

THE IMPACT OF LEADERSHIP PRACTICES ON SERVICE QUALITY: A CASE OF A
PRIVATE UNIVERSITY IN NAIROBI COUNTY

By

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A Thesis presented to the Office of Graduate School

PAC University

Nairobi, Kenya

In Partial Fulfillment of the Requirements for the Degree

MASTER OF ARTS IN LEADERSHIP

July 2019

DECLARATION

I declare that this Thesis is my original work and has not been submitted to any other university for academic credit.

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This thesis is submitted for examination with my approval as the appointed university supervisor.

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Table of Contents

DECLARATION	1
DEDICATION	6
ACKNOWLEDGEMENT	7
ABSTRACT.....	8
LIST OF TABLES	9
LIST OF FIGURES	10
LIST OF ABBREVIATIONS AND ACRONYMS	11
DEFINITION OF TERMS	12
CHAPTER ONE	13
INTRODUCTION AND BACKGROUND TO THE STUDY	13
Introduction.....	13
Background to the study	13
Statement of the problem	17
Purpose of the study.....	18
General objective	18
Specific objectives	19
Research questions.....	19
Rationale of the study	19
Significance of the study.....	20
Scope of the study	21
Limitations	21
Delimitations.....	22
Chapter summary	22
CHAPTER TWO	23

LITERATURE REVIEW	23
Introduction.....	23
Service quality	23
Leadership.....	26
Leadership and Service quality	31
Theoretical framework.....	32
The SERVQUAL model	32
The LPI model	34
Transformational Leadership Theory	35
Conceptual framework.....	37
Critique of the existing literature relevant to the study.....	38
Research gaps.....	39
Chapter Summary	39
CHAPTER THREE	40
RESEARCH DESIGN AND METHODOLOGY	40
Introduction.....	40
Design of the study	40
Study Population.....	41
Study sample.....	41
Sampling method	42
Data collection	42
Data collection procedure	44
Instrument pre-testing	44
Data Analysis plan	45
Ethical considerations	46

Chapter summary	47
CHAPTER FOUR.....	48
PRESENTATION AND INTERPRETATION OF FINDINGS	48
Introduction	48
Response rate	48
Respondent's characteristics	48
Descriptive Statistics.....	49
<i>Service quality expectations versus service quality perceptions</i>	49
<i>SERVQUAL: Gap analysis</i>	50
<i>Gap analysis 1: Tangibles</i>	51
<i>Gap analysis 2: Reliability</i>	51
<i>Gap analysis 4: Assurance</i>	53
<i>Gap analysis 5: Empathy</i>	53
<i>Gap analysis of all dimensions at the University</i>	54
<i>SERVQUAL: Mean and standard deviation</i>	56
Correlation analysis	57
LPI Data summary	58
<i>Leadership practices and service quality</i>	58
CHAPTER FIVE	62
SUMMARY, RECOMMENDATIONS AND CONCLUSIONS.....	62
REFERENCES	67
APPENDICES	73
Appendix II: Research Questionnaire	74
Appendix III: LPI invitation letter	78
Appendix IV: The five practices data summary	80

Appendix V: University introduction letter	81
Appendix VI: Research authorization letter from NACOSTI	82
Appendix VII: Research authorization letter from the ministry of education	83
Appendix VIII: Research permit.....	84

DEDICATION

To my Lord and Savior, all the honor and glory.

To my wife, Ann, for her love, support and encouragement.

To my son, Subra Imani, for his inspiration and smile.

To my parents and siblings, for their encouragement

ACKNOWLEDGEMENT

I would like to acknowledge the contribution of the following persons, for without their support and cooperation this piece of work would not be in this form.

First and foremost, gratitude to the Almighty God for He has always given me the strength, grace, hope and vision to see possibilities throughout the course work.

Secondly, I would like to acknowledge the support and guidance of my supervisor Dr. Truphena Oduol and the entire community of Pan Africa Christian University for providing a conducive learning environment.

Lastly, but by no means the least my loving wife, Ann, for her support and understanding

ABSTRACT

Higher education institutions and more specifically, private universities have faced increasing pressure on many fronts in the recent past. The pressure includes: increased competition from both the existing and upcoming public and private universities, an increase in the size and diversity of the student population, dealing with the fast changing technology, increased calls for accountability, a higher demand for quality by all the stakeholders involved, more responsibility for research and teaching and greater emphasis on efficient and effective management. This case study investigated the impact of leadership practices on service quality in private universities in Kenya and was guided by three specific objectives: to identify leadership practices that impact on service quality, to determine how leadership practices impact on service quality, and to identify which leadership practice has the most impact on service quality. The study adopted the service quality model; the leadership practices inventory model and transformational leadership theory. The target population of this study was students and staff from the selected university. Stratified sampling technique was used to select the students and staff who participated in the study. Quantitative method research and correlation design were used in this study. Quantitative data was collected from the respondents using two survey instruments: the leadership practices inventory to conduct a leadership survey while the service quality instrument, for the service quality survey. The university vice chancellor and some selected subordinates completed the leadership practices inventory survey. 60 students from the university completed the service quality questionnaire. Correlation analysis and a linear regression analysis were used to analyze the data collected. The findings of the study indicated a strong positive linear correlation between the leadership practices of the vice chancellor and the service quality experienced by students at the university. The study is beneficial to the university, the public and government, policy makers in the ministry of education, other universities and future researchers. It recommends that the Vice Chancellor should model the way by clarifying values, lead by example and align actions with the organization's shared values to ensure service quality. Future studies may be conducted in other service sectors to promote a better understanding of the impact of leadership on service quality.

LIST OF TABLES

Table 4.1: Respondents' characteristics.....	49
Table 4.2 SERVQUAL gap analysis summary	56
Table 4.3: Mean and standard deviation per dimension.....	56
Table 4.4: Correlation coefficient between the LPI and SERVQUAL.....	57
Table 4.5: LPI data summary	58
Table 4.6: LPI Model Summary.....	59
Table 4.7: ANOVA ^a	60
Table 4.8 Coefficients ^a	60

LIST OF FIGURES

Figure 2.1: The conceptual framework.....	37
Figure 4.1: Service quality expectations versus perceptions.....	50
Figure 4.2: Gap analysis of tangibles for the university	51
Figure 4.3: Gap analysis of reliability for the university.....	52
Figure 4.4: Gap analysis of responsiveness for the university.....	52
Figure 4.5: Gap analysis of assurance for the university.....	53
Figure 4.6: Gap analysis of empathy for the university.....	54
Figure 4.7: Gap analysis of all dimensions for the university	55
Figure 4.8: Leadership practices and service quality.....	59

LIST OF ABBREVIATIONS AND ACRONYMS

CHE	- Commission for Higher Education
CUE	- Commission of University Education
EFQM	– European Foundation for Quality Management
LPI	– Leadership Practices Inventory
MOE	– Ministry of Education
MOEST	- Ministry of Education, Science and Technology
NACOSTI	- National Commission for Science, Technology and Innovation
SERVQUAL	- Service Quality Measurement Instrument
SPSS	- Statistical Package for Social Sciences (SPSS) computer software
STI	- Science, Technology and Innovation
TQM	- Total Quality Management
VC	– Vice Chancellor
UK	– United Kingdom
US	– United States

DEFINITION OF TERMS

Leadership	The process whereby an individual influences a group of People to achieve a common goal (Northouse, 2013)
Quality	The degree of excellence or superiority that an organization's Product or service possesses (Peter & Donnelly, 2015)
Quality trilogy	an improvement cycle meant to reduce the cost of poor quality by incorporating quality into the process (Goetsch & Davis, 2006).
Service excellence	Exceeding customers' expectations and paying attention to detail (Miller, 2007)
Service quality	A measure of the extent to which the service delivery meets the customers' expectations (Markovic, 2006)
Voice of the customer	Customer's feedback about expectations of a product and experience with a service (McGrath, 2005)

CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

Introduction

This chapter gives the background of the study, elaborates on the research problem, then objectives and research questions, the rationale for the study, significance of the study, its scope, limitations and delimitations.

Background to the Study

This study focuses on the impact of leadership practices on service quality in selected private universities in Nairobi County. Globally, service quality has increasingly become a common concern to organizations in the recent past as consumers continue to become better informed. This is applicable across all sectors including the education sector, which is largely taunted as the vehicle behind economic and social development. More than ever consumers now expect to be served well and have their needs met to their expectations (Daniel, 2012). According to Zhou (2011), customer satisfaction is largely depended on the quality of service provided by an organization.

According to Varey (2003), higher education and more specifically private education is an environment where service quality is recognized as a key strategic and business tool. The author adds that quality in higher education is one or more of the following: uniformity in meeting process specifications, a measure of high standards, fitness for purpose or use, value for money and successful transformation of the educated. Because the focus is on value for money, continuous service quality improvement is necessary for the success and survival of institutions providing high education.

Today, the world business is increasingly shifting towards the customer (Michelli, 2008). As evidenced by banking and hospitality industries, businesses unlike in the past are now going where the customer is. Organizations with similar product offerings are now differentiating themselves through service delivery – not what is offered but how it is offered. The how is what truly adds value to the customer (Kandampully, 2006). Unlike public universities that are government sponsored, private universities are business entities and largely depend on the customer (students) for survival and growth. As such, more than ever they need to take advantage of the global shift by offering top-notch service to their customers if they are to remain competitive and profitable.

