= disagree; **N**= neutral; **A**= agree; **SA**= strongly agree M=Mean **SD**= Standard deviation **Source:** (Research Study, 2020)

Majority (42.7%) of the respondents were in agreement that the entire staff were trained and sensitized on ISO 9001: 2015 QMS requirements, out of (42.7%), those who agreed were (42.3%),(0.4%) strongly agreed while (33.8%) were neutral and (23.5%) disagreed . Basing on the mean of the findings (Mean= 3.16, SD=.877), the study suggests that majority were neutral with respect to entire staff being trained and sensitized on ISO 9001: 2015 QMS requirements with regard to curriculum delivery. The HODs added that as much as entire staff were trained and sensitized on ISO 9001: 2015 QMS

requirements, however majority were adamant and complained about the workload adversely affecting the implementation of QMS. This was explained by one of the interviewees who was an HOD noted that

“Majority of the trainers were not receptive due to personality differences, negative attitudes, absenteeism during training and sensitization week therefore remaining effortless in implementation of QMS”

On the same note the process owners also noted that Quality statement, quality objectives are printed and displayed in every department. Besides, there is a need for completeness of communication within the management cycle to guarantee feedback and consideration of suggestions by trainers to make communication effective. This was noted by one of the interviewees who stated that;

“I feel that the communication flow should be effective to encourage the trainers to give their suggestions with an expectation of consideration of their ideas and feedback as some feel ignored”

When respondents were asked on whether QMS Quality Manual for staff reference been made available (32.5%), (3.0%) agreed (29.5 %) strongly agreed while majority (49.6%) were neutral and (17.9 %) disagreed (Mean=3.40, SD=1.16). This implies that the management should strive to make the quality manual for their institution more accessible and available for all the staff.

Majority (50%) of the respondents was in agreement that quality statement, mission, vision and core values of our institutions, (12.2%) agreed (38.0%) strongly agreed, (32.5%) were neutral and (17.5 %) disagreed. The study revealed that respondents were

in agreement (Mean= 3.68, SD=1.19) that quality statement, mission, vision and core values of our institutions. Additionally, majority (42.2%) of the respondents were in agreement that they were well informed on departmental quality objectives (5.6%) agreed, (36.8%) strongly agreed(36.8%) were neutral but (20.9%) disagreed. The study revealed that respondents agreed (Mean= 3.51, SD=1.30) that they were well informed on quality objectives of their departments in relations curriculum delivery process.

When the respondents were asked on whether communication made it clear for individual roles and responsibilities in regard to curriculum delivery process,(37.6%) were in agreement where (6.0%) agreed, (31.6%) strongly agreed while majority (42.7%) were neutral and (19.7%) disagreed. Based on the mean the study suggested that respondents neutral (Mean= 3.40, SD=1.28) necessitating the need for a clear communication pertaining their roles and responsibilities in curriculum delivery process. Majority (43.2%) of the respondents were in agreement that calendar of events is released two weeks to beginning of the term. (12.4%) agreed, (30.8%) strongly agreed while (29.9 %) were neutral and (27.0%) disagreed. The study revealed that respondents were in agreement (Mean= 3.40, SD=1.30) that the management released calendar of events two weeks before beginning of the term.

Similarly, most (42.3%) of the respondents were in agreement that communication structure had enable trainers to make requisitions on teaching resources and receive on time,(6.4%) agreed, (35.9%) strongly agreed, (37.2%) were neutral and (26.6%) disagreed. The study suggested that respondents were in agreement (Mean= 3.47, SD=1.34) that there is a clear communication structure had enabled trainers to make requisitions on teaching resources and receive on time. Majorities (45.7%) of the

respondents were in agreement that deadline for marking and submission of marks before end of term, (7.7 %) agreed (38.0%) strongly agreed (43.6%) neutral and (10.7%) disagreed. The study revealed that respondents agreed (Mean= 3.73, SD=1.09) that HOD communicated deadline for marking and submission of marks before end of term. When the respondents were asked on whether they were able to obtain feedback from the Customers in regard to curriculum delivery (38.4%) were in agreement with the statement. Out of that (6.8%)agreed (31.6%) strongly agreed while majority (44.9%) were neutral and (16.7% disagreed).Based on the study infers that (Mean= 3.49, SD=1.18) the trainers purport that there are clear communication making them able to obtain feedback from the Customers in regard to curriculum delivery process and other service delivery.

Majority (55.5%) of the respondents were in agreement that as trainers they interact while deliberating on risks and opportunities that influence curriculum delivery. Out of (55.5%) out of this, (42.7%), (12.8%) agreed (32.5%) were neutral and (12.0%) disagreed. The study revealed that respondents agreed (Mean= 3.84, SD=1.16) that as trainers they shared risks that could influence curriculum delivery and plan to minimize its impact in their department. Most (47.4%)of the respondents were in agreement that trainer were able to forward their challenges to top management on curriculum delivery and were able to get feedback, Out of (47.4%), (12.4%) agreed, (35.0%) strongly agreed (29.9%) were neutral and(22.7%) disagreed. The study suggested that respondents agreed that (Mean=3.57, SD=1.24) trainers were able to forward their challenges to top management on curriculum delivery process and were able to get feedback.

Majority (51.3%) of the respondents were in agreement that trainers were informed on dates of internal and external audit processes. Out of (51.3%), (49.4%) agreed, (1.7%) strongly agreed, (44.0%) were neutral and (4.7%) disagreed. The study revealed that respondents were in agreement (Mean=3.46, SD=.694) that trainers were informed on dates of internal and external audit processes. Moreover,(47.8%) most of the respondents were in agreement that trainers received internal audit and external report on our ISO implementation progress out of (47.8%),(12.8%) agreed, (35.0%),(28.2%) were neutral and (24.0%) disagreed. The study suggested that respondents agreed (Mean=3.55, SD=1.27) that trainers received internal audit and external report on our ISO implementation progress.

Majority (47.4%) of the respondents were in agreement that follow-up audit was communicated to auditee 2 weeks before actual dates. Out of (47.4%), (12.4 %) agreed (35.0%) strongly agreed, (28.6%) were neutral and (23.5%) 19.2% disagreed. The study revealed that respondents tended agreed (Mean= 3.56, SD=1.27) that follow-up audit was communicated to auditee 2 weeks before actual dates. Most (43.6%) of the respondents were in agreement that customers were able to receive their results on time. Out of (43.6%), (12.4 %) agreed, (31.2%) strong agreed (25.6%) were neutral and (30.8%) disagreed. The study suggested that respondents were neutral (Mean= 3.32, SD=1.40) that customers were able to receive their results on time through communication structures put in place. This requires the improvement of the communication process for on time results.

When the HODs were asked on, existence of challenges pertaining to communication channels, in relation to curriculum delivery, Majority were in agreement that trainers

were experiences existence of challenges in the communication channels. Communication is well done in such a manner that communication is clear to the targeted audience. However, communication process had its share of challenges e,g incriminated for delayed customer feedback and sensitization of staff on ISO 9001:2015 QMS requirements. Thus the trainers also laments lack of two way communication in response to the challenges they encounter during implementation.

For instance, one of the HODs remarked that:

> "The institutions have invested in the use of ICT for improved communication, however awash with a few challenges such as internalization of key concepts of quality and ownership of the whole QMS processes in relation to curriculum delivery"

HODS disagreed on communication on ISO training sensitization since most people did not attend and noted that proper communication need to made to reach out to all the trainers on matter of quality service delivery more so in meeting customers need. However when further interrogated on whether they obtained feedback from trainers and learners on curriculum delivery process, one HOD noted that;

"They have not attempted to survey trainers perspective on implementation of curriculum based on QMS process"

The study findings indicated that, while communication was undertaken in a satisfactory manner, there are still existing gaps. This is twofold; either the communication is not done as per the mandatory ISO procedures or the communication is done as per the mandatory ISO procedures manual, but is it not effective. Choudhary

& Rathore (2013) have underscored the importance of effective communication, and indicated that organization must evaluate their communication approaches so that continual improvement on this aspect is done. According to Choudhary & Rathore (2013), effective communication is critical for an organization since serves as an index for employee motivation, whose outcome is high productivity. This is achieved when the information one intend to communicate is well developed and well communicated (Handy, 1978).

Communication is well done in such a manner that communication is clear to the targeted audience. Communication the quality objectives and developing effective channels of communication have been developed by the institution. For instance, when one HOD was asked about communication, he remarked that:

“No challenge, since the institution uses ICT and social media to communicate”

4.6.2 Inferential analysis on the Influence of Employees’ Communication on C.D

The explanatory behavior of employee communication on curriculum delivery was analyzed using regression analysis as indicated in the model summary, F statistics and coefficients of curriculum delivery as explained by curriculum delivery presented on table 4.10 below.

Table 4. 10 Regression Model Summary of Communication

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	F	Sig.	Durbin-Watson
1	.879[a]	.772	.771	.205	786.636	.000[b]	1.510

a. Predictors: (Constant), Employees' communication

b. Dependent Variable: Curriculum Delivery

Source: (Research Study, 2020)

The model summary presented in table 4.12 involves employee's communications the only independent variable. The coefficient of determination (R square) of 0.772 indicated that the model explained only 77.2% of the variation or change in the dependent variable (Curriculum delivery) with the remainder of (22.8%) explained by other factors other than employees' communication. Adjustment of the R square did not change the results substantially, having reduced the explanatory behavior of the predictor to .771%. The F-statistic was highly significant ($F= 786.636$ $p<0.05$), this shows that the model was valid. The results with a p-value of 0.000 being less than 0.05, indicates that the model is statistically significant in explaining the relationship between employees' communication and curriculum delivery in public TVET institutions in North Rift Region, Kenya.

Results of the regression coefficients presented in Table 4.14 shows that the estimates of β values and give an individual contribution of a predictor to the model. The β value tells us about the relationship between curriculum delivery with the predictor. The positive β value indicates a positive relationship between the predictors and the outcome.

Table 4. 11 Regression Coefficients of communication

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.	Collinearity Statistics Tolerance	Collinearity Statistics VIF
1	(Constant)	1.810	.062		29.244	.000		
	Employee's communication	.484	.017	.879	28.051	.000	1.000	1.000

a. Dependent Variable: Curriculum delivery

Source: (Research Study, 2020)

The β value for employee communication is (.484) which was positive. The positive β values indicate the direction of relationship between predictor and outcome. From the results (Table 4.14) the model was then specified as: -

$y= \beta_{0+}\beta_1 X_1+\varepsilon$……Equation 4.4

Curriculum delivery = 1.810+.484 employee's communication + ε

Result reveal unstandardized regression coefficient for employee communication (β=0.484), implies that an increase of 1 unit in employee communication is likely to result in 0.484 increase in curriculum delivery.

4.6.3 Hypothesis Testing.

The study hypothesized that;

$H0_3$: There is no statistically significant relationship between employee's communications process on curriculum delivery in public TVET institutions in North Rift Region, Kenya.

T-test was used to identify whether the predictor was making a significant contribution to the model. When the t-test associated with β value is significant then the predictor is making a significant contribution to the model. The results show that employee's communication ($t = 28.051$, $P < .05$). Therefore, the null hypothesis was rejected and the alternative hypothesis was accepted that employee's communication is significantly related to curriculum delivery. In this regard the alternative hypothesis is accepted that there is a statistically significant relationship between employee's communication and curriculum delivery. These findings are supported by the findings of Cohort, (2016);Andrade, (2015) according to that Communication is dominant factor effecting the academic achievements of the students. Therefore, institutions should develop communication strategy to assist staff to know what is happening within and outside the institution. In this regard as a strategic recipe, which embeds the dimensions of communication within the TVET policy framework is evidently instrumental. Communication remains a cornerstone for employee motivation and satisfaction enhancement, this argument has espoused from the findings of this study that communication significantly affects curriculum delivery.

The management should develop and maintain a system of communication that provide for an upward flow to benefit decision making, a downward flow to benefit the implementation of policy, and a horizontal flow to facilitate coordination of all departments of the organization (Jonyo & Jonyo, 2019). There should be proper

communication channels, especially at management level, to enhance feedback reception by employees and cooperation within the management cycle. These findings are premised on the theory of performance and ADKAR model. To create awareness, desire, Knowledge and ability the management must cascade the institutional quality objectives through appropriate communication strategies to departmental quality units and trainers which would aid in quality planning, control and improvement process meeting the curriculum delivery objectives.

Communication between the process owners and implementers enhances the efficiency of knowledge, skills and dispositions which have a direct and indirect influence on student outcomes. Effective communication can help to build and foster a positive work and safe learning environment where students can thrive, prosper and learn [CITATION Oli19 \l 1033]. In this regard Communications is a multi-faceted and multi-directional phenomenon, it is both an event and a process, and can be the interaction, as well as the means of interaction within and outside the institutional setting.

A good and comprehensive quality management documentation should enable communication of intent and consistency of action among the employees [CITATION TVE18 \l 1033]. Communication enhances pedagogical awareness of approaches and strategies as prescribed in the quality management practices or (QMS) for effective service delivery. However, the management should develop an adequate channel to communicate, communicate in time for the appropriate response and provide a proper atmosphere for feedback.

4.7 The influence of Employees' Commitment on Curriculum Delivery

4.7.1 Descriptive results for Employees' Commitment.

The study determined the perception of the respondents on the extent to which employee's commitment to quality influences the curriculum delivery in selected ISO certified public TVET institutions in North Rift Region, Kenya. As shown in Table 4.12 below. Majority (41.4%) of the respondents agreement they are committed in determining and reviewing external and internal factors that could influence curriculum delivery Out of (41.4%), those who agreed were (20.9%), (20.5%) strongly agreed (20.9%) were neutral and (37.6%) disagreed. Thus the study revealed that the trainer to some extent agreed that (Mean= 3.04, SD=1.42) they were committed in determining and reviewing external and internal factors that could influence curriculum delivery process.

When the respondents were asked on matters of following all QMS procedure for curriculum delivery process (33.3%) were in agreement Out of this (20.5%) agreed, and (12.8%) strongly agree while (26.9%) were neutral, and majority (39.8%) disagreed. The study suggested that respondents in disagreement (Mean=2.90, SD=1.27) that they followed the timetable set for curriculum delivery process. Majority of the respondents (50.0%) were in agreement that they determined risks and opportunities that could influence curriculum delivery process, among the (50.0%), (25.2%) agreed, (24.8%) strongly agreed, (23.5%) were neutral and (26.5%) disagreed. The study revealed that respondents were in agreement (Mean= 3.38, SD=1.30) that they determined risks and opportunities that could influence curriculum delivery process.

Table 4. 12 : Descriptive Statistics Results for Employees' Commitment

Statement	SD	D	N	A	SA	M	SD

	%	%	%	%	%		
I determine external and internal factors that may influence C.D	20.5	17.1	20.9	20.9	20.5	3.04	1.42
I follow the timetable set for C.D	16.7	23.1	26.9	20.5	12.8	2.90	1.27
I determine risks and opportunities that may influence C.D	10.7	15.8	23.5	25.2	24.8	3.38	1.30
I maintain class attendance	12.4	20.1	16.7	22.2	28.6	3.35	1.40
I strife to meet the quality objective of our department	14.5	18.4	25.2	19.7	22.2	3.17	1.35
I facilitate course and instructor evaluation form	16.2	16.7	22.2	21.4	23.5	3.19	1.39
I find it difficult to follow QMS procedure in C.D	16.2	15.8	23.5	22.2	22.2	3.18	1.38
It is not possible to meet the time line set in most cases	19.2	16.2	20.1	23.5	20.9	3.11	1.41
I feel the procedures has not clear ways of establishing customer needs	15.4	16.7	21.8	25.2	20.9	3.20	1.36
The procedure slows down the process of learning	15.0	17.1	19.7	24.4	23.9	3.25	1.38
The auditing process is subjective	14.5	30.3	8.1	37.2	9.8	2.97	1.29
I feel the control system is not practical	9.8	38.5	21.4	21.4	9.0	2.81	1.15
The QMS requirement for C.D is hard to implement	12.4	35.0	10.7	32.5	9.4	2.91	1.24
I administering continuous assessment as scheduled	15.4	17.1	19.2	24.4	23.9	3.24	1.39
I invigilate examinations.	3.0	21.4	27.8	32.9	15.0	3.35	1.07
I follow documentation procedures that support of C.D	0.0	6.8	18.4	32.5	42.3	4.10	.942
I address the root cause of non-conformities in their department	11.1	37.6	21.4	21.4	8.5	2.79	.935

Key: SD= strongly disagree; **D**= disagree; **N**= neutral; **A**= agree; **SA**= strongly agree, **M**=Mean **SD**= Standard deviation **Source:** (Research Study, 2020)

Additionally, majority of the respondents (50.8) were in agreement that they maintained class attendance of the students they teach. Out of (50.8 %,) those who agreed were (22.2%) agreed, (28.6%) strongly agreed (16.7%) were neutral and (32.5%) disagreed. The study revealed that respondents were in agreement (Mean= 3.35, SD=1.40) that they maintained class attendance of the students they taught.

Most (41.9%) of the respondents were in agreement that they strive to meet the departmental quality objectives. Out of (41.9%), (19.7%) agreed (22.2%) strongly

agreed while (25.2%) were neutral but (32.9%) disagreed. The study suggested that respondents were in agreement to some extent (Mean= 3.17, SD=1.35) that they strive to meet the quality objective of their department. Majority of the respondents (44.9%) were in agreement that they facilitated course and instructor evaluation form and out of this (44.9%) (21.4%) agreed (23.5%) strongly agreed while (22.2 %) were neutral (32.9% disagreed. The study revealed that respondents were to some extent in agreement (Mean= 3.19, SD=1.39) that they facilitated course and instructor evaluation form.

Similarly, most (44.4%) of the respondents were in agreement that they find it difficult to follow QMS procedures for curriculum delivery. Out of (44.4%) those who agreed were (22.2%) and (22.2%) strongly agreed (23.5%) were neutral, (32.2%) disagreed. The study suggested that respondents were in agreement to some extent (Mean= 3.18, SD=1.38) that they found it difficult to follow QMS procedure in curriculum delivery process. Majority (44.4%) of the respondents were in agreement that it was not possible to meet the time line set in most cases. Out of (44.4%) those who agreed were (23.5%), (20.9%) strongly agreed (20.1%) were neutral and (32.2%) disagreed. The study revealed that respondents were in agreement to some extent (Mean= 3.11, SD=1.41) that it was not possible to meet the time line set in most cases.

Most of the respondents(46.1%) were in agreement that they felt that the QMS procedure had no clear way of establishing customer needs, Out of (46.1%),those who agreed were (25.2%), 20.9% strongly agreed, (21.8%) were neutral and (32.1%) disagreed. The study suggested that respondents agreed to some extent (Mean= 3.20, SD=1.36) that they felt that the procedure had no clear way of establishing customer

needs. Majority (48.3%) of the respondents were in agreement that the procedure slowed down the objective of learning, (24.4%) agreed, (23.9%) strongly agreed(19.7%) were neutral, (32.1%) disagreed. The study revealed that respondents were in agreement to some extent (Mean= 3.25, SD=1.38) that the procedure slowed down the objective of learning.

Most (47.0%) of the respondents were in agreement that the auditing process was subjective, (37.2%) agreed, (9.8%) strongly agreed, (8.1%) were neutral and, (44.8%) disagreed. and. The study suggested that respondents were in disagreement to some extent that (Mean= 2.97, SD=1.29) the auditing process was subjective. Majority respondents (48.3%) were in agreement that the control system was not practical, 30.4% were in agreement with the statement, (21.4 %) agreed, (9.0%) strongly agreed while (21.4%) were neutral and majority (48.3%) disagreed. The study revealed that respondents tended to disagree to some extent (Mean= 2.81, SD=1.15) that the control system was not practical. When the respondents were asked about the QMS requirement for curriculum delivery was hard to implement, (41.9%) were in agreement with the statement. Out of which (32.5%) agreed (9.4%) strongly agreed, (10.7%) were neutral and (47.4%) disagreed. The study suggested that respondents in disagreement to some extent (Mean= 2.91, SD=1.24) that the QMS requirement for curriculum delivery was hard to implement.

Majority of the respondents (48.3%) were in agreement that they administered continuous assessment as schedule in calendar of terms activities. Out of (24.4%) agreed while (23.9%) strongly agreed, (19.2%) were neutral (32.5%) disagreed. The study therefore revealed that respondents were in agreement to some extent that (Mean=

3.24, SD=1.39) they administered continuous assessment as schedule in calendar of terms activities. Most of the respondents were in agreement (47.9%) that they invigilated of examination out of which (32.9%) agreed, (15.0%) strongly agreed, (27.8%) were neutral, (24.4%) disagreed. The study suggested that respondents were in agreement that (Mean= 3.35, SD=1.07) they invigilated examinations.

Majority of the respondents (74.8%) were in agreement that they are committed to documentation procedures that supported curriculum delivery process, (32.5%) agreed, (42.3%) strongly greed, (18.4%) were neutral and (6.8%) disagreed. The study revealed that respondents strongly agreed (Mean= 4.10, SD=.942) that they followed documentation procedures that supported curriculum delivery. When the respondents were asked on whether they addressed the root cause of non-conformities in their department, (29.9%) were in agreement were in agreement with the statement. Out of which (21.4%) agreed, and (8.5%) strongly agreed while (21.4%) were neutral and (48.7%) disagreed. The study suggested that respondents disagreed to some extent that (Mean= 2.79, SD=.935) they addressed the root cause of non-conformities in their department.

The findings imply that there is some degree of commitment quality on the part of the trainees except in few exceptional circumstances which requires the input of the management to enhance to their commitment in achieving curriculum delivery. This calls to attention on strengthening and coordination of certain QMS aspects to enhance complete commitment. For instance, compliance with timetable set, requisite of the audit process and their input in formulation of controls for ownership.

When HoD was asked to rate trainer's commitment to curriculum delivery they would not rate 5/5. Although they would not rate trainers as highly committed, they did mention some of the factors that might be contributing to laxity such as: high enrolment of learners, sometimes not easily to record class attendance; teaching /learning resources to extent some are teaching under tents. They noted that this affect individual trainers but also the learners. When asked about documentation, they noted that most trainers would not want to be burden with extra information. One trainer was heard lamenting

'These process are full of documentation with lots of evidence based documentation '

Although they know their roles and responsibilities they fear extra workload lack of commitment they attributed this trainers individual personality difference or just develop negative attitudes, others due to their absent ended up lacking information and QMS Processes. The interviewees reiterated the need for continuous and regular sensitization on the content of QMS. This is as mentioned by one of the interviewees.

"I would consider regular sensitization on the contents of the QMS contents owing to its large size and difficulty to encourage trainers to read it on their own''.