On the global arena, service quality in higher education is increasing gaining an upward trend in many countries. This has prompted efforts to develop suitable models aimed at assessing the quality of services in the higher education sector. One of such and widely used models is the SERVQUAL instrument (Ghulam, Khan & Affaq, 2014). The SERVQUAL instrument helps to assess the quality of service delivered based on five key dimensions: tangibles, assurance, responsiveness, reliability and empathy. According to Nejati (2013), this approach gives a detailed mechanism of assessing whether a system in higher learning focuses on key elements that promote customer (student) satisfaction by looking at the nature and quality of services offered. The SERVQUAL model has been used in examining different universities and for ranking them according to performance globally. A study conducted by Daniel Beaumont of Manchester University School of Business in 2012 revealed that three out of the top fifteen universities globally were based in the UK, while the remaining twelve were from US and Japan. Based on this study, UK houses the best universities in the world owing to the quality of their services to students that has attracted global recognition (Daniel, 2012).

In Africa, service quality in higher education has also been of great concern to students as well as other stakeholders. According to Pang (2016), the increasing competition among higher education institutions to attract highly qualified students in a bid to achieve high academic standards is forcing them to be more attentive to service quality concerns. This makes it critical to assess whether the quality process has delivered enhancement of key outputs mostly on the African continent (Paul, 2014). Despite improved achievements in the education sector, many nations are still confronted by a myriad of challenges among them poor service delivery. Many incidences in the past have underscored that poor services stem from poor infrastructure development, understaffed faculty and many other issues related to the nature of facilities. Studies have also indicated that students in Africa pay more for the services compared to their counterparts in developed countries and yet receive less in terms of service quality (Paul, 2014).

In Kenya, the high education sector is one of the fastest growing sectors with private universities coming up so fast to compete with public universities (Economic survey 2012). Studies have attributed the rapid growth to reduced government funding and high service quality expectation by students and other stakeholders and the emergence of very competitive private institutions. This upsurge trend calls for high service quality to enhance customer satisfaction and remain competitive (Sarah et. al., 2011).

Historical Background of Private Universities in Kenya

Since independence, the successive Kenyan governments have placed emphasis on development of the university education sector. The country has witnessed a rapid expansion from two public universities at independence to 48 universities (Commission of University Education, 2016). Higher education has undergone tremendous transformation in the recent past, due to recognition of the critical role it plays in development. Consequently, the government in

2006 established the Public Universities Inspection Board to seek ways in which the subsector could be transformed to play a key role in the development of knowledge capital economy in ‘a highly competitive and rapidly changing global environment’(Republic of Kenya – Ministry of Education, Science and Technology , 2006). The enactment of Universities Act No. 42 of 2012 was significant. This resulted the repeal of Acts of Parliament for seven universities, namely: The University of Nairobi, Kenyatta University, Moi University, Jomo Kenyatta University of Agriculture and Technology, Egerton University, Maseno University and Masinde Muliro University of Science and Technology that previously operated under individual Acts. Thus, the administration of all universities today is governed by the same legal framework. About 15 public constituent colleges of universities operating under Legal Orders were also upgraded to fully-fledged public universities, giving rise to 31 public universities countrywide. The government also supports the role of the private sector in university education and thus today Kenya has 18-chartered private universities, 5 private constituent colleges, and 14 private universities operating under Letters of Interim Authority awaiting award of charter (CUE, 2017).

Since 1985, the CHE established through the Higher Education Act (Cap210b of 1986) and later renamed CUE following Universities Education Act of 2012. This body co-ordinates the development of higher education including long-term planning, programming, budgeting, financing, student enrolment, scholarships, staff and physical development; and accreditation of private universities and post-secondary institutions. This mandate includes management of both private and public universities. CUE has the responsibility for accrediting and inspecting universities, regulation of university education in Kenya and promotion of quality research and innovation in Kenya (Republic of Kenya – MOEST, 2015).

The Kenya Vision 2030, which is a blueprint, meant to catapult the country to a developed status by 2030 indicates that the university sub-sector plays an influential role as a foundation for socio-economic transformation in two areas': Science, Technology and Innovation and human resource development to provide high-level manpower (Republic of Kenya- MOEST, 2007). The government has since placed a prominent role on STI to increase the competitiveness of the productive sectors and therefore quality is significant.

Given the importance the government places on private university education, the leadership in universities ought to ensure that they live up to both government and public expectations. It is crucial for private universities to revisit their mission statements and practice what they preach – a balance between the financial perspective and client (service quality) perspective should become part of the business model. The focus should shift from a moneymaking approach to a balance between sound business practices and service quality.

Statement of the Problem

Today, private universities operate in an increasingly competitive, market oriented and highly regulated environment (Ogutu, 2015). CUE has placed stringent requirements for universities to operate, in fact inspections and audits are becoming increasingly common in the university today (CUE, 2017) and customers and the public are also getting nervous about the quality of service provided in private universities given the huge sums involved. These institutions have no option but must function, survive and compete, not only with one another, but also with public universities. There is a high demand for quality by stakeholders hence the problem is that competition is on the increase and private universities need to find new ways to

cope if they are to survive in this dynamic environment (Oketch, 2004; King'oo, 2014; Ogutu, 2015). Exemplary leadership is therefore paramount, if they are to gain a competitive edge.

Riaan Dirkse van Schalkwyk's (2011) study investigated the impact of leadership practices on service quality in private high education in South Africa and found that the leadership practices had an impact on service quality. The study used a cross-sectional design and focused on private colleges. Ogendi's (2017) study examined the impact of service quality on customer satisfaction in higher education and established that service quality had an impact on customer satisfaction and that leadership in the universities had an important role to play in steering service quality. Though the study focused on private universities in Nairobi region, it used a descriptive design and did not exclusively address the leadership concern. It is under this premise that this study investigates the impact of leadership practices such as model the way, inspire a shared vision, challenges the process, enable others to act and encourage the heart (Kouzes & Posner, 2012) on service quality in private universities in Nairobi County, Kenya.

Purpose of the Study

This study sought to investigate the impact of leadership practices on service quality in private universities in Kenya.

General Objective

The aim of this study was to assess the impact of leadership practices on service quality in universities in Kenya. Hence, the impact of leadership (the independent variable) on service quality (the dependent variable) was investigated.

Specific Objectives

The study sought to achieve the following objectives:

- i. To identify leadership practices that impact on service quality in private universities in Kenya.
- ii. To determine how leadership practices impact on service quality in private universities in Kenya.
- iii. To identify which leadership practice has the most impact on service quality in private universities in Kenya.

Research Questions

The study was guided by the following questions

- i. What leadership practices have an impact on service quality in private universities in Kenya?
- ii. How do leadership practices impact on service quality in private universities in Kenya?
- iii. Which leadership practice has the most impact on service quality in private universities in Kenya?

Rationale of the Study

The customer today is more researched, knowledgeable and better informed about products and services than ever before (Michelli, 2008). In this reversal of traditional customer engagement, the paradigm of teaching customers what you do has flipped and now customers walk through the door knowing exactly what they want and what they should pay for it (Tisch, 2007). Given this view, it is paramount for private universities to review their mode of service delivery in order to offer their customers (students) excellent service and remain competitive.

CUE has placed more emphasis on quality education, with a threat to block Universities from admitting students for one year if they fail to explain how they will address the quality mess in their operations (CUE, 2017). This study recommends steps that private universities can take to address the quality issue.

Significance of the Study

The study will be beneficial to universities based in terms of leadership development and improvement of the level of quality of service offered to students. The leadership practices inventory (LPI) tool used in the study could be used to inform the practice of self-assessment of leaders in the university, other private universities and service organizations. As Niemann and Kotze (2006) observe, if selection committees knew what leadership traits to look for when appointing leaders, this would foster a culture of teaching and learning and investing in the future of education. Due to the highly competitive nature of private education, it is imperative that providers offer a top-quality service to students if they wish to remain relevant and competitive. According to Peter and Donnelly (2015), service quality is linked to increased profits and is essential for maintaining a competitive advantage.

The study will inform practice at the ministry of education (MOE) and commission for university education (CUE) and especially policy for managing quality in all universities in Kenya. It illuminates the importance of incorporating the LPI evaluations in the assessment of universities and ensure quality service provision. The study should inspire university leaders to focus on quality provision through the adoption of exemplary leadership practices.

The study should benefit academicians, scholars and future researchers interests in carrying out more empirical studies on leadership practices impact on service quality.

Scope of the Study

The study focus was on leadership practices that impact on service quality in a selected private university in Nairobi County, Kenya. Data was gathered from students, the Vice Chancellor (VC), management, academic and non-academic staff. This study focused on the five practices of exemplary leadership; model the way, inspire a shared vision, challenge the process, enable others to act and encourage the heart (Kouzes & Posner, 2012). The goal was to establish how these practices impact on service quality. Further, the research was also limited to the use of both correlational and quantitative design as it was deemed useful in bringing out the true relationships between the independent and dependent variables. In terms of theoretical scope, the study adopted three theories to explain the essence of exemplary leadership practices on service quality: the SERVQUAL model, the LPI model and the transformational leadership theory.

Limitations

The researcher encountered some challenges in the study. The leaders involved in the study seemed uncomfortable with scrutiny by their subordinates hence may have chosen staff with whom they had a good relationship with to participate in the LPI observer survey. To manage this, the researcher explained the purpose and importance of the study and assured the respondents that the information would be held in confidence and that their names would not appear in the report. Since the study targeted all students irrespective of their education background, it is likely that some participants may not have clearly understood the terms 'expectation' and 'perception' as used in the SERVQUAL questionnaire. To overcome this, there was an attempt to clarify the terminologies used in the questionnaire. This being a case study, its findings are limited to universities with similar characteristics and cannot be generalized. Further research is proposed to fill this gap.