Despite some of the employees having shown lukewarm commitment on implementation and sustainability of CDP, the variable explained the implementation and sustainability of CD to 22.3%. This is relatively high and it is something that cannot be wished away. Literature indicates that the concept of employee commitment has recently emerged as an area of interest for researchers such as

The employees may not be committed to the organization as alluded to by Scott (2007), who indicated that employees who are committed to the organization tend to stay longer

as compared to those who are not committed. The study findings indicated that there are some employees whose commitment is questionable and in this case, implementation of new ideas and initiatives will be compromised (John and Elyse, 2010). Hunjra (2010) has hinted that committed employees, who are highly motivated, tend to contribute their time and energies towards the pursuit of organizational goals. According to Mathieu and Zajac (1990), Wright and Bonett (2002), organizational commitment does not only influence organizational performance, but also predicts important human resource variables, which include absenteeism, organizational citizenship, performance, and turnover. Further, Colbert and Kwon (2000), noted that organizational commitment was inversely related to both intent to leave one's job and look for greener pastures. Organizational commitment also, reduces absenteeism and is positively related to organizational outcomes, including job satisfaction and attendance motivation (Burton et al, 2002; Farrell and Stamm, 1988; Williams and Hazer, 1986).

Indeed the top management of TVET must focus on the about 30.0% of the employees who are not committed since it is directly related to the performance of employees and thus the institutions. Commitment does not exonerate the top leadership, since their continual input is critical throughout the process (Idris and Ali, 2008). The role played by the leadership remains a significant determinant for effective management of quality in organizations. Therefore, leaders of an organization ought to have the ability to bring unto realization the formulated vision of the organization by managing quality elements so that the firm is transformed into using quality managerial practices. Salaheld (2009), added voice to the fact that lack of support from top management may hamper the quality management systems implementation, as Soltani (2005) also indicated that the leaders who are the managers and leaders are considered a major mover of the

implementation processes of quality management. Nield and Kozak (2014), indicated that, while the success of ISO 9001:2015 is pegged on the commitment of the employees, successful implementation may serve to bring about a committed work force, and hence reduction in staff turnover.

The commitment of an employee notwithstanding and the study results indicating an negligible contribution of employee commitment to implementation and sustenance of ISO, it places focus on how employees can be made to be committed to an organization. According to Malhotra et al. (2007) and Newman, Thanacoody & Hui (2011), the focus on employee commitment has been about which factors make employees committed to their work and organization. Morro (1993) identified employee attitude and behaviour as factors that affect the commitment of an employee to an organization. Miller and Lee (2001), attempted to explain organizational commitment from a motivational perspective, that organizational commitment is characterized by an employee accepting the goals and objectives of an organization. And by accepting, their willingness to exert effort on behalf of the organization will live on. Werner (2007) looked at commitment as a "work-related attitude" which has proved to affect the overall performance of the organization.

4.7.2 The Inferential analysis of Employees' Commitment to Quality.

The explanatory behavior of employee's commitment to quality on curriculum delivery was analyzed using regression analysis as indicated in the model summary, F statistics and coefficients of curriculum delivery as explained by curriculum delivery presented on table 4.13

Table 4. 13 Regression Model Summary of Employees' commitment to quality

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	F	Sig.	Durbin-Watson
1	.696[a]	.484	.482	.308	217.586	.000[b]	1.701

a.Predictors: (Constant), Employee commitment to quality

b. Dependent Variable: Curriculum Delivery

Source: (Research Study, 2020)

The coefficient of determination (R square) of 0.484 indicated that the model explained only (48.4%) of the variation or change in the dependent variable (Curriculum delivery) with the remainder of (51.6%) explained by other factors other than employee commitment to quality. Adjustment of the R square did not change the results substantially, having reduced the explanatory behavior of the predictor to 48.2%. The F-statistic was highly significant ($F= 217.586$ $p<0.05$), with a p-value of 0.000 being less than 0.05, indicates that the model is statistically significant in explaining the relationship between employee commitment to quality and curriculum delivery.

Results of the regression coefficients presented in Table 4.12 shows that the estimates of β values and give an individual contribution of a predictor to the model. The β value tells us about the relationship between curriculum delivery with the predictor. The

positive β value indicates a positive relationship between the predictors and the outcome.

Table 4. 14 Regression Coefficients of C.D by Employees' Commitment to Quality.

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.	Collinearity Statistics Tolerance	Collinearity Statistics VIF
1	(Constant)	1.871	.113		16.617	.000		
	Commitment to quality	.475	.035	.696	14.751	.000	1.000	1.000
Dependent Variable: Curriculum delivery								

Source: (Research Study, 2020)

4.7.3 Research Question

To what extent does employees' commitment to quality influences curriculum delivery in public TVET institutions in North Rift Region, Kenya?

The coefficient of the dependent variable as explained by the independent variable was used to answer the research question. The β value for commitment to quality (.475) was positive. The positive β values indicate the direction of relationship between predictor and outcome. From the results (Table 4.11) the model was then specified as: -

$y= \beta_0+\beta_1X_1+\varepsilon$……Equation 4.3

Curriculum delivery = 1.871+.475 Commitment to quality + ε

The coefficient of the variable indicates the amount of change one could expect in curriculum delivery given a one-unit change in the value of the independent variable, given that the variable in the model is unstandardized basing on the unstandardized coefficients. Result reveal standardized regression coefficient for employee involvement (β=0.475), implies that an increase of 1 unit in commitment to quality is likely to result

in 0.475 units increase in curriculum delivery. T-test was used to identify whether the predictor was making a significant contribution to the model. When the t-test associated with β value is significant then the predictor is making a significant contribution to the model. The results show that commitment to quality ($t = 16.617$, $P < .05$). Based on these findings employee commitment to quality significantly affects curriculum delivery.

This finding is supported by the findings of Oyeyemi, Oyelere, Elegbede and Gbajumo-Sheriff, (2011);Boxall and Macky (2009) have shown that high commitment practices improve performance, job productivity and service equality. Wanza, Ntale and Korir, (2017); Ardi, Hidayatno and Zagloel, (2012) also notes that employee commitment to the implementation of quality management systems significantly affects teaching outcomes. Thus, the commitment of the employees to quality would certainly enhance the sustenance of curriculum delivery. This implies that in a bid to sustain curriculum delivery process there need for TVET institutions to invest in strategies which engenders employee commitment to quality. Every employee should be committed to the institution's goals and objectives, undertake their responsibilities as effectively as the team in order to realize sustained curriculum delivery process. These findings submit to ADKAR model and theory of performance. This is justified by the fact the trainer's commitment to quality is ingrained by their awareness about quality, desire, knowledge, ability to sustain the quality in curriculum delivery process.

Employees' commitment to the goals of the organization is a critical component of any total quality program which warrants their high performance. In education sector, government regulations regarding quality of training, and government policies on TVET, are drivers to work on quality in curriculum delivery in Kenya. An employee

who is committed in the work place is of great value to the organization as they may need little or no supervision to accomplish the tasks assigned to them (Brown, McHardy, McNabb & Taylor, 2011).

4.8. The influence of Employees' Recognition on Curriculum Delivery

4.8.1 Descriptive results for Employees' Recognition

The study established the extent to which employee's recognition influences curriculum delivery in TVET institutions in North Rift Region, Kenya as presented in table 4.15 below.

Table 4.15 shows that majority (57.3%) of the respondents were in agreement that their colleagues had been recognized for complying with curriculum delivery process. Out of (57.3%), those who agreed were (41.9%), (15.4%) strongly agreed, (31.6%) were neutral, and (11.1%) disagreed. The study revealed that the respondents were in agreement (Mean= 3.57, SD=.974) that their colleagues had been recognized for complying with curriculum delivery process. (45.7%) of the respondents were in agreement that their

Table 4. 15 Descriptive Statistics results for Employees' Recognition

Statement	SD	D	N	A	SA	M	SD
	%	%	%	%	%		
My colleagues have been recognized for complying with C.D e.g. meeting the deadline	4.3	6.8	31.6	41.9	15.4	3.57	.974
my colleagues are rewarded for being complying with the requirement of QMS	7.7	2.6	44.0	38.0	7.7	3.35	.948
The management complements the trainers for good work done pertaining C.D	3.8	1.3	50.9	26.9	17.1	3.52	.923
innovations/creativity of trainers in relation to C.D were recognized	2.1	3.4	41.5	37.6	15.4	3.61	.864
The management recognize the positive staff attitudes towards C.D	4.7	4.7	26.1	41.9	22.6	3.73	1.02
My institution applauds positive improvement on C.D reports.	4.3	2.1	39.3	38.9	15.4	3.59	.923
Teamwork was recognized and rewarded as ISO champions and internal auditors	3.0	4.3	38.9	43.6	10.3	3.54	.850
Trainers with exemplary performance through reducing non-conformities	3.0	3.0	40.6	47.4	6.0	3.50	.782
I appreciated the QMS processes due to clarity of roles/responsibility	0.0	6.8	18.4	32.5	42.3	4.10	.935
QMS processes has enhanced my job morale.	0.0	6.0	15.8	31.2	47.0	4.19	.913

Key: SD= strongly disagree; **D**= disagree; **N**= neutral; **A**= agree; **SA**= strongly agree **M**=Mean **SD**= Standard deviation **Source:** (Research Study, 2020)

Colleagues were rewarded for compliance to the requirement of QMS. Out of (45.7%), 38.0% agreed, (7.7%) strongly agreed (44.0%) were neutral, and (10.3%) disagreed. The study suggested that respondents were in agreement that (Mean=3.35, SD=.948) their colleagues were rewarded for keeping up to the requirement of quality management system as per ISO. When the respondents were asked on whether the management complemented the trainers for good work done pertaining curriculum delivery process,(44.0%) were in agreement out of which(26.9%) agreed, (17.1%) strongly agreed, majority(50.9%) were neutral and (5.1%)disagreed. The study revealed

that respondents agreed (Mean= 3.52, SD=.923) that the management complemented the trainers for good work done pertaining curriculum delivery process based to ISO 9001:2015 standard.

The interviewees were of the opinion that motivation through rewards and recognition is significant contributor in trainer's performance in delivering curriculum. Through audit reports the high performers are always applauded. While -performers with several non-conformities are unveiled and given room for improvement. However the recognition of trainers on the performance on extracurricular activities are more elaborate. The HODs as ISO champions ensure the success of the recognition process. This was further asserted by

"When I am recognized on performance of extra-curriculum activities i portray ownership of the process. Therefore, if the institutions can do the same for co-curriculum activities then I will actively effect the mission statement"

Additionally, majority (53.0 %) of the respondents were in agreement that the management recognized innovations/creativity of trainers in relation to curriculum delivery, out of (53.0 %) out of these (37.6%) agreed, (15.4%) strongly agreed, (41.5%) neutral and (5.5%) disagreed. The study revealed that respondents agreed (Mean= 3.61, SD=.864) that the management had recognized innovations/creativity of trainers in relation to curriculum delivery process.

Most (64.5%) of the respondents were in agreement that the management recognition of members of staff enhances positive attitudes towards curriculum delivery processes. Out of these (41.9%) agreed, 22.6% strongly agreed, (26.1%) were neutral, (9.4 %)

disagreed. The study suggested that respondents agreed (Mean= 3.73, SD=1.02) that the management also took recognition on positive staff attitudes towards curriculum implementation process. Majority (54.3%) of the respondents were in agreement that the management applauded positive improvement on ISO implementation outcomes, out of that 54.3%), (38.9%) agreed (15.4%) strongly agreed,(41.5%) neutral and (5.6%) disagreed. The study revealed that respondents agreed (Mean= 3.59, SD=.923) that their institution applauded positive improvement on ISO implementation outcomes.