Delimitations

According to Leedy and Ormrod (2010), delimitations refer to what the researcher is not going to do. The study focus was not public universities nor private universities outside Nairobi County. Only one faith-based university was considered hence further research will be required to determine whether the findings of this study could be extended to other private universities in Kenya.

Chapter Summary

This chapter provided an overview of the background to the study. It has highlighted the statement of the problem, stated the research objectives and research questions, the rationale for the study, significance of the study as well as its scope, limitations and delimitations.

The next chapter presents literature review and theoretical framework.

CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter undertakes an analysis of literature relevant to leadership practices and their impact on service quality. The theoretical framework that informed the study is discussed and the conceptual framework is derived from the literature and the variables of interest identified and presented. A critique of the relevant literature is given to inform the study and research gaps identified.

Service Quality

Markovic (2006) defines service quality as a measure of the extent to which the service delivery meets the customers' expectations. Khoshafian (2007), in a different approach states that service quality is associated with the reliability and performance of the service.

Because this study investigated service quality in private universities, it is necessary to define service quality in higher education. Palmer (2008) defines service quality in higher education as the difference between what a student expects to receive and his or her perceptions of actual delivery.

For this study, and following on the above-mentioned definitions, service quality in private universities is defined as meeting and exceeding students' expectations and perceptions by constantly rendering a reliable service that conforms to pre-determined requirements.

Service quality is increasingly becoming the basis for success across various industries and organizations are now acknowledging that it enhances competitiveness by differentiating in terms of service quality. According to Kandampully and Kandampully (2006), organizations with similar product offerings can differentiate themselves through service delivery – not what is

offered but how it is offered. The how is what truly adds value to the customer. Wilson, Zeithaml, Bitner and Gremler (2008) opine that strategies that focus on customer satisfaction, high returns and service quality are more successful than those that focus on cost cutting only. According to Seth, Deshmuk and Vrat (2005), service quality is becoming increasingly important due to factors such as the opening of markets, increased use of information technology and higher levels of customer knowledge.

Lack of focus on service quality could lead to problems such as customer and employee complaints and other related costs (Lewis, 2007). In addition, Lewis (2007) states that a service quality program can have beneficial results such as an enhanced corporate image, reduced costs, increased productivity, sales and market share and in general improved business performance. Taking the same view, Dale, Van der Wiele and Van Iwaarden (2007) argue that service quality improvements can be linked to improved revenue, which in turn can lead to higher profit margins. According to Foster (2010), service quality is one of the major differentiating factors to beat competition. Prideaux, Moscardo and Laws (2006), reflecting on the importance of service quality opines that customers who are dissatisfied with the quality of service will take their business elsewhere and dissatisfied customers are likely to discuss their dissatisfaction with many people that in return could damage the organizations credibility.

According to Fendt and Varek (2002), the components of total quality service include: leadership, a quality management system, quality management processes, education and training and a strategy for implementation. They believe that, leadership is the driving force behind service quality and it should come from the top. Foster (2010) alludes to this by indicating that quality experts such as Deming, Juran, Crosby, Taguchi, Ishikawa and Feigenbaum, agreed that certain variables form the core of quality management. One of these core variables was

leadership. Goetsch and Davis (2006) reported that Juran's quality trilogy entails three functions: planning, control and continuous improvement. The planning function involves defining who your customers are and finding out their needs (the "voice of the customer"). In the control function, you determine what to measure, set a performance goal, get feedback by measuring actual performance and act on the gap between the performance and the goal. The control function identifies quality improvement strategies, which are either to repair, refine, renovate or reinvent (Goetsch & Davis, 2006). However, these three functions do not occur automatically but are driven by leaders.

As stated earlier, the private university environment in Kenya is highly competitive. There are numerous role players trying to secure a share of the market. According to Robins and DeCenzo (2008), the more an organization can satisfy its customers' needs for quality and build up a loyal customer base, the more it can differentiate itself from its competition. Constant improvement can lead to a competitive advantage that other organizations cannot emulate. On the same vein, Foster (2010) posts that organizations with weak leadership will not gain a market advantage in quality.

According to Ham and Hayduk (2003), service quality is an investment that is required to remain competitive in the global market. Peter and Donnelly (2015) opine that customer perceived service quality is one of the principal success factors of sustained competitive advantage for both manufacturers and service providers. Voon (2006) agrees and adds that there has been an increase in the internalization of the labor market, lecturers, researchers, students and competitive education programs. Higher education policy makers need to adopt a formal approach that will ensure quality products and services. He points out that service quality is

important to higher education institutions for a number of reasons, including competitive advantages and meeting the ever-increasing public expectations.

Leadership

Gary Yukl (2010) defines leadership as the process of influencing others to understand and agree about what needs to be done and how to do it and the process of facilitating individual and collective efforts to accomplish shared objectives. According to Goetsch and Davis (2006), leadership is the ability to inspire people to make a total, willing and voluntary commitment to accomplish or exceed organizational goals. Hellriegel *et al.* (2006) add that leadership involves influencing others to act towards the attainment of a goal, which relies more on interpersonal relationships than administrative activities and directives.

According to Northouse (2016), leadership is a process whereby an individual influences a group of individuals to achieve a common goal. Marden (2007) adds that leadership is a process hence a dynamic interaction or transactional event that occurs between the leader and his or her followers. The leader affects and is affected by the followers. He further states that leadership occurs in a group context and that leadership involves influencing a group of individuals who are in some way interrelated or interacting in a purposive manner.

Despite the many definitions of leadership, authors such as Doh and Stumpf (2005), opine that the ultimate question is not what the definition of leadership is, but rather what constitutes good leadership. They point out that there is no confusion about what leaders do rather the question is what would be the best way to do it.

Having considered the common themes in these definitions, in this study, leadership is defined as “the mobilization and influencing of people to work towards a common goal through

the building of interpersonal relationships and the breaking of tradition to achieve the organization's objectives despite risk and uncertainty.”

Yielder and Codling (2004) contend that, leadership in higher education has become increasingly uncertain because of external challenges and are constantly facing the pressures of change. Some of these pressures are attributed to increased competition between colleges and universities for students and funding as well as the expectation of the private sector to produce highly qualified graduates. This has also led to a change in the “academic language” of principals, students and courses to a language more common to line managers, customers and products. Hence, higher education institutions, especially private universities are longer in a protected environment and are expected to function according to market requirements and pressures. Trivellas and Dargenidou (2009) opine that the study of leadership in higher education is problematic because of dual control systems (professional and administrative authority) and unclear goals. Leadership must be applied in both administrative and academic departments. Academic leaders face more challenges than ever before because of new rules and regulations, systems of quality assurance and external bodies that expect higher education providers to simply accept change and restructure accordingly.

According to Osseo-Asare *et al.* (2005), leadership in higher education is a personal and professional ethical relationship between those in leadership positions and their subordinate staff, needed in order to appreciate and call forth their full potential. Management in higher education setting includes managing resources, staff, space and operational and strategic planning. While leadership in higher education includes activities such as giving academic direction, setting an example, building teamwork, teaching and research, consultation with students and decisions relating to academic programs. Leadership and management involve different but overlapping

abilities and skills. In higher education, someone in a management position is “in authority” as part of an organizational structure, while someone in a leadership position is “an authority” on the basis of his or her knowledge of a particular field of study (Yielder & Codling, 2004). The authors add that, the managerial aspect of leadership in higher education providers is characterized by three features: increased influence from external stakeholders (mostly the government), a strong focus on strategic planning, and the embracing of corporate techniques and characteristics.

Effective leadership practices are one of the critical success factors for quality improvement in higher education and consist of two factors. The first is clear communication of the vision and mission, while the second entails the implementation of core processes with the help of empowered staff to deliver a superior service to students and other stakeholders (Osseo-Asare, Longbottom & Murphy, 2005). In addition, according to Osseo-Asare *et al.* (2005), leadership is the driver that accomplishes academic excellence in higher education. Staff in leadership positions in higher education has a dual responsibility. First, they must be effective leaders in deciding on the right teaching and research objectives. Second, they must be efficient managers in terms of resource allocation in order to achieve the set objectives. Hence leadership in higher education should be based on empowerment, motivation, support and encouragement instead of inspection and control of staff.

According to findings by Spendlove’s (2007), credibility and experience of university life are fundamental elements for effective leadership in higher education. Additional key elements include people skills, honesty and the ability to think strategically, negotiate and communicate with others. Credibility was also found to be the main element for effective leadership in higher

education. These findings confirm Kouzes and Posner's (2012) assertion that credibility is the foundation of leadership.

From the foregoing discussion it would seem that some of the key practices of leadership in higher education include giving academic direction, clear communication of the vision and mission, team building, strategic planning and credibility, to mention but a few. Research by Thorp and Goldstein (2010) identified the following commonalities of leadership in higher education: the setting of a clear mission and vision, establishing a culture that celebrates innovation and creativity, strategic planning in order to create a sustainable competitive advantage and team building.

Osseo-Asare *et al.* (2005) assert that transformational leadership is crucial in a higher education provider to transform weak practices into best practices, thus reducing staff turnover, raising morale and reducing workloads and staff dissatisfaction to acquire better results through empowerment. In addition, Bodla and Nawaz (2010) compared transformational and transactional leadership in public and private higher education institutions. Their findings were that leaders in both sectors have the same degree of transformational leadership. This confirms the earlier statement by Spendlove (2007) that a transformational leadership approach is more effective in higher education.

Following hundreds of interviews, thousands of case analyses and hundreds of thousands of survey questionnaires, Kouzes and Posner (1983), research project sought to determine what people do when they are at their "personal best" in leading others. The assumption was that to discover best practices in leadership, it was not necessary to interview star leaders of excellent organizations. The study revealed that leaders follow similar patterns in guiding and leading others and thus a key instrument for measuring leadership practices, the LPI model describing

the five practices of exemplary leadership were identified namely model the way, inspire a shared vision, challenge the process, enable others to act and encourage the heart (Kouzes & Posner 2012, 16--24). The authors indicated that leaders model the way by clarifying their values and being an example to their followers. They do this by aligning their actions with shared values to enhance their credibility, which is the foundation of leadership.

Exemplary leaders inspire a shared vision by envisioning the future and enlisting others in a common vision by appealing to shared aspirations. They also challenge the process by searching for opportunities and by experimenting, taking risks, generating small wins and learning from those experiences. Exemplary leaders also enable others to act by fostering collaboration and strengthening others by increasing self-determination and developing competence. Lastly, exemplary leaders encourage the heart by recognizing contribution of their team and celebrating values and victories with their followers.

Several studies have explored the practicality of the LPI instrument and the exemplary leadership concept in organizations across the world (Kouzes & Posner, 2012; Riaan Dirkse van Schalkwyk, 2011; Artley, 2008; Jabnoun & Juma AL Rasasi 2005). Some studies have tested leadership practice in universities (Kouzes & Posner, 2012; Vasquez-Guignard, 2010) in western contexts and reveal that leadership practices are part of their success story. In Africa, Riaan Dirkse van Schalkwyk (2011) study investigated the impact of leadership practices on service quality in private higher education and established a positive relationship between service quality and leadership practices. Research exploring the exemplary leadership practices for service quality in Kenya is lacking.

Leadership and Service Quality

According to Varey (2003), higher education is an environment in which service quality is recognized as a key strategic and business tool. Quality in higher education is one or more of the following: a measure of high standards, uniformity in meeting process specifications, fitness for purpose or use, value for money and successful transformation of the educated (Varey (2003). The author adds that managing quality requires effective leadership. Because the focus is on value for money, continuous service quality improvement is necessary for the success and survival of institutions providing higher education.

Levy (2002) acknowledges the significance of this in for-profit private higher education by stating that the student is the paying customer. Most of the private higher education providers in Kenya rely totally on student tuition fees as their main source of income. Levy (2002) adds that the management style of a business is in line with that of a private higher education provider since profit is the focus. One of the core divisions in this “business-like” private higher education institution is the faculty, whose primary function is to serve students. These faculties have even been referred to as “delivery people”, because they deliver to and for students. Public providers frequently offer qualifications in line with their own interests. By contrast, private higher education institutions offer qualifications based on the needs of the market. Breneman (2005) concurs with these statements and reports that one of the characteristics of a successful private higher education provider is a focused approach to training for employment and treating students as clients or customers.

In their study, Jabnoun and Juma AL Rasasi (2005) found that service quality was positively related to both transformational and transactional leadership. In a related study, Ndisya (2016) found that transformational leadership improves employee performance. However, these

studies only focused on performance measures such as profit, sales figures and stock performance. Jabnoun and Juma AL Rasasi (2005) further maintain that no other empirical study could be found that investigates the relationship between leadership practices or behavior and service quality. This study could in fact be the only other attempt to report on the impact of leadership practices or behavior on service quality. Whereas the study of Jabnoun and Juma AL Rasasi (2005) focused on United Arab Emirates hospitals, this study was conducted in a selected private university in Kenya.

Theoretical Framework

There are number of models and theories that are generally acceptable to explain the impact of leadership practices on the quality of service delivery by private universities. These include the SERVQUAL Model, The LPI model and transformational theory.

The SERVQUAL Model

The SERVQUAL instrument was developed by Zeithaml, Parasuraman and Berry in 1988 and assesses quality on five service dimensions: tangibles, reliability, responsiveness, assurance and empathy. According to Foster (2007) and Ghulam *et al.* (2014), many organizations use the SERVQUAL instrument because it is an off-the shelf approach that can be applied in a variety of service settings. It has two parts- customer (student) expectations and customer (student) perceptions.

Peter and Donnelly (2015) define the five dimensions as follows: Tangibles- physical evidence of the service for example, facilities, personnel and communication materials. Reliability- consistency and dependability of the service performance. Responsiveness- the willingness to provide prompt service. Assurance- the knowledge and competence of service

providers and the ability to convey trust and confidence and lastly empathy- the service provider effort to understand the customer needs and provide individualized service delivery.

Foster (2010); Peter and Donnelly (2015) identify five gaps that may cause problems in service delivery hence influence customer evaluation of service. First is the gap between customer expectations and management perception of the expectations. Second, the gap between management perceptions of customer expectations and the management's service quality specifications. Third, the gap between service quality specifications (delivery systems) and actual service quality provided. Fourth, the gap between the actual service delivery and external communication about the service (communication gap) and lastly, the gap between customers' perceptions of service performance and their expectations.

For this study, the following example serves as an indicator of the gaps that may be identified through the SERVQUAL: If students have higher expectations for responsiveness than for tangibles and they perceive responsiveness as poor, then a large gap exists between the expected and delivered performance on responsiveness. Given that this gap is larger, increasing customer (student) satisfaction lies in addressing tangibles first.

According to Kim, Lee and Yun (2004), the SERVQUAL model has faced criticism from many researchers who argued that the score can lead to psychometric problems such as variance restrictions by having given variables in a gap-based model. Lee (2005) points out that though the SERVQUAL instrument has been adopted for many studies in service research uses has also been questioned. Bicheno and Catherwood (2005) opine that the SERVQUAL dimensions and weightings do not necessarily apply to all cultures in the world. Swart (2006) criticizes the SERVQUAL instrument for using different scores, dimensionality and lack of validity concerning the five dimensions.

The SERVQUAL model was suited for this study as it highlights the service quality criteria that can be used to evaluate the quality of service in private universities.

The LPI Model

Kouzes and Posner developed the LPI in 2003 based on 25 years of research and data collected from over three million leaders across the world. According to Kouzes and Posner (2007), the LPI measures leadership based on five practices of exemplary leadership. It reveals the leader's behavior in terms of challenging the process, inspiring a shared vision, enabling others to act, modeling the way and encouraging the heart. The LPI consists of 30 items requesting employees to rate the leader's abilities on a ten- point rating scale and indicates how frequently engage in the five practices. Kouzes and Posner (2007) mention that the LPI is one of most widely used leadership assessment instruments in the globe today. Apart from the LPI being a 360-degree measurement instrument, it can be used to improve and teach successful leadership behavior and can be applied in the private university environment. The foundation of LPI is that leadership is everybody's business and is behavior that can be learned.

The research conducted by Professors Kouzes and Posner has proven government administrators, managers, vice chancellors and other leaders who use the five practices of exemplary leadership as seen by others as more effective. Such leaders are able to meet job-related demands, are more successful in representing their units to upper management, able to create higher performing teams, foster renewed loyalty and commitment, provide higher levels of involvement, reduce absenteeism, turnover and drop-out rates and possess high degrees of personal credibility (Kouzes and Posner, 2007).

Transformational Leadership Theory

This theory was first developed by James McGregor Burns in 1978 and further developed by Bernard Bass in 1985. Armstrong (2010) contends that transformational leadership aims at empowering followers and encourage them to do more than are expected. The transformational leadership theory is premised on the assumption that, the actions of leaders are based on moral, ethical, and equitable consideration of everyone within an organization (Northouse, 2013). Transformational leadership motivates followers as it defines and articulates a vision for the organization.

Transformational leaders are charismatic, motivational, intellectual, and considerate and often display the qualities of self-confidence, honesty, and integrity (Barine & Minja, 2011). The authors add that this theory of leadership is perceived as a link between the old and new views of leadership, in that leaders can probe the current state of affairs, take a new approach to problem solving and decision-making, encourage the advancement of ideas and philosophies that differ from the norm, and place emphasis on professional development. While transformational leaders determine new methods of solving problems, they also convince others to follow the new approach (Barine & Minja, 2011). The qualities of transformational leadership include vision, inspiration, trust, care, passion, and commitment.

Transformational leaders trust their subordinates and leave them space to breathe and grow (Barine & Minja, 2011). Transformational leaders develop a clear vision that is pleasing and fitting to the needs and ideals of their followers and communicate that vision through emotional appeals, symbols, rituals, and metaphors (Schein, 2010).

Effective transformational leaders seem to function well in change environments as they must define and articulate a vision of the future for their organization and communicate such to

their followers to motivate them. Visionary leaders are innovative and able to operate in symbolic situations, motivate followers, and have the flexibility to adapt to evolving organizational contexts (Northhouse, 2016). As institutions shift from traditional methods of operation toward a new environment of integrating emerging technologies, realigning existing structures, and developing policies and other support mechanisms for feasible programs, a new vision of the ensuing university environments and leadership approach are necessary.

Barine and Minja (2011) identify four components of transformational leadership:

Charisma or idealized influence: the degree to which the leader behaves in admirable ways and displays convictions and takes stands that cause followers to identify with the leader who has a clear set of values and acts as a role model for the followers. Inspirational motivation: the degree to which the leader articulates a vision that appeals to and inspires the followers with optimism about future goals and offers meaning for the tasks at hand. Intellectual stimulation: the degree to which the leader challenges assumptions, stimulates and encourages creativity in the followers - by providing a framework for followers to see how they connect to the leader, the organization, each other, and the goal and how they can creatively overcome any obstacles. Personal and individual attention: the degree to which the leader attends to each individual follower's needs, acts as a mentor or coach, and gives respect to and appreciation of the individual's contribution to the team. This fulfils and enhances each individual team members' need for self-fulfillment, and self-worth - and in so doing inspires followers to further achievement and growth.