Similarly, most(53.9%) of the respondents were in agreement that the management had rewarded and recognized teamwork as ISO champion and internal auditors, out of this (43.6%) agreed(10.3%) strongly agreed,(38.9%) were neutral, (7.3%) disagreed. The study suggested that respondents agreed (Mean= 3.54, SD=.850) that the management had rewarded and recognized teamwork as ISO champion and internal auditors. Through interviews it was reported by majority of the HODs that internal auditors were recruited from every department, trained, evaluated and awarded certificates rewarded. When they carry out internal audit they are also given both monitory and non-monitory rewards for motivation purposes. This was augmented by one of the interviewees who stated that

“Motivation is important in enhancing performance and extra role behaviour amongst trainers and the process owners for effective curriculum delivery. However HODs decry attitude as the greatest barrier for collective responsibility in enhancing seamless QMS process for curriculum delivery. Much as we try there no developed scheme of rewarding performance by the employer”

Majority (53.4%) of the respondents were in agreement that trainers had reduced non-conformities, out of (53.4%), (47.4%) agreed, (6.0%) strongly agreed, (40.6%) were neutral, (6.0%) disagreed. The study revealed that respondents agreed (Mean= 3.50, SD=.782) that trainers had exemplary performance through reduction of non-conformities. Most of the respondents (74.8%) were in agreement that as a trainer they appreciated the QMS processes as it made their work much easier due to clarity of roles. From (74.8%), (32.5%) agreed (42.3%) strong greed, (18.4%) were neutral and (6.8 %) disagreed. The study suggested that respondents strongly agreed (Mean=4.10, SD=.935) that as trainers they appreciated the ISO processes as it had made their work much easier due to clarity of roles. Majority of the respondents (78.2%) were in agreement that as a trainer they appreciated the QMS processes for it has enhanced their job morale. Out of the (78.2%), 31.2% agreed, (47.0%) strong agreed, (15.8%) were neutral and (6.0%) disagreed. The study revealed that respondents agreed (Mean= 4.19, SD=.913) that as trainers they appreciated the ISO processes as it had made their work much easier due to clarity of roles.

4.8.2. The Inferential analysis of Employees' Recognition on Curriculum Delivery

The explanatory behavior of employee recognition on curriculum delivery was analyzed using regression analysis as indicated in the model summary, F statistics table 4.16 and coefficients of curriculum delivery as explained by employee recognition presented on table 4.16.

Table 4. 16 Model Summary of Employees' Recognition on Curriculum Delivery

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	F	Sig	Durbin-Watson

1	.620[a]	.385	.382	.336	145.081	.000[b]	1.712

a. Predictors: (Constant), Employees' Recognition

Dependent Variable: Curriculum Delivery

Source: (Research Study, 2020)

The model summary presented in table 4.15 involves employees' recognitions the only independent variable. The coefficient of determination (R square) of 0.385 indicated that the model explained only 38.5% of the variation or change in the dependent variable (Curriculum delivery) with the remainder of (61.5%) explained by other factors other than employees' recognition. Adjustment of the R square did not change the results substantially, having reduced the explanatory behavior of the predictor to (38.2%). The F-statistic was highly significant ($F= 145.081$ $p<0.05$), this shows that the model was valid. The results with a p-value of 0.000 being less than 0.05, indicates that the model is statistically significant in explaining the relationship between employees' recognition and curriculum delivery in public TVET institutions in North Rift Region, Kenya.

4.8.3 Research Question

To what extent does employee recognition influence curriculum delivery in TVET institutions in North Rift Region?

The study used regression coefficient to answer the research question. Results of the regression coefficients presented in Table 4.16 shows that the estimates of β values and give an individual contribution of a predictor to the model. The β value tells us about the relationship between curriculum deliveries with the predictor.

Table 4. 17 Regression Coefficients Employees' Recognition on C.D

Model		Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1	(Constant)	1.201	.193		6.236	.000		
	Employee recognition	.627	.052	.620	12.045	.000	1.000	1.000

a. Dependent Variable: Curriculum delivery

Source: (Research Study, 2020)

The positive β value indicates a positive relationship between the predictors and the outcome. The β value for employees' recognition (.627 was positive. The positive β values indicate the direction of relationship between predictor and outcome. From the results (Table 4.16) the model was then specified as: -

$y= \beta_{0+}\beta_1 X_1+\varepsilon$……Equation 4.5

Curriculum delivery = 1.201+ .627 employee recognition + ε

Result reveal standardized regression coefficient for employee recognition (β=0.627), implies that an increase of 1 unit in employee recognition is likely to result in 0.627 increase in curriculum delivery. T-test was used to identify whether the predictor was making a significant contribution to the model. When the t-test associated with β value is significant then the predictor is making a significant contribution to the model. The results show that employee recognition (t =12.045, P<.05).All these together answers to the research question on to what extent does employee recognition affect curriculum delivery. Therefore it can be concluded that employee recognition significantly affects curriculum delivery in TVET institutions in North Rift Region.

This finding is in line with the findings of Kigwilu and Githinji (2015);Ibrar and Khan, (2015);Hafiza, Shah, Jamsheed and Zaman, (2011)that intangible or psychological rewards like appreciation and recognition plays a vital role in motivating employees and increasing their performance. Rasheed, Aslam and Sarwar (2010) adds that although compensation and benefits are important factors in competitive market environment but some intangibles motivators like job design, work environment, feedback, recognition and empowerment or decision-making participation are also the potential factors for motivating teachers in higher education. When trainers in TVET perform well, students are also high achievers' courtesy of curriculum delivery. This is justified by the fact that recognition invokes the desire for knowledge and ability to implement the quality standard essential for curriculum delivery as is explained by the ADKAR model and Top (theory of performance).

Employee recognition provides a positive reputation, which attracts unpaid sales agents who engage positive word of mouth about the institutions, which is an incarnation of employee embedded and implementation of the QMS as a cornerstone for sustenance of curriculum delivery. Again, motivation through rewards and recognition is significant contributor in teachers' performance in delivering knowledge and grooming their students as the global citizens and master of their specialized field (Rasheed, Aslam & Sarwar, 2010). Adequate motivation of trainers will enhance quality instructional delivery, quality output and quality assurance in the school system which will guarantee curriculum delivery.

4.9 Descriptive Results for Curriculum Delivery

The study established the curriculum delivery process in selected ISO certified public TVET institutions in North Rift Region, Kenya. This was subdivided into three components: Instruction Preparation, assessment and evaluation and processing results.

4.9.1 Descriptive Results for Instruction Preparation

The study established the instruction preparation in selected ISO certified public TVET institutions in North Rift Region, Kenya.

Table 4. 18 Descriptive Statistics results for Instruction Preparation

Statement	SD	D	N	A	SA	M	SD
	%	%	%	%	%		
Course tutor fill and submit allocation sheet 1 week before end of the term for the next following term.	0.0	13.7	45.3	40.2	0.9	3.28	.704
Teaching timetable is prepared and approved and release 1weeks before teaching starts before.	2.1	8.5	37.2	29.9	22.2	3.62	.992
I submit schemes of work to HOD for approval one week before opening	0.0	5.1	39.7	52.6	2.6	3.53	.636
I prepared course outline one week before teaching commences and issue it day one in class	0.9	6.4	41.5	45.3	6.0	3.49	.743

Key: SD= strongly disagree; **D**= disagree; **N**= neutral; **A**= agree; **SA**= strongly agree
M=Mean **SD**= Standard deviation

Table 4.20 shows that majority (45.3%) of the respondents were neutral on whether course tutor filled and submitted allocation sheet 1 week before end of the term for the next following term, (41.1.%) were in agreement agreed, (13.7%) disagreed . The study revealed that the respondents were neutral (Mean= 3.28, SD=.704) on whether course tutor filled and submitted allocation sheet 1 week before end of the term for the next following term. Most (37.2%) of the respondents were neutral on whether their teaching timetable was prepared, approved and released 1weeks before teaching starts before, (52.1%) were in agreement, (10.6%) disagreed. The study suggested that respondents tended to agree (Mean=3.62, SD=.992) that their teaching timetable was prepared, approved and released week before teaching starts before. Majority (55.2%) of the

respondents agreed that they submitted schemes of work to HOD for approval one week before opening, (39.7%) were neutral, and (5.1%) disagreed. The study revealed that respondents tended to agree (Mean= 3.53, SD=.636) that they submitted schemes of work to HOD for approval one week before opening. Majority (51.3%) of the respondents were in agreement that they prepared course outline one week before teaching commenced and issued it day one in class, (41.5%) were neutral and (7.3%) disagreed The study revealed that respondents were neutral (Mean= 3.49, SD=.743) on whether they prepared course outline one week before teaching commenced and issued it day one in class.

Table 4. 19 Descriptive Statistics Results for Instruction Preparation

Statement	**SD**	**D**	**N**	**A**	**SA**	**M**	**SD**
	%	**%**	**%**	**%**	**%**		
Course tutor fill and submit allocation sheet 1 week before end of the term	0.0	13.7	45.3	40.2	0.9	3.28	.704
Teaching timetable is prepared release 1weeks early.	2.1	8.5	37.2	29.9	22.2	3.62	.992
I submit schemes of work to HOD one week before opening	0.0	5.1	39.7	52.6	2.6	3.53	.636
I prepared course outline one week before teaching commences and issue it day one in class	0.9	6.4	41.5	45.3	6.0	3.49	.743

Key: SD= strongly disagree; **D**= disagree; **N**= neutral; **A**= agree; **SA**= strongly agree **M**=Mean **SD**= Standard deviation

4.9.2 Descriptive Results for Assessment and Evaluation

The study established the assessment and evaluation in selected ISO certified public TVET institutions in North Rift Region, Kenya. Table 4.11 shows that majority (45.3 %) were neutral on whether they set and administered the first CAT on the 4th week of the term and the second cat on the 8th week, (49.2 %) were in agreement and (5.6 %) disagreed. The study revealed that the respondents were neutral (Mean= 3.35, SD=.685) on whether they set and administered the first CAT on the 4th week of the term and the second cat on the 8th week. Most (47.0%) of the respondents were neutral on whether they marked and gave feedback to trainees a week after the assessment, (44.1%) were in agreement and (8.6%) disagreed., The study suggested that respondents were neural (Mean=3.37, SD=.657) on whether they marked and gave feedback to trainees a week after the assessment.

Additionally, majority (52.6%) of the respondents were neutral on whether Heads of department issued tracking forms and analysis was done weekly, 48.3 % were in agreement and (6.8%) disagreed. The study revealed that respondents were neutral (Mean= 3.32, SD=.652) on whether Heads of department issued tracking forms and analysis was done weekly. Most(48.3%) were in agreement on whether they set the appropriate examination papers and took part in examination moderation 2 months before the exam, (44.0%) of the respondents were neutral (7.7%) disagreed. The study revealed that respondents were neutral (Mean= 3.49, SD=.754) on whether they set the appropriate examination papers and took part in examination moderation 2 months before the exam. Majority (58.6%) of the respondents agreed that examination timetable was circulated 2 weeks before examinations commenced, (33.3%) were neutral, (8.1%)

disagreed. The study revealed that respondents tended to agree (Mean= 3.62, SD=.811) that examination timetable was circulated 2 weeks before examinations commenced.