The transformational leadership theory was suited for this study in that it takes a holistic view of the organization. The leader focuses on transforming others to help each other, to look out for each other, be encouraging, harmonious and look out for the whole organization (Barine & Minja, 2011). This view opines that service quality though a leadership issue is not a preserve

of the leader but everyone within the organization is a leader (Kouzes & Posner, 2012). This means that students (customers) will experience leadership at every service interaction point within the university.

The concept of transformational leadership closely aligns with the five practices of exemplary leadership upon which the LPI instrument is based. According to Colquitt et al. (2011), the four dimensions of transformational leadership have much in common with the five practices of exemplary leadership. The dimension of idealized influence is linked to the leadership practice of model the way as both advocate for leading by example. Inspirational motivation is closely tied to the practice of inspire a shared vision in which both focus on fostering a strong sense of purpose among their followers and links organizational goals with personal goals. Intellectual stimulation is associated with the practice of challenge the process as both encourage leaders to challenge the status quo, take risks and be constantly innovative. Lastly, the dimension of individualized consideration relates closely with the leadership practice of enable others to act and encourage the heart in which leaders focus on interpersonal relations, empathy, empowerment and development among their followers.

Conceptual Framework

The study used the conceptual framework illustrated below to meet its objectives. Service quality is impacted by exemplary leadership practices: model the way, inspire a shared vision, challenge the process, enable others to act and encourage the heart. Organizational culture was the intervening variable on how leadership practices impact service quality.

Independent Variable

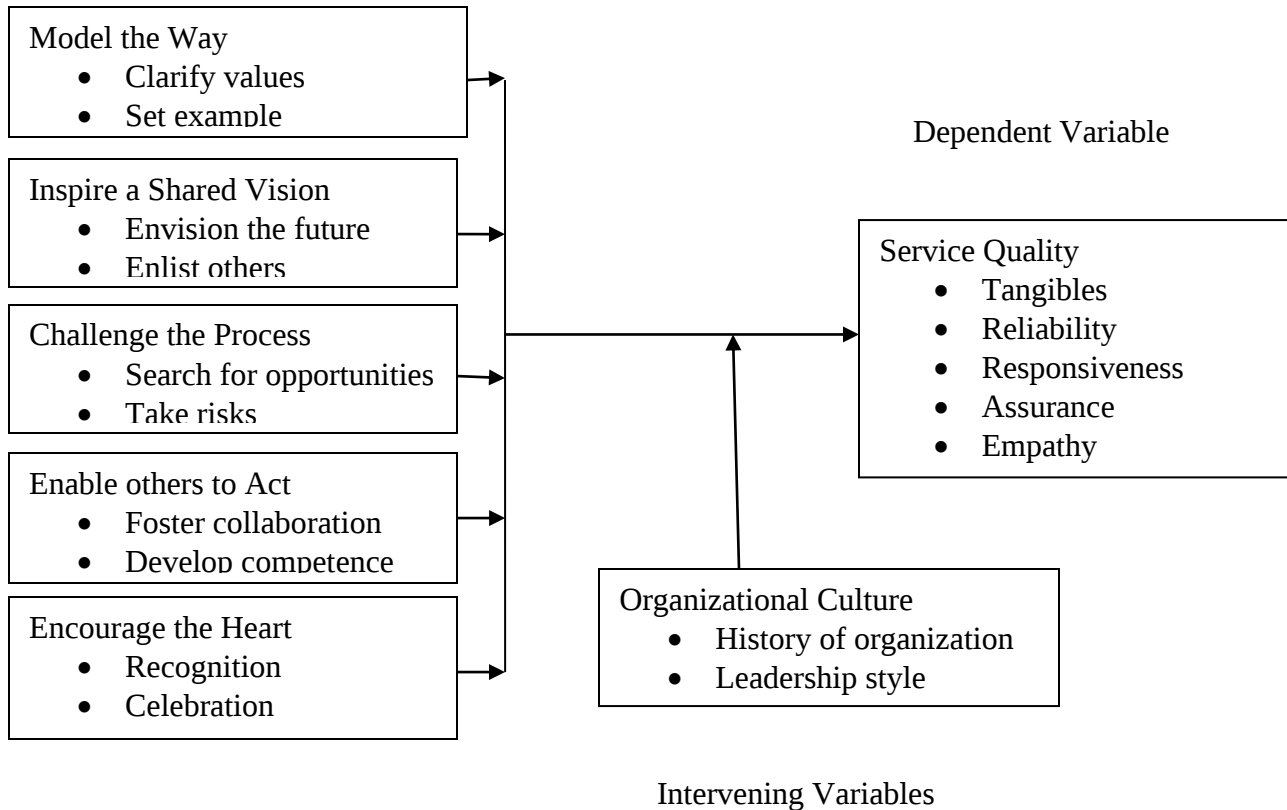


Figure 2.1: *The Conceptual Framework*

As illustrated in figure 2.1 above, five leadership practices namely: model the way, inspire a shared vision, challenge the process, enable others to act and encourage the heart were the independent variables of interest in this study. The impact of each variable and its impact on service quality (the dependent variable) was of interest.

Critique of the Existing Literature Relevant to the Study

Although numerous studies have explored leadership practices and its influence on organizations from other parts of the world, (Kouzes & Posner, 2012; Jabnoun & Juma AL Rasasi, 2005), there is none in Kenya that focuses on leadership practices and its impact on service quality. Much of the literature relevant to this study is from the manufacturing and health

sector and thus there is a paucity of research in the education sector, specifically within universities. This poses a twofold challenge, one that is that in their quest to offer top notch services, private universities must rely on knowledge gathered from these sectors that may not necessarily be compatible with the private education sector. Second, the business environments are a world apart hence may not give a true picture of what prevails and thus may not be reliable. A study on leadership for service quality is needed to inform practice in the university and education sector.

Research Gaps

The literature demonstrates that, very few studies have explored the impact of leadership practices on service quality. Although many researchers (Kouzes & Posner ,2012; Foster, 2010; Peter and Donnelley, 2015; Miller,2007; Jabnoun & Juma AL Rasasi, 2005), accept that service quality is a leadership issue, a gap exists on how service quality can be assured and instituted by leaders within private universities in Kenya. This study attempts to fill this gap.

Chapter Summary

This chapter reviewed both empirical and theoretical literature aligned to the research study; study with the initial section presenting an understanding of service quality and leadership and studies undertaken. It went further to explore the relevant theories on which the study was grounded; the SERVQUAL model, The LPI model and transformational theory. The chapter also discussed the conceptual framework. This chapter also explored studies done by other researchers on the impact of leadership practices on service quality. A summary of research gaps the study sought to fill is given.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

Introduction

This chapter discusses the methodology used to carry out this study. It outlines the research design, the study population, sampling method, research instruments for data collection, research procedures, instrument validity and reliability, data analysis approach and ethical considerations.

Design of the Study

A research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure (Kothari, 2004). A correlational study design which entails reporting on conditions of relationships as they exist (Salkind, 2009), was used to develop an understanding of the impact of leadership practices on service quality. This design entails reporting on conditions of relationships. This approach explains the uniqueness of an individual or group. As Kothari (2004) indicates, in using this approach the researcher has no control over the variables; they can only report on the occurrence. Hopkins (2000) posits that correlational research mainly establishes the relationship between an independent variable and a dependent or outcome in a population, ascertaining the correlations and causality between variables. This design was thus appropriate for this investigation because of its ability to facilitate an assessment of how each aspect considered in this study, for example model the way, inspire a shared vision, challenge the process, enable others to act and encouraging the heart, contributed towards service quality.

A quantitative survey method was used as a strategy to collect data, which according to Salkind (2009), is useful for studying the characteristics of a population. This as Creswell (2014)

reports involves obtaining information such as attitudes or opinions from one or more groups of people by asking questions and tabulating answers. The goal was to acquire information about the larger population by surveying a sample of that population.

Study Population

Mugenda and Mugenda (2003) define population as a whole group of persons or individuals, events or objects with common observable characteristics. The population in this study was both male and female students from the selected university, because as customers enjoying the services provided by the university, they were better placed to answer questions related to service quality. Of great importance was data on leadership practice, which was derived from the vice chancellor and selected staff of the university. The university was selected because it was a well-known service provider in the field, one of the oldest faith-based universities and hence had the potential to be used as a model study for other private universities within the Nairobi County. The leadership practices that influence service quality are hardly explored within faith based private universities. This offered a good site for addressing the variables of interest namely: service quality and, leadership practices. The university had a population of 2,521 students according to the 2017 registrar's record, out of which 713 were undergraduate (502), graduate (116) and postgraduate (95) students.

Study Sample

In this study, the unit of observation was the postgraduate, graduate and undergraduate students in the university whose population was 713. A sample size of 10% was selected from the population using stratified random sampling based on Mugenda & Mugenda (2003) contention that a

representative sample should be at least 10% of the population of interest. Therefore, the sample of 10%, which is 71 students, was a representative sample.

Sampling Method

This study adopted stratified sampling method. Kothari (2004) indicates that stratified sampling method measures the overall population parameters with greater precision and ensures an extraction of a representative sample from a relatively homogenous population. The goal of stratified sampling is to achieve desired representation from various subgroups in the population (Mugenda & Mugenda, 2003). This involves dividing the population into a number of groups or strata, where members of a group share a particular characteristic(s). This sampling procedure was ideal for this study because of the following advantages: it ensured that the sample was distributed in the same way as the population in terms of the stratifying criterion; was also easy to identify and allocate units to strata and more than one stratifying criterion could be used (Kothari, 2004; Bryman, 2012). Random sampling was then used to select respondents from the identified strata (Mugenda & Mugenda, 2003, Bryman, 2012) as follows: academic program and year of study for the students. To do this, the various academic programs and the respondents' year of study were identified through the registrar's office after which the researcher with permission from the dean's office. The respondents were then visited in their respective classes, engaged and randomly picked for the study.

Data Collection

This study used a quantitative research method. Quantitative research includes designs, techniques and measures that produce discrete numerical or quantifiable data (Mugenda & Mugenda, 2003). Data was collected using self-completion questionnaires. A SERVQUAL questionnaire was used to collect data from a representative number of students from the

university. The LPI questionnaire, a leadership assessment instrument that provides users with 360 -feedback on their leadership behaviors (Kouzes & Posner, 2012) was also used to assess the VC leadership practices as well as staff. Quantitative data allows explicit observations, makes it easy to aggregate, compare and summarize data and opens the possibility of statistical analyses, ranging from simple averages to complex formulas and mathematical models (Babbie, 2007).

The primary data in this study was collected through questionnaires, because they are free from the bias of the interviewer, less costly and appropriate where the population is large (Mugenda & Mugenda, 2003). The questionnaires allowed for ease of collection of personal data from the respondents. The SERVQUAL and LPI questionnaires were used for both the students and the universities' leadership. The SERVQUAL instrument measures service quality, more specifically perceived quality. The SERVQUAL questionnaire was identified because it is reliable and widely accepted as a standard for measuring different dimensions of service quality. Moreover it is having a standardized analysis procedure for interpreting results and can be modified to suit organizational requirements (Foster, 2010). It was however noted that the SERVQUAL questionnaire's disadvantage was that it could only report the service delivery process without addressing the service encounter outcomes (Kang & James, 2004). Measures were put in place to address the discrepancy.

The LPI provided users with a 360 -feedback on their leadership behaviors (Kouzes & Posner, 2013). This questionnaire has 30 statements that address behaviors when leaders are at their personal best. The questionnaire has two versions; a self version and an observer version. The self version was completed by the leader (VC) while the observer was completed by a few staff selected by the leader. The advantage of this questionnaire was its proven reliability having

been tested and considered valid following its use for over 25 years of research in over 200 academic studies (Kouzes & Posner, 2013).

Data Collection Procedure

The two constructs under investigation in this study were leadership practices and service quality. The following procedure was used to undertake this study: approval and permission was first obtained from the university after which permission was obtained from the ministry of education through the National Commission for Science, Technology and Innovation (NACOSTI). The researcher visited the university, established a rapport with the vice chancellor, staff and students and explained the purpose of the research. The consent of participants was sought and approval to conduct the study in the institution obtained. The selected students who had consented to participate in the study were given the SERVEQUAL questionnaire by the researcher and later collected at the agreed time. The LPI online questionnaire was shared by email to the VC (Leader) who after completion distributed to the selected staff (observers). An appropriate time was agreed on to engage with the VC and staff given their busy working schedules. The responses from the students, VC and staff were assembled by the researcher for interpretation and analysis.

Instrument Pre-testing

An instrument pre-test was undertaken because it to allows for the identification of potential problems with the research instrument (Leedy & Omrod, 2005). Both the SERVQUAL and LPI questionnaires were tested using ten students and five staff from a nearby university, in Machakos County with more or less similar characteristics as that identified for the study. The responses were then analyzed to ascertain whether the instruments collected the intended

information. This helped the researcher to detect the challenges with the instruments and these were immediately addressed.

Data Analysis Plan

The quantitative data collected from questionnaires was coded and analyzed using descriptive statistics. Descriptive statistics consist of methods for organizing and summarizing information. Thus, calculations of various descriptive measures such as the mean, standard deviation and percentiles was done and the outcome displayed on graphs, charts, and tables (Mugenda & Mugenda, 2003). These statistics enabled the researcher to summarize and organize data in an effective and meaningful way.

The Pearson product moment correlation (r) was also used to measure the relationship between leadership practices and service quality for the university. This statistical measure was able to indicate the strength of the linear relationship between these two quantifiable data variables (Saunders et al., 2007). The coefficient of determination (R^2) was then used to calculate the proportion of variance. The coefficient (r) can take any value between -1 and +1 where a value of +1 signifies a perfect positive linear correlation indicating that the two variables are related, and as the value of the one variable increases, so is the value of the other. The value of -1 signifies a perfect negative correlation meaning that the two variables are precisely related, but as the values of one increase, the values of the other decrease (Mugenda & Mugenda, 2003).

The LPI scoring software was used to calculate the mean of the five practices of exemplary leadership. Kouzes and Posner (2003), state that in order to minimize bias, responses from the LPI observer are used for analyses instead of responses from the LPI self. Hence for the purpose of this study, only the data from the LPI observer was used in the analysis of the impact of leadership practices on service quality.

A linear regression technique was used to test the assumed effect of leadership practices on service quality using the following linear equation:

$$\text{SERVQUAL} = B_0 + B_1\text{MTW} + B_2\text{ISV} + B_3\text{CTP} + B_4\text{EOA} + B_5\text{ETH} + e$$

Where;

SERVQUAL = Composite scores of service quality dimensions

B₀ = Constant

B₁₋₅ = Coefficients of leadership practices

MTW = Modelling the way

ISV = Inspiring a shared vision

CTP = Challenging the process

EOA = Enabling others to act

ETH = Encouraging the heart

e = Standard error

Ethical Considerations

According to Saunders et al. (2007), research ethics can be defined as the appropriateness of the researcher's behavior in relation to the rights of those who become the subject of the research project or who are affected by it. Every effort was made to ensure that the rights of the respondents were observed during the study. Thus, a research approval and an introductory letter was sought from the university before commencing the study. Permission to conduct the research was sought from the Ministry of Education through NACOSTI. The consent of participants was sought prior the research and participants taken through the purpose of the research and assured of confidentiality. Pseudonyms were used to ensure anonymity of respondents. Efforts were made to ensure the targeted institution was not identifiable. Permission was also sought from the

publishers of the LPI survey instrument, John Wiley & Sons, Inc., for use in the study. An executive summary was provided to the publishers through email explaining the scope and purpose of the study.

Chapter Summary

This chapter has described the research design, methods, procedure of research and the data analysis that was used in the study and justification for the chosen methods. The validity and reliability of the chosen instrument, data analysis approach and ethical considerations for this study was also provided.

CHAPTER FOUR

PRESENTATION AND INTERPRETATION OF FINDINGS

Introduction

This chapter presents the results and findings of the study. The chapter is ordered as follows: the response and demographic data of the respondents, followed by the quantitative analysis of the data based on the study objectives.

Response Rate

The study targeted 71 respondents, but only 60 filled questionnaires were valid and subjected to analysis giving a high response rate of 84.51% and thus conformed to Mugenda and Mugenda (2003) suggestion that a response rate of 70% and above as eligible for analysis.

Respondent's Characteristics

The respondent's characteristics were analyzed in terms of gender, year and qualification registered for at the University. Distribution by year indicates that 70%, 21.7% and 8.3% of the respondents were 2nd years, 3rd years and 4th years respectively. In the context of distribution by gender, 46.7% of the respondents are male while 53.3% of the respondents are female. In the context of distribution by qualification, 11.7%, 33.3% and 55% of the respondents are PHD, Masters and Bachelors students respectively. This means that data was collected from a well represented sample in terms of year, gender and qualification giving a true reflection of the study outcome.

Table 4.1: *Respondents' Characteristics*

		Frequency	Percent
Year	2 nd	42	70.0
	3 rd	13	21.7
	4 th	5	8.3
	Total	60	100.0
Gender	Male	28	46.7
	Female	32	53.3
	Total	60	100.0
Qualification	PhD	7	11.7
	Masters	20	33.3
	Bachelors	33	55.0
	Total	60	100

Descriptive Statistics

The descriptive statistics were examined for both the dependent and independent variables using the means and standard deviations. The service quality expectations versus service quality perceptions for the university are also discussed.

Service Quality Expectations versus Service Quality Perceptions

Figure 4.1 below shows that for the university, on average the expectations were higher than the perceptions with a mean score of 5.04 and 2.02 respectively. This means that the level of service quality was lower than the respondents' expectations of service quality.