Table 4. 20 Descriptive Statistics results for Assessment and Evaluation

Statement	SD	D	N	A	SA	M	SD
	%	%	%	%	%		
I ensure that class attendance registers signed and monthly analysis	0.0	5.6	45.3	47.9	1.3	3.45	.621
I set and administer the first CAT on the 4th week of the term and the second cat on the 8th week	1.3	7.3	47.4	43.2	0.9	3.35	.685
I mark and give feedback to trainees a week after the assessment	1.3	6.0	47.0	45.7	0.0	3.37	.657
Heads of department issues tracking forms and analysis id done weekly.	1.7	5.1	52.6	40.6	0.0	3.32	.652
I set the appropriate examination papers and take part in examination moderation 2 months before the exam	0.0	7.7	44.0	40.2	8.1	3.49	.754
Examination timetable is circulated 2 weeks before examinations commences	0.4	7.7	33.3	46.6	12.0	3.62	.811

Key: SD= strongly disagree; **D**= disagree; **N**= neutral; **A**= agree; **SA**= strongly agree
M=Mean **SD**= Standard deviation

4.9.3 Descriptive Results for Processing of Results

Most of the respondents (47.9%) were in that the HoD communicates on timelines for marking moderation of marks sheet for generation of analysis sheet.34.6% were neutral and 17.5 disagreed. In terms of HOD inviting external examiners for moderation of results (38.8 %) were in agreement (45.3%) were neutral and (15.8 %) disagreed, that the HOD prepares consolidated mark sheet and present to school board within 2 weeks upon submission. Transcripts are prepared by registrar for issuance to students and

classified list for final year students 2 months before graduation where (63.7%) were in agreement, (32.5%) were neutral and (3.5%) disagreed. Certificates will be issued 2 months after graduation. Most of the respondents (88 %) were in agreement, (10.3%) were neutral and (1.7%) disagreed.

Table 4. 21 Descriptive Statistics results for Processing of Results

Statement	**SD**	**D**	**N**	**A**	**SA**	**M**	**SD**
	%	**%**	**%**	**%**	**%**		
HoD communicates on timelines for marking moderation of marks sheet for generation of analysis sheet	4.7	12.8	34.6	35.5	12.4	3.38	1.013
HOD invite external examiners for moderation of results	1.7	14.1	45.3	25.6	13.2	3.35	.938
HOD prepares mark sheet and present to school board within 2 weeks upon submission	4.3	19.7	28.6	33.8	13.7	3.33	1.072
Transcripts is prepared and issued to students and classified list for final year students 2 months before graduation	0.0	3.8	32.5	48.7	15.0	3.75	.753
Certificates will be issued 2 months after graduation	1.3	0.4	10.3	48.3	39.7	4.25	.757

Key: SD= strongly disagree; **D**= disagree; **N**= neutral; **A**= agree; **SA**= strongly agree
M=Mean **SD**= Standard deviation

4.10 The influence of Employees' Critical Success Factors on C.D

Table 4.18 illustrates the model summary of multiple regressions showing that all the five predictors (ISO training and sensitization, employee involvement, employee commitment to quality, employee communication and employee recognition) explanatory behavior on curriculum delivery. While Table 4.18 explains curriculum delivery coefficients as explained by bundles of employees critical success factors.

Table 4. 22 Model Summary of Employees' Critical Success Factors on C.D

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F	Sig	Durbin-Watson
1(without moderator)	.948[a]	.898	.896	.138	.898	402.153	.000[b]	1.503

a. Predictors: (Constant), ISO training, Involvement, Commitment, Communication, Recognition
b. Dependent Variable: Curriculum Delivery

Source: (Research Study, 2020)

From table 4.18 employees related critical success factors bundled together (ISO training and sensitization, employee's involvement, employee's communication, employee's commitment to quality, and employee's recognition) jointly explained (R2=0.898) 89.8 percent variation of curriculum delivery. The adjusted $R^2$for the variables was .896. This implies that when public TVET institutions in North Rift region, Kenya strengthen critical success factors, it will enhance curriculum delivery. The F-value of 402.153 and a p-value of 0.00 significant at 5 percent level of confidence, indicating that the overall regression model was significant. Hence, the joint contribution of the independent variables was significant in predicting curriculum delivery.

Results of the multiple regression coefficients presented in Table 4.18 show the estimates of beta values and give an individual contribution of each predictor to the model. The magnitude of the beta coefficients associated with the independent variables can be compared to determine the strongest independent variable in predicting the dependent variable (Blair, Czaja, & Blair, 2013). The beta value tells us about the relationship between curriculum deliveries with each predictor.

Table 4. 23 Regression Coefficients of C.D explained by Employees' C.S.F

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	.869	.084		10.361	.000		
	ISO training	.190	.035	.279	5.357	.000	.164	6.086
	Involvement	.129	.037	.157	3.481	.001	.221	4.526
	Communication	.194	.025	.353	7.838	.000	.221	4.529
	Commitment	.134	.021	.182	6.374	.000	.550	1.818
	Recognition	.124	.026	.122	4.679	.000	.652	1.533

Dependent Variable: Curriculum Delivery **Source:** (Research Study, 2020)

The positive beta values indicate the positive relationship between the predictors and the outcome. Table 4.19 shows that the beta value for ISO training as .190 employee involvement .129, Commitment 134, Communication .194 and Recognition .124 was all positive. The model can then be specified as: -

$$Y = .869+.190X_1+.129X_2 + .134X_3 + .194X_4+ .124X_5+\varepsilon,$$

Where:

X_1= ISO training

X_2=Employee Involvement

X_3= Employee Commitment to Quality

X_4= Employee Communication

X_5= Employee Recognition

ε, = Error term

The β value for ISO training as .190 was positive. Therefore, it explains .190-unit change in organizational performance given a one-unit change in ISO training, keeping other independent variables in the model constant. The β value for employee commitment to quality .134 was positive. Therefore, it explains .134-unit change in curriculum delivery given a one-unit change in employee commitment to quality, keeping other independent variables in the model constant. The β value for employee communication .194 was positive. Therefore, it explains .194-unit change in curriculum delivery given a one-unit change in employee communication, keeping other independent variables in the model constant. The β value for employees' recognition .124 was positive. Therefore, it explains .124-unit change in curriculum delivery given a one-unit change in employee communication, keeping other independent variables in the model constant.

T-test was then used to identify whether the predictors were making a significant contribution to the model. The t-values test the hypothesis that the coefficient is different from 0. To reject this one needs a t-value greater than 1.96 for 95 percent level of confidence. T-values also show the significance of a variable in the model. When the t-test associated with B value is significant, it implies the predictor is making a significant contribution to the model. The results show that ISO training (T = 5.357, P<.05), employee involvement (T = 3.481, P<.05), Commitment (T = 6.374, P<.05),

Communication (T = 7.838, P<.05), and Recognition (T = 4.679, P<.05), also made significant contributions to the model. These findings indicate that all the critical success factors under study jointly significantly affect curriculum delivery in public TVET institutions in North Rift region, Kenya without a moderator. Thus, the consideration of critical success factors in TVET is overly important for the realization of quality of both curriculum delivery and educational innovations (Sabihaini, Yuli and Widhy,2010; Zakuan, et al., 2012; Salleh, et al., 2018).This perspective is further concretized by the increased joint effect of the bundling of the employee related critical success factors on curriculum delivery. This is based on both theory of performance and ADKAR model.

This implies that strengthening the implementation of strategies which are geared towards the promotion of employees' critical success factors in synthesizing employee motivation is fundamental for quality assurance; quality delivery (teaching), quality context and quality learning outcomes in the context of curriculum delivery. These altogether invokes the social conscience amongst the employees to demonstrate genuine emotional investment in their responsibilities and express high productivity indexed by sustain ace of effective curriculum delivery. This is justified by the fact that a nation that is aspiring to maintain high and quality standards or achieve quality assurance in its educational system must take employees critical success factors with utmost high level of seriousness. Maintenance of high and quality standards in the TVET institutions and sustenance of curriculum delivery is ingrained on how the management of the institutions handles the employee critical success factors. Teachers as employees of learning institutions play a major role in the whims and caprices of the educational system by influencing learning outcomes either positively or negatively [CITATION

Ofo10 \l 1033]. This is explained by the fact that they determine the quality of instructional delivery and also influence quality education when it comes to implementation of the curriculum and educational policies.

Employee communication had the greatest contribution to curriculum delivery followed by ISO training and employee recognition with the least. However, this doesn't devalue their synergistic role by bundling all the employee related critical success factors under study (Employee's communication, ISO training, employee's commitment, involvement and employee's recognition) in guaranteeing curriculum delivery. This implies that the TVET institutions should synergistically bundle the employee's related critical success factors in order to secure maximal curriculum delivery.

CHAPTER FIVE

SUMMARY OF THE FINDINGS, CONCLUSION AND RECOMMENDATIONS.

5.1 Overview

This chapter presents the summary of findings conclusions, recommendations and areas for further research in relation to the findings of the study. The aforementioned items have been presented in relation to the effect of employees' critical success factors on curriculum delivery in selected ISO certified public TVET institutions in North Rift Region, Kenya. From the conclusion all the employees' critical success factors under study were found to be important towards curriculum delivery which is an aspect of ISO 9001:2015. This conclusion is underpinned by the recommendations of the study.

5.2 Summary

The main objective of this study was to assess the extent to which employees' critical success factors influence curriculum delivery in TVET institutions. The study seeks to assess the extent to which ISO training on QMS processes, employees' involvement, employees' commitment to quality and employees' communication and employees' recognition has influenceon curriculum delivery. From the findings of this study, it was established that employee's critical success factors significantly affect curriculum delivery in public TVET institutions in North Rift Region, Kenya.

5.2.1 ISO Training on QMS reqirements for Curriculum Delivery

In view of statistical results ISO training was found to have a positive and significant relationship with curriculum delivery in public TVET institutions in North Rift Region, Kenya. From the findings the coefficient of determination (R square) of .807 ISO training explained 80.7 % variation in curriculum delivery with ($F= 972.095$ $p<0.05$). This led to the rejection of the null hypothesis. Thus, improvement in ISO training

enhances curriculum delivery. The implications of these results is that public TVET institutions in North Rift Region, Kenya may acquire better curriculum delivery results by embracing ISO training. These findings are premised on and theory of performance (ToP) and ADKAR model which advocates for organization‘s strategy for quality management.

5.2.2 Employees’ Involvement on Curriculum Delivery

From the findings the coefficient of determination (R square) of 0.745 indicated that the model explained only (74.5%) of the variation or change in the dependent variable (Curriculum delivery) with the remainder of (25.5%) explained by other factors other than employee involvement ($F= 677.925$ $p<0.05$). Curriculum delivery in public TVET institutions in North Rift Region, Kenya was found to be significantly and positively influenced by employee involvement. In this regard the null hypothesis was rejected and alternative accepted that employee involvement significantly affects curriculum delivery in public TVET institutions in North Rift Region, Kenya. Practices of employee’s involvement in TVET institutions and their frequency use of these practices ensure organizational citizenship behavior which is fundamental for service delivery. This implies that the TVET institutions should strive to involve trainers in all the aspects of curriculum development and decision making on matters pertaining to curriculum delivery. This implication is premised on AKDAR model and theory of performance. The trainers should be involved for instance quality planning, quality control, quality improvement with respect to identification of the students together with their levels and courses, workload allocation and timetable preparation, preparation of schemes of work, preparation of lesson plans, teaching and learning as per the syllabus.

5.2.3 Employees' Commitment to quality on Curriculum Delivery

Employee's commitment plays a pivotal role in motivating the trainers to express discretionary behavior in service delivery. From the statistical results there is a significant influence of employee commitment to quality on curriculum delivery in public TVET institutions in North Rift Region, Kenya. In fine the coefficient of determination (R square) of 0.484 indicated that the model explained only (48.4%) of the variation or change in the dependent variable (Curriculum delivery) with the remainder of (51.6%) explained by other factors other than employee commitment to quality with ($F= 217.586$ $p<0.05$).Based on these findings the research question on the effect of employee commitment to quality on curriculum delivery in TVET institutions in North Rift region. Therefore, the findings affirm that employee commitment to quality significantly affects curriculum delivery. These findings submit to ADKAR model and theory of performance. This is justified by the fact the trainer's commitment to quality is ingrained by their awareness about quality, desire, knowledge, ability to sustain the quality in curriculum delivery.

5.2.4 Employees' Communication and Curriculum Delivery

Effective communication among management, trainer's trainees and other stakeholders plays vital role in learning institutions as far as execution of their core mandate is concerned. This is underscored by the study finding that employee communication significantly influences curriculum delivery in public TVET institutions in North Rift Region, Kenya. The coefficient of determination (R square) of 0.772 indicated that the model explained only (77.2%) of the variation or change in the dependent variable (Curriculum delivery) with the remainder of (22.8%) explained by other factors other

than employees' communication. The model is statistically significant in explaining the relationship between employees' communication and curriculum delivery (F= 786.636 $p<0.05$). Thus, we reject the null hypothesis. This is explained by the fact that communication enhances pedagogical awareness of approaches and strategies as prescribed in the quality management practices or (QMS) for effective service delivery. These findings submit to ADKAR model and theory of performance. To create awareness, desire, Knowledge and ability the management must cascade the institutional quality objectives through appropriate communication strategies to departmental quality units and trainers which would aid in quality planning, control and improvement process meeting the curriculum delivery objectives. In the absence of communication sustainable curriculum delivery would be mirage.

5.2.5 Employees' Recognition and Curriculum Delivery

From the study findings employee recognition significantly influences curriculum delivery process in ISO certified public TVET institutions in North Rift Region, Kenya. The coefficient of determination (R square) of 0.385 indicated that the model explained only (38.5%) of the variation or change in the dependent variable (Curriculum delivery) with the remainder of (61.5%) explained by other factors other than employees' recognition (F= 145.081 $p<0.05$). All these together answers to the research question on what the effect of employee recognition is on curriculum delivery. Therefore, it can be concluded that employee recognition significantly affects curriculum delivery in TVET institutions in North Rift Region. This implies that If TVET institutions will not take it seriously, then it might lead to negative consequences in terms of the sustenance of curriculum delivery. This is justified by the fact that recognition invokes the desire for

knowledge and ability to implement the quality standard essential for curriculum delivery. This is explained by the theory of performance (ToP) and ADKAR model.

5.2.6 The influence of Employees' Critical Success Factors on C.D

From the study findings employee related critical success factors bundled together (ISO training and sensitization, employee involvement, employee commitment to quality, employee communication and employee recognition) jointly explained (R2=0.898) 89.8 percent variation of curriculum delivery. The adjusted $R^2$for the variables was .896. This implies that when TVET institution strengthens employees' critical success factors then, the curriculum delivery will be enhanced. The F-value of 402.153. ISO training and communication had the greatest contribution to curriculum delivery than employee commitment, involvement and recognition. However, this doesn't devalue their synergistic role in guaranteeing curriculum delivery. This is based on the theory of performance (ToP) and ADKAR model.

5.3 Conclusion

From the findings, this study makes a number of conclusions. Employees' critical success factors are key in enhancing curriculum delivery. Based on ADKAR model employees remain fundamental in potentiating curriculum delivery. With the ISO 9001:2015 Standard putting an emphasis on the constant improvement of the organization, it's only natural to strengthen the employee related critical success factors in order to maximize on the output of trainers in the realms of curriculum delivery. It is therefore inordinate that this will stem from the implementation of a quality management system.

Based on the foregoing all the employees' critical success factors should not be relegated to the periphery but an embodiment of the QMS, ISO 9001 standard and its implementation for curriculum delivery. This is evidenced by the fact that these constructs jointly and independently affect to some magnitude curriculum delivery as per the study findings.

The study concludes that ISO training enhances Curriculum Delivery. ISO training helps TVET institutions to reduce inefficiencies and improve workflow to improve the overall quality of curriculum delivery. Commitment to an all-inclusive ISO training to reduce inefficiencies will demonstrate to process owners and trainers that you take improvement seriously.

Employee involvement improves curriculum delivery either by affecting factors such as knowledge, skill and abilities or by increasing motivation of process owners (HODs) and implementers (trainers), which translates to effective curriculum delivery. Therefore, these results are providing sufficient ground to affirm that employee involvement has a significant influence on curriculum delivery.

Employees' communication is the greatest contributor to curriculum delivery followed by ISO training, commitment, involvement and recognition. This asserts that the effect of all the employees' critical success factors have different strength of relationship with curriculum delivery. However, this does not devalue the role of the other employees' critical success factors under study due to the higher strength of employees' communication.

The finding of this study further provides evidence on the role of employees' recognition in ensuring curriculum delivery. Employee recognition provides a positive reputation, which attracts unpaid sales agents who engage positive word of mouth about the institutions, which is an incarnation of employees' embedded and implementation of the QMS as a cornerstone for curriculum delivery. Therefore, employee recognition is recipe for achieving curriculum delivery as explained by the ADKAR model.

The study concludes that employee commitment to quality as an employees' critical success factor results in positive contribution to curriculum delivery which may potentially promote committed actions for curriculum delivery. Therefore, a solid employee commitment to quality practices should remain inherent in their human resource strategic components and processes of TVET institution for curriculum delivery. Conversely, TVET institutions, which find themselves in the quick sands of being resistant to ensuring employee commitment to quality, are victims of the wrath of employee disengagement and lack attention to QMS procedures which eventually affects curriculum delivery. This study therefore submits that bundling of all the attributes of commitment to quality practices should be a major concern for TVET institutions owing to its positive effect on QMS and curriculum delivery.

Finally, the study concludes that employees' critical success factors affect curriculum delivery in public TVET institutions in North Rift Region, Kenya. This implies that the TVET institutions should hone ISO oriented unspoken rules that shape values, beliefs, habits, patterns of thinking, behaviors, and styles of communication. These would amount employee behavior which gives credence to quality management system in compliance with the ISO 9001 standard without being oblivious of creating a positive

work environment that is more conducive for both process owners and process implementers for curriculum delivery. This is corroborated by the fact that The International Organization for Standards (ISO) recognize the importance of employees in having the QMS work and reporting instances of when the Management System is not working as it should.

5.3.1 Study Implications

5.3.1.1 Theoretical Implication

The theoretical implication of this study is that it supports and extends the theory of performance (ToP)and ADKAR model as it has casted light on organization‘s strategy for quality management as a means through which TVET institutions can enhance curriculum delivery. The theories take cognizance of the need to focus on employee’s critical success factors throughout the management system standards as a recipe for seamless implementation of QMS with regard to curriculum delivery. Thus, employees as process owners and implementers should not be overlooked for curriculum delivery as underscored by the theories. The study has addressed the deficiencies in literature by extending studies on critical success factors and curriculum delivery in the Kenyan context as a developing country and specifically in the public TVET institutions. Besides, the study has addressed different outcome of critical success factors which is curriculum delivery, other than employee satisfaction and performance as highlighted in a majority of studies.

5.3.1.2 Managerial Implication

The managerial implications of this research findings are that the management of TVET institutions have been enlightened on the need of strengthening the implementation of

strategies which are geared towards the promotion of the employees' critical success factors as a means of enhancing curriculum delivery. In fine, the findings have contributed to human resource management in the TVET institutions in terms of providing valuable input to and awareness of the employees' critical success factors to consider with regard to enhancing curriculum delivery. This finding supports the essence of bundling of employees' critical success factors through mutually consistent policies incarnate of QMS strategies and other human resource practices for purposes of galvanizing pedagogical tenets necessary for curriculum delivery. These findings remain vital for policy makers and practitioners in embracing employees' critical success factors in their policy formulations. However, it problematizes the need to identify other employees' critical success factors that can be effectively bundled to synergistically enhance curriculum delivery in TVET institutions.

5.4 Recommendations.

This study recommends that;

i. TVET institutions should strengthen their employees' critical success factors for the realization of effective curriculum delivery. The adoption and promotion of employee's critical success factors is a key to quality-oriented processes such as quality planning, quality control and quality improvement for sustained customer satisfaction.

ii. TVET institutions must continuously assess and evaluate its workforce for gaps in training needs for creating a periodical employee development in tune with the needs of curriculum delivery.

iii. The study also recommends the need for motivation and follows up towards integrating the new learned knowledge and skills into the trainers' responsibilities.

iv. There is need for the management to address the barriers (resources, personality differences, workload, turnover, high enrolment rates) of implementation of the ISO process through a policy framework.

v. TVET institution should embed their operations with trainings which are intrinsically ISO oriented to give impetus to curriculum delivery. In this regard, consultative meeting in which employees are involved in setting performance targets and making decisions on issues affecting them would hold supreme in engendering maximal curriculum delivery.

vi. The TVET institutions should implement transparent and credible decision-making processes and rules, which are beyond reproach to increase employees' perception organizational justice to strengthen curriculum delivery.

vii. The trainers should be involved in assessing whether their results meet specified requirements and produce the necessary records to show evidence of achievements in terms of curriculum delivery.

viii. The quality policy should make it mandatory for trainers to attend the audit process as a normative commitment to quality. The study also recommends the workloads to be within the recommended limits and employment of more staff.

ix. The institution should effectively communicate its VMOSA (Vision, Mission, Objectives, Strategies, Action plans) to trainers to helps them cooperate more

efficiently with one another and further, reduce the time and resources wasted on issues that do not have any bearing on the institutional objective.

x. The study recommends strengthening of channels of getting feedback from the trainers. Deliberate effort should be made towards making communication easy and multi-direction. In doing this, the different units or departments that make up the organization are effectively able to communicate, thereby relating well in terms of provision of quality service to its customers. The channel of communication should allow trainers to give their views on challenges, inputs and observation as they implement the curriculum delivery.

xi. TVET institutions can opt for non-financial alternative means of recognizing their employees. The managers need to possess the knowledge and master the skill of giving out recognition without bias or fear of losing control among other negative perception towards recognition.

xii. Managers need to create time and informal forums in which to recognize employees at no extra cost. To make recognition and reward meaningful, top leaders, should involve the trainers on how to be rewarded.

xiii. The government should develop and strengthen policies that enhance the improvement and consistent focus on the critical success factors in the TVET sector. The government should provide resources that strengthen the critical success factors throughout the management system standards of TVET as a recipe for seamless implementation of QMS with regard to curriculum delivery.

xiv. The trainers, ISO champions, internal auditors should adhere to the need for continuous improvements evaluation and classroom teaching methodologies as a means of effective curriculum delivery.

xv. The trainers, ISO champions, internal auditors and other employees of TVET should be committed to the organization and granted the autonomy to do what is necessary to achieve requisite quality in curriculum delivery.

xvi. The students who are the beneficiaries of quality service delivery (curriculum delivery) should use the appropriate communication channels to provide a feedback on their satisfaction with the quality of pedagogical process and infrastructure used for delivering curriculum which adequately prepares them for the world of work.

xvii. The scholars should generate new knowledge that widens horizons of existing knowledge in terms of employees' critical success factors to help galvanize effective curriculum delivery.

xviii. The scholars should further address the deficiencies in this study by extending studies on critical success factors and curriculum delivery in the Kenyan context as a developing country and specifically in the public TVET institutions.

xix. This study recommends the use of effective employee recognition strategies have the orientation to recognize when to use different strategies of recognition. This argumentation is driven by the conviction that effective recognition is crucial for engendering discretional employee behavior and organizational success.