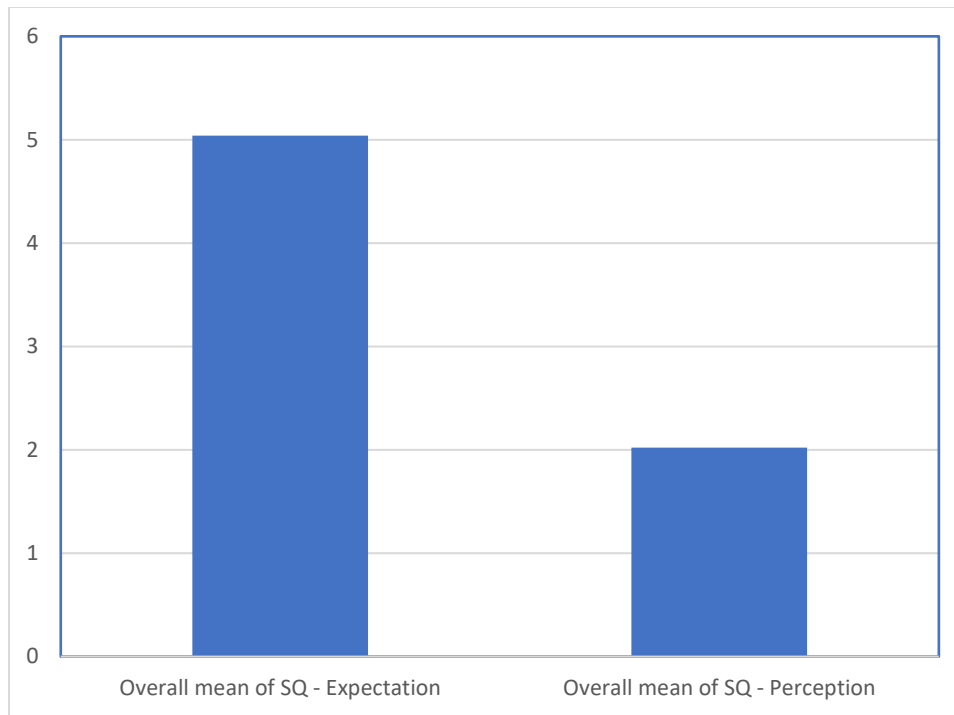


Figure 4.1: *Service Quality Expectations versus Perceptions*

SERVQUAL: *Gap Analysis*

The service quality gap is calculated by subtracting the service quality expectation from the perceptions of respondents and then calculating the mean gap score for each service quality dimension. As indicated in chapter 2, section 2.2.1, the SERVQUAL instrument comprises five service quality dimensions, namely tangibles, reliability, responsiveness, assurance and empathy. The respondents completed the questionnaire in one section measuring the expectations of the 22 questions and then another section measuring the perceptions of the same 22 questions. For each question, the respondents rated, on a Likert scale from 1 (strongly disagree) to 7 (strongly agree) whether or not they agreed with each statement. The SERVQUAL score was then calculated as the difference between the perception and expectation scores of actual service delivery (perception – expectation or $P - E$). This is referred to as the service quality gap.

Gap Analysis 1: *Tangibles*

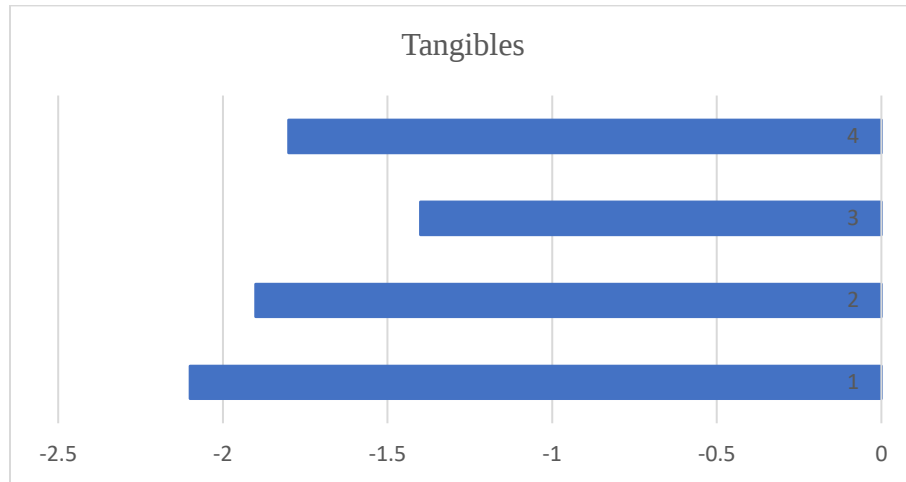


Figure 4.2: *Gap Analysis of Tangibles for the University*

Figure 4.2 above indicates that the university is perceived to perform the worst when it comes to the quality of its materials, followed by poor physical facilities.

Gap Analysis 2: *Reliability*

According to figure 4.3 below, the respondents' expectations of the university appear to exceed their perceptions in all aspects of reliability. The university is perceived to perform the worst regarding the extent to which the personnel act sympathetically and reassuringly towards students when they have problems, followed by rendering the promised services in a timely manner

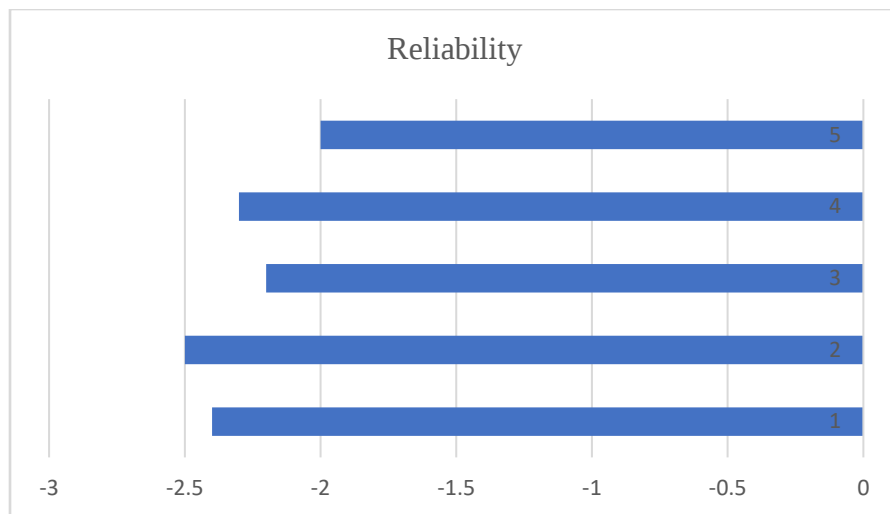


Figure 4.3: *Gap Analysis of Reliability for the University*

Gap Analysis 3: *Responsiveness*

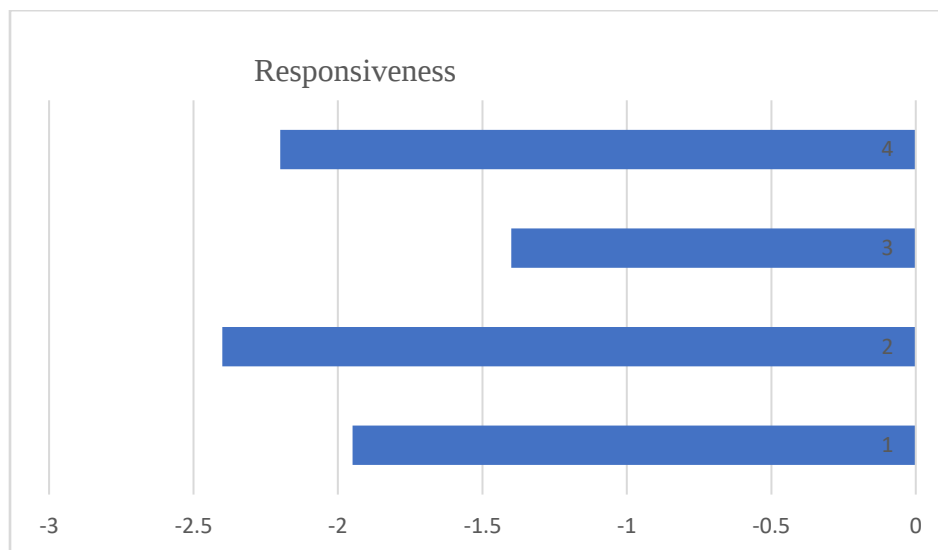


Figure 4.4: *Gap Analysis of Responsiveness for the University*

Figure 4.4 indicates that the university is perceived to perform the worst when it comes to the promptness with which services are provided, followed by the promptness of response from the university personnel.

Gap Analysis 4: *Assurance*

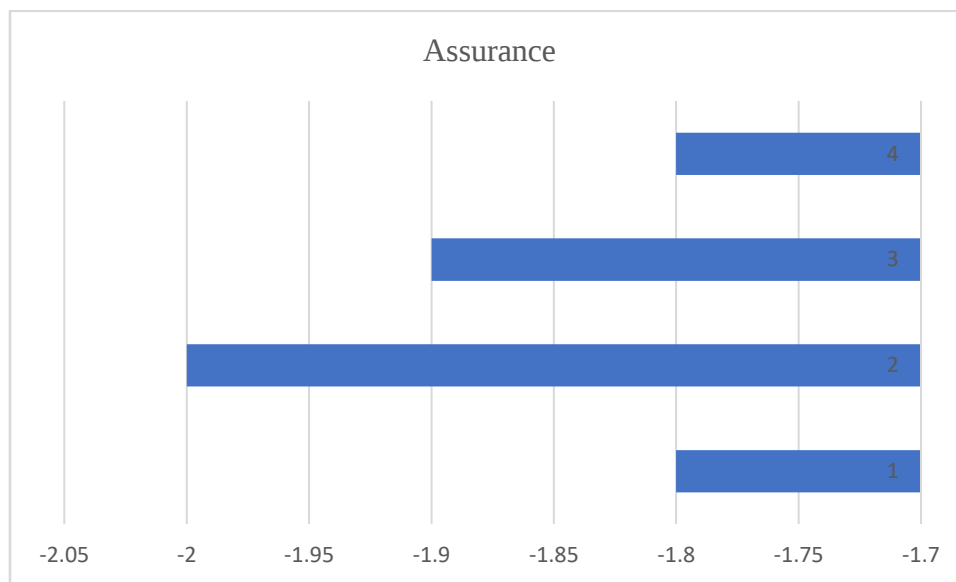


Figure 4.5: *Gap Analysis of Assurance for the University*

Figure 4.5 indicates that the university is perceived to perform the worst when it comes to inspiring confidence to the students, followed by the politeness of personnel.

Gap Analysis 5: *Empathy*

Figure 4. 6 below shows that the university is perceived to perform the worst when it comes to receiving individualized attention from the administrative personnel followed by failure to recognize the needs of students.