5.5 Suggestions for Further Research

Arising from some of the implications and limitations of the study, recommendations for further research are made. While this study successfully examined the conceptualized framework of employees' critical success factors and curriculum delivery. It has also presented a rich prospect for other areas to be researched in future.

i. In terms of context, the study was only confined to the public TVET institutions Future research should therefore expand to other private TVET institutions and contexts because human resource practices and institutional culture may vary according to ownership of the TVET institutions in the country.

ii. Future research may re-examine the conceptual model used in this research with a larger sample size so that the outcome can be generalized to a larger population.

iii. Besides, future studies may focus on moderators on the influence of employees' critical success factors on curriculum delivery process in TVET institutions. However, it problematizes the other employees' critical success factors, which can be effectively bundled to enhance curriculum delivery.

iv. Further studies could focus on the comparison between compliance and non-compliant of ISO 9001: 2015 QMS processes in TVET institutions in terms of curriculum delivery.

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APPENDICES

APPENDIX I: INFORMED CONSENT LETTER

Dear respondent,

I am a doctorate student at Moi University pursuing a research study titled, 'Critical Success Factors (CSFs) on Curriculum delivery in public TVET institutions in Kenya'. This study seeks to assess the extent to which Employees' CSF has influence the implementation and sustenance of QMS with specific reference to curriculum delivery process. You have been identified as one of the respondents for this study. To indicate your willingness to participate in this study, kindly read and tick box as appropriate then sign the consent form as indicated below.

S/N	Statement	Yes	No
1.	I have read and understood the information about the study		
2.	I have been given the opportunity to ask questions about the study		
3.	I voluntarily agree to participate in the study.		
4.	I can withdraw at any time without giving reasons and that I will not be penalized for withdrawing.		
5.	The procedures regarding confidentiality have been clearly explained (e.g. use of names)		
7.	The use of the data in research, publications, sharing and archiving has been explained to me.		
8.	I understand that data obtained from this study is for the researchers' academic purposes		
9.	My name can to be used in reference to my view on this study for recognition of my concern.		

10.	I do not want my name to feature in report or publication in this study.		
11	I, agree to sign and date this informed consent form.		

APPENDIX II: QUESTIONNAIRE FOR TRAINERS

This Questionnaire has 3 Section A, B and C

SECTION A

1. Kindly Indicate your gender: Male ☐ Female ☐
2. Please indicate your highest level of education

   Diploma ☐ Degree ☐ master ☐ Doctorate ☐
3. What is the number of years of teaching service at your institutions?
   a. 0-5 years ☐
   b. 6-10 years ☐
   c. 11-15 years ☐
   d. >16 years ☐

<u>SECTION B:</u> EMPLOYEES' CRITICAL SUCCESS FACTORS (CSF)

The following statements pertains employees' CSF for the implementation of Curriculum delivery process for QMS. These statements have been categorized into (5) Sections; i, i,ii.iii.iv,v Indicate by ticking (√), whether you strongly Disagree (SD), Disagree (D), Undecided (UD), Agree (A) or Strongly Agree (SA) on each of the statements.

i. ISO Training and Sensitization QMS Requirements

SNo.	Statement(s) influence of ISO training on curriculum delivery process.	SD	D	UD	A	SA
1.	I was adequately trained on QMS requirement for curriculum delivery process					
2.	I am able to identify our customers and their requirements for curriculum delivery process					
3.	I am able to relate quality service to customer satisfaction					
4.	I understands the quality statement of our institution in relation to curriculum delivery process					
5.	I can link departmental quality objectives to curriculum delivery process					
6.	I am able to determine internal and external factors that influence the curriculum delivery process					
7.	I can develop a strategy to be used in reviewing and monitoring external and internal factors that influence curriculum delivery process					
8.	I can identify interested parties and determine their expectations in curriculum delivery process					
9.	As a Trainer I understand the documentations needed for curriculum delivery process					
10.	ISO training has clarified my roles and responsibilities in curriculum delivery process					
11.	ISO training, has enhance my creativity/innovation in areas of curriculum delivery process					
12.	I am able to determine the requirements and resources needed for curriculum delivery process					
13.	I can identify risks and opportunities that may influence curriculum delivery process					
14.	There is general lack of understanding in ISO:9001 2015 requirements in my department					
15.	The QMS process for CD is not easy to implement					

ii. Employees Involvement

SNo.	Statement(s).Influence of employees' involvement on curriculum delivery process	SD	D	UD	A	SA
1.	I was involved and participated in initial ISO 9001:2015 awareness process					
2.	Trainers' contribution was sought when developing curriculum delivery process for the QMS manual for our institution.					
3.	I was involved in establishing the training needs for C.D					
4.	I participated in determining the internal and external factors relevant to implementation of C.D					
5.	I was involved in determining the interested parties and their requirements in relation to C.D					
6.	The Management ensure trainers involved in internal and external audit processes					
7.	I participated in establishing the departmental objectives for C.D					
8.	As a Trainer, I feel the training was not adequate for staff to understand their roles					
9.	I was involved in determining the risks and opportunities that may influence C.D					
10.	I was involved in establishing documentary procedure for C.D					
11.	I was not involved in identifying resources needed for successful implementation of C.D					
12.	I was involved in developing control measures that would ensure smooth implementation of the C.D					
13.	I was involved in the identifying the route course of non-conformities					
14.	I was involved in developing the teaching timetable					
15.	I participated in development of course outline					

iii. Employees' Communication

SNo.	Statement(s) Influence of employees' commitment to quality on curriculum delivery process	SD	D	UD	A	SA

1.	I determine and review external and internal factors that may influence C.D					
2.	I follow the timetable set for curriculum delivery process					
3.	I determine risks and opportunities that may influence C.D					
4.	I maintain class attendance of the students I teach					
5.	I strife to meet the quality objective of our department					
6.	I facilitate course and instructor evaluation form					
7.	I find it difficult to follow QMS procedure in C.D					
8.	It is not possible to meet the time line set in most cases					
9.	I feel that the procedure has not clear way of establishing customer needs					
10.	The procedure slows down the objective of learning					
11.	The auditing process is subjective					
12.	I feel the control system is not practical					
13.	The QMS requirement for curriculum delivery is hard to implement					
14.	I administering continuous assessment in as schedule in calendar of semester activities					
15.	I invigilate of examination.					
16.	I follow documentation procedures that support of C.D					
17.	I address the root cause of non-conformities in their department					

iv. Employees' Commitment

SNo.	Statement(s) influence of employees' communication on curriculum delivery process.	SD	D	UD	A	SA
1.	The entire staff were trained and sensitized on ISO 9001: 2015 requirements					
2.	Quality Manual for our institution has been made available for all the staff					
3.	Top management communicated quality statement, mission ,vision and core values of our institutions					
4.	I was well inform on quality objectives of my departments in relations C.D					
5.	I received clear communication pertaining my roles and responsibilities in C.D					
6.	The management release calendar of events two weeks before beginning of the term					
7.	Clear communication structure has enable trainers to make requisitions on teaching resources and receive on time					
8.	HOD communicate deadline for marking and submission of marks before end of term.					
9.	I am able to obtain feedback from the Customers in regard to curriculum delivery process and other service delivery					
10.	As trainers we share risks that may influence curriculum delivery and can plan to minimize its impact in our department					
11.	Trainer are able to forward their challenges to top management on C.D and are able to get feedback					
12.	Trainers are informed on dates of internal and external audit processes					
13.	Trainers received internal audit and external report on our ISO implementation progress					
14.	Follow-up audit is communicated to auditee 2 weeks before actual dates					
15.	Customers are able to receive their results on time through communication structures put in place					

v. Employees' Recognition

SNo.	Statement(s) Influence of Employees' recognition on curriculum delivery process	SD	D	UD	A	SA
1.	My colleagues have been recognized for complying with curriculum delivery process e.g. meeting the deadline					
2.	I/my colleagues are rewarded for keeping up to the requirement of quality management system as per ISO					
3.	trainers receive recognition for good work done pertaining C.D based to ISO					
4.	The management have recognizes innovations/creativity of trainers in relation to C.D					
5.	The management also took recognition on positive staff attitudes towards C.D					
6.	My institution applauds positive improvement on ISO implementation outcomes					
7.	The management have rewarded and recognize our teamwork as ISO champion and internal auditors					
8.	Trainers with exemplary performance through reducing non-conformities					
9.	As a Trainer appreciated the ISO processes as it has made my work much easier due to clarity of roles					
10.	As a trainer QMS processes has enhanced my job morale					

PART C: CURRICULUM DELIVERY PROCESS

The statements have been categorized into those pertaining to availability of Instructional preparation, Assessment and Evaluation, and process of results. Indicate by ticking (√), whether you strongly Disagree **(SD),** Disagree **(D),** Undecided **(UD),** Agree **(A)** or Strongly Agree **(SA)** on each of the statements.

	SNo.	Implementation of Curriculum Delivery Process	SD	D	UD	A	SA
Instructional preparation	1.	Course tutor fill and submit allocation sheet 1 week before end of the term for the next following term.					
	2.	Teaching timetable is prepared and approved and release 1weeks before teaching starts before.					
	3.	I submit schemes of work to HOD for approval one week before opening.					
	4.	Copies of the teaching timetable are distributed to departments.					
	5.	I received approved copy of teaching timetable is release 1weeks before teaching starts.					
	6.	I prepared course outline one week before teaching commences and issue it day one in class					
Assessment and	1.	I ensure that class attendance registers signed and monthly analysis					
	2.	I set and administer the first CAT on the 4th week of the term and the second cat on the 8th week					
	3.	I mark and give feedback to trainees a week after the assessment					

	SNo.	Implementation of Curriculum Delivery Process	SD	D	UD	A	SA
Evaluation	4.	HoD gives timeline on setting of examination at the beginning of term					
	5.	Heads of department issues tracking forms and analysis id done weekly.					
	6.	I set the appropriate examination papers and take part in examination moderation 2 months before the exam					
	7.	Examination timetable is circulated 2 weeks before examinations commences					
Processing Results	1.	HoD communicates on timelines for marking moderation of marks sheet for analysis sheet					
	2.	HOD invite external examiners for moderation of results					
	3.	HOD prepares consolidated mark sheet and present to school board within 2 weeks upon submission					
	4.	Transcripts issuance to students and classified list for final year students 2 months before graduation					
	5.	Certificates will be issued 2 months after graduation					

THANKYOU

APPENDIX V: INTERVIEW GUIDE FOR, HODs AND QASO

Elaborate on the following attributes of employees in relation to curriculum delivery Employees' ISO Training with regard to:

a. Quality of service offered to customers

……

b. quality objectives

……

c. Roles and responsibilities

……

d. Risk and Opportunities

……

Employees' Involvement in terms of:

a. Development of QMS quality manual

……

b. Involvement in internal and external audits

……

c. Determination of control measures for implementing curriculum development process

……

How is employees' communications with in terms?

a. Awareness, understanding and implementation of Quality objectives.……

b. Existence of challenges in the communication

……

Explain employees' commitment with regard to:

a. Commitment of the trainers on curriculum delivery process

……

b. Trainer's determination of risks and opportunities from time to time

……

c. Trainer's commitment to documentary procedures with respect to curriculum delivery process

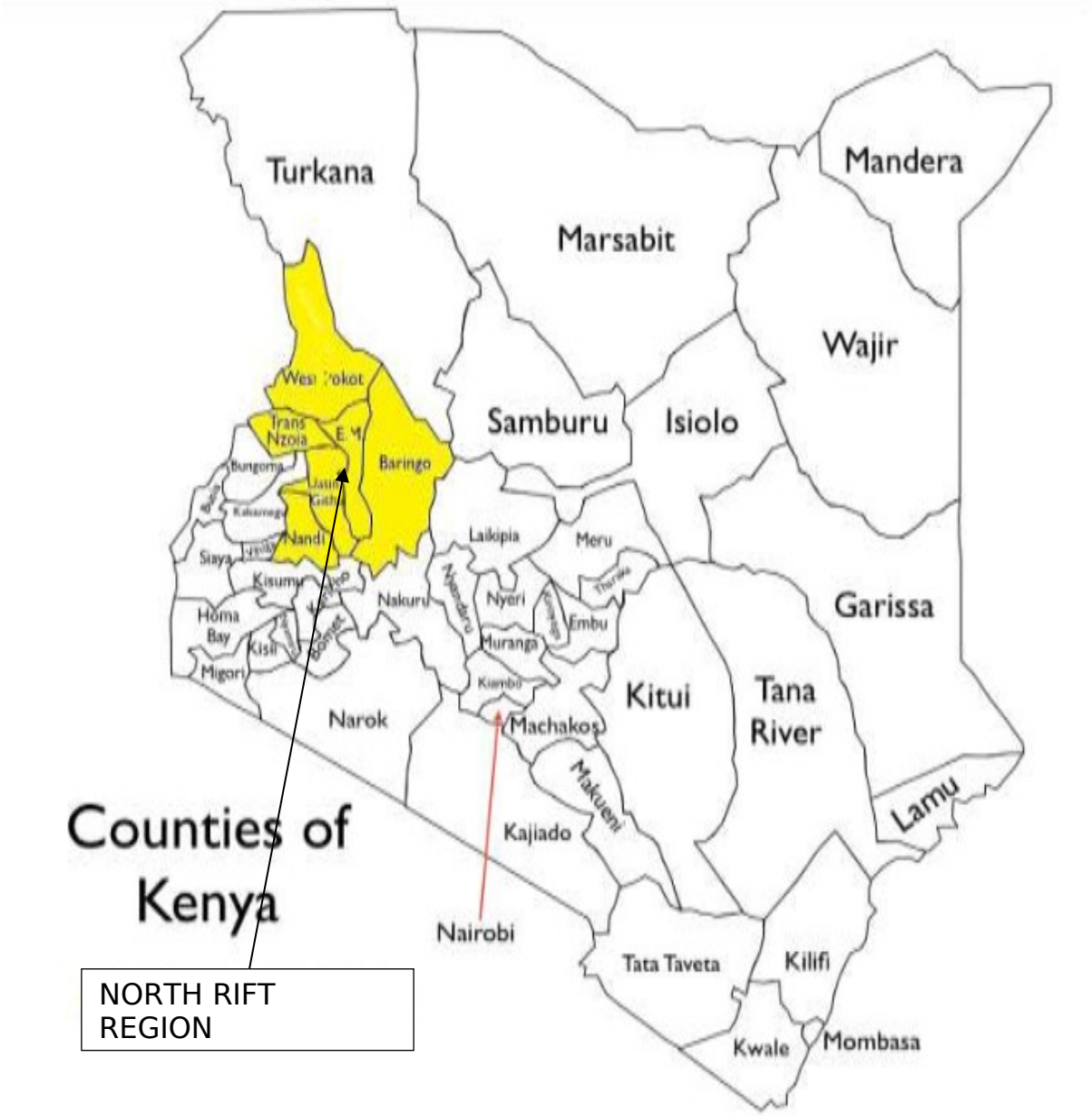
……

……Which employees' recognition programmes are used by the management to enhance curriculum delivery as per the QMS

……

……

APPENDIX V: MAP SHOWING NORTH RIFT REGION



Source (NOREB strategy paper, 2015)

APPENDIX VI: RESEARCH PERMIT

MOI UNIVERSITY
Office of the Dean School of Education
Tel: (053) 43001-8
(053) 43555
Fax: (053) 43555
P.O. Box 3900
Eldoret, Kenya

REF: EDU/D.PHIL.A/1010/16 **DATE:** 19th September, 2019

The Executive Secretary
National Council for Science and Technology
P.O. Box 30623-00100
NAIROBI

Dear Sir/Madam,

RE: **RESEARCH PERMIT IN RESPECT OF KORIR BORNES CHEPNGETICH – (EDU/DPHIL.A/1010/16)**

The above named is a 3rd year Postgraduate Higher Degree (PhD) student at Moi University, School of Education, Department of Educational Management and Policy Studies.

It is a requirement of her PhD Studies that she conducts research and produces a dissertation. Her research is entitled:

"Employee's Critical Success Factors, for the Implementation of Curriculum Delivery Process."

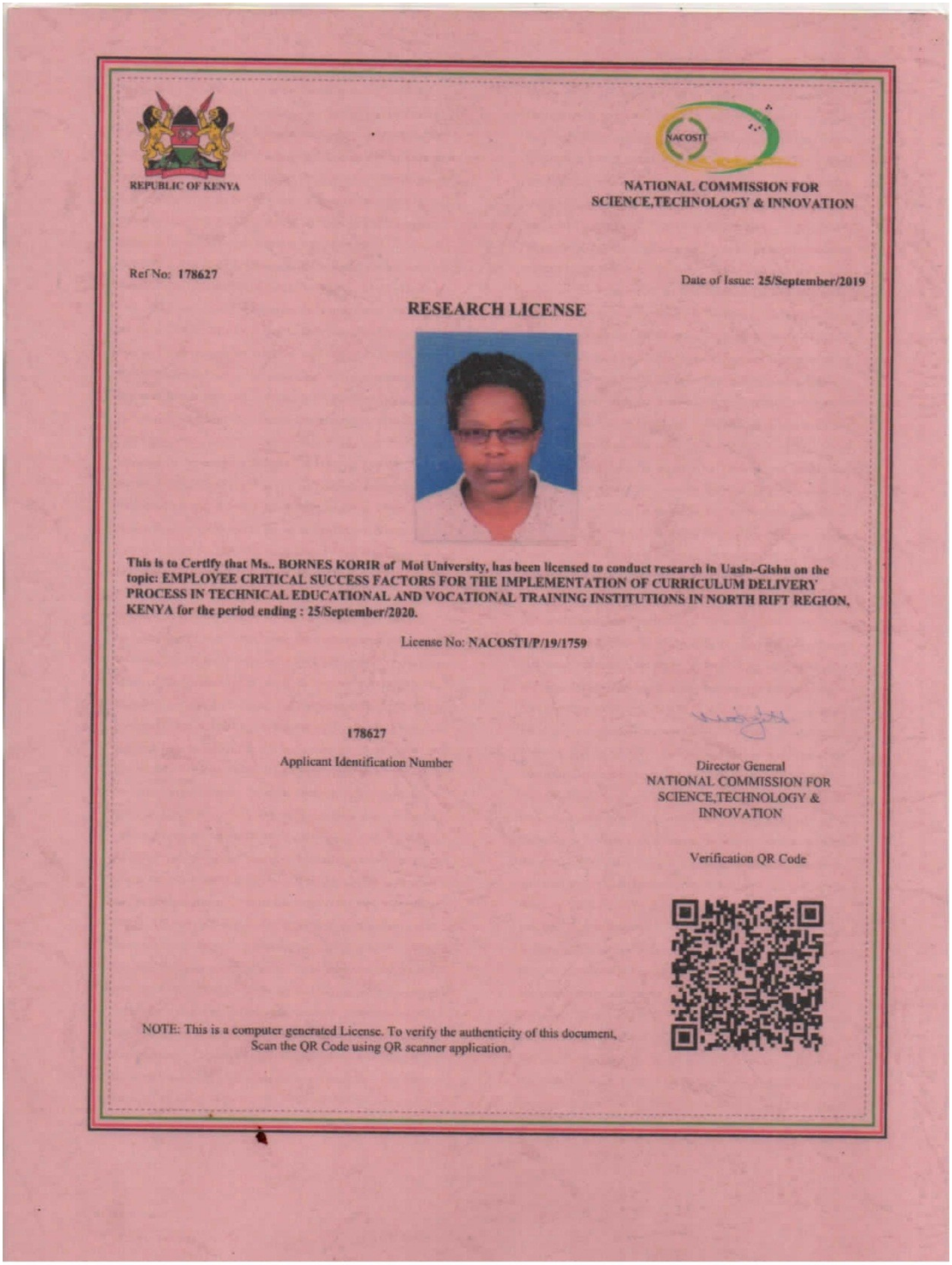
Any assistance given to enable her conduct research successfully will be highly appreciated.

Yours faithfully,

30.09.2019

PROF. J. K. CHANG'ACH
DEAN, SCHOOL OF EDUCATION

APPENDIX VII: RESEARCH LICENSE



REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Ref No: 178627

Date of Issue: 25/September/2019

RESEARCH LICENSE

This is to Certify that Ms.. BORNES KORIR of Moi University, has been licensed to conduct research in Uasin-Gishu on the topic: EMPLOYEE CRITICAL SUCCESS FACTORS FOR THE IMPLEMENTATION OF CURRICULUM DELIVERY PROCESS IN TECHNICAL EDUCATIONAL AND VOCATIONAL TRAINING INSTITUTIONS IN NORTH RIFT REGION, KENYA for the period ending : 25/September/2020.

License No: NACOSTI/P/19/1759

178627

Applicant Identification Number

Director General
NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Verification QR Code

NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.

APPENDIX VIII: RESEARCH AUTHORIZATION

REPUBLIC OF KENYA
MINISTRY OF EDUCATION
STATE DEPARTMENT OF EARLY LEARNING & BASIC EDUCATION

Mobile : **0721820731**
Email: cdeuasingishucounty@yahoo.com
: cdeuasingishucounty@gmail.com
When replying please quote:

Ref: No. MOEST/UGC/TRN/9/VOL III/143

County Director of Education,
Uasin Gishu County,
P.O. Box 9843-30100,
ELDORET.

7TH OCTOBER, 2019

Bornes C. Korir
Moi University
P.O Box 3900-30100
ELDORET

RE: RESEARCH AUTHORIZATION

This office has received a request from your Institution to authorize you to carry out research on ***"Employee's Critical success factor in Implementation of curriculum Delivery process in selected TVET Instituitons,"*** Uasin Gishu County.

We wish to inform you that the request has been granted for the period ending 25th September, 2020.
The authorities concerned are therefore requested to give you maximum support.

We take this opportunity to wish you well during this data collection.

FOR COUNTY DIRECTOR OF EDUCATION
UASIN GISHU COUNTY
P.O. Box 9843, ELDORET
Tel: 0719-127 212/ 053-2063342

Psinen Michael
For: County Director of Education
UASIN GISHU

ISO 9001 BUREAU VERITAS Certification