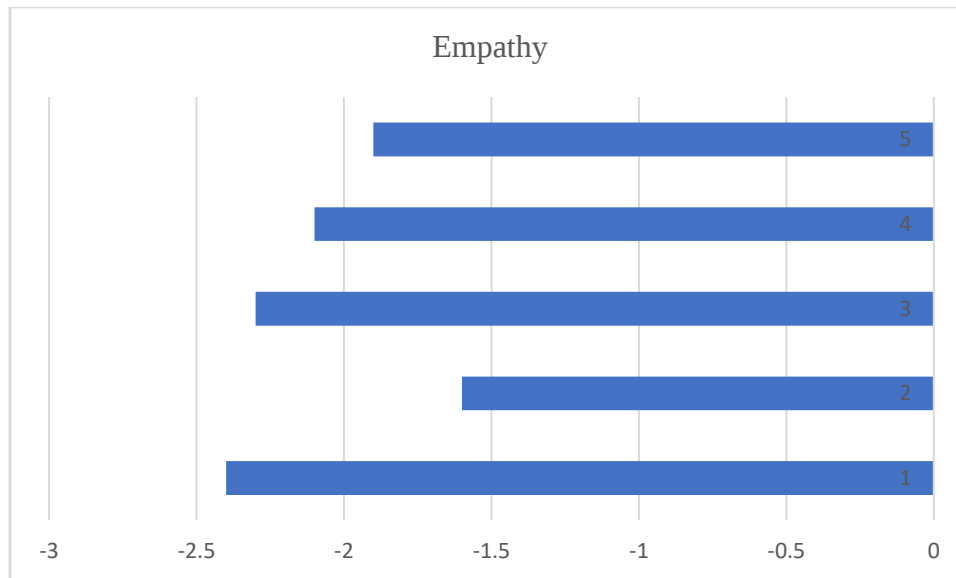


Figure 4.6: *Gap Analysis of Empathy for the University*

Gap Analysis of all Dimensions at the University

According to data in figure 4.7, it was evident that, on average, the respondents' expectations of the university exceed their perceptions of all the aspects of all the dimensions of service quality. The university is perceived to perform the worst when it comes to the personnel thus it is perceived as not being sympathetic, followed by a failure to receive individualized attention from the administrative personnel, the lack of promptness in service delivery and failure to recognize the needs of students.

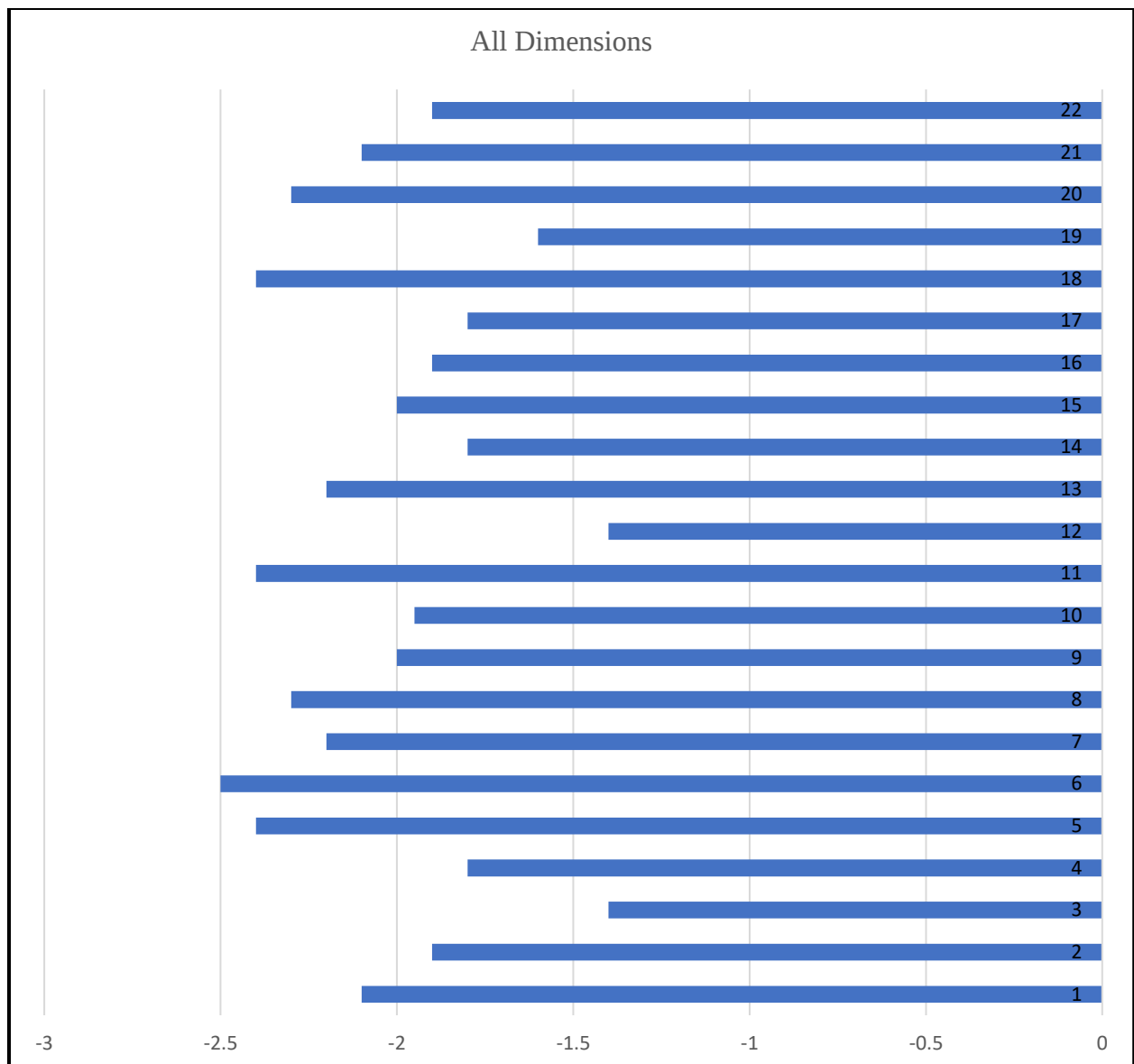


Figure 4.7: *Gap Analysis of all Dimensions for the University*

Table 4.2: *SERVQUAL Gap Analysis Summary*

Service quality dimensions	Perception	Expectation	Gap
Tangibles	1.85	5.94	-4.09
Reliability	2.33	4.51	-2.18
Responsiveness	1.89	4.49	-2.60
Assurance	1.91	4.43	-2.52
Empathy	2.15	4.41	-2.26
SQ1			-2.73

Table 4.2 shows that the university is perceived to provide poor overall quality of service with a service quality gap of only -2.73. In terms of overall individual service quality dimensions, tangibles and reliability appear to represent the largest quality gaps.

SERVQUAL: Mean and Standard Deviation

Table 4.3: *Mean and Standard Deviation per Dimension*

Service quality dimension	Perceptions			Expectations		
	Valid No.	Mean	SDV	Valid No.	Mean	SDV
Tangibles	60	1.85	0.06	60	5.94	1.29
Reliability	60	2.33	0.05	60	4.51	0.08
Responsiveness	60	1.89	0.04	60	4.49	0.10
Assurance	60	1.19	0.04	60	4.43	0.14
Empathy	60	2.15	0.03	60	4.41	0.15

Table 4.3 shows that the calculated dimension scores for the university have more or less the same variance with standard deviations around -1.0.

Correlation Analysis

The correlation between leadership and service quality was calculated by using the SERVQUAL scores (mean SQI score) and LPI scores (mean observer scores). For the purpose of this study, only the LPI observer scores were used.

Table 4.4 below represents the calculation of the Pearson product moment correlation coefficient. It shows that correlation is significant at the 0.05 level (1-tailed)

Table 4.4: *Correlation Coefficient between the LPI and SERVQUAL*

	Mean of LPI- observed	SERVQUAL Gap
Mean of LPI - Pearson correlation observed	1	
Sig. (2-tailed)		
N	7	
SERVQUAL Scores Pearson - correlation	.805*	1
Sig. (2-tailed)	.022	
N	60	7

Correlation is Significant at the 0.05 Level (2-tailed).

Table 4.4 shows that there was a strong positive correlation between the mean of LPI observed and SERVQUAL scores ($r=.805$, $p<.05$). The coefficient suggests that service quality increased with increase in leadership practices.

LPI Data Summary

Table 4.5 below provides the LPI data summary of the leadership survey conducted on the university. The LPI observer scores as shown in appendix three were used to calculate the correlation between leadership practices and service quality. As mentioned in chapter 3, section 3.9, to minimize bias, only responses from the LPI observer were used for analysis. The table illustrates the means score for each practice of exemplary leadership and the LPI score for the university. It shows that the leadership practice of inspire a shared vision had the highest score of 51.4, indicating that the leader (VC) of the university mostly engaged in this practice. By contrast, the leadership practice of model the way had the lowest score, with a mean score of 45.9 to indicate that the VC engaged the least in this practice. The university had an LPI score of 48.3.

Table 4.5: *LPI Data Summary*

The five practices of exemplary leadership	The five practices mean scores
Model the way	45.9
Inspire a shared vision	51.4
Challenge the process	49.4
Enable others to act	46.9
Encourage the heart	48.1
LPI Score	48.3

Leadership Practices and Service Quality

Figure 4.8 below shows the SERVQUAL scores plotted against the LPI scores to determine their relationship. For the university, the LPI score correlates with the SERVQUAL score. Where the VC received a high LPI score, the university also received a high SERVQUAL

score. Similarly, where the VC received a low LPI rating, the university also received a low SERVQUAL score.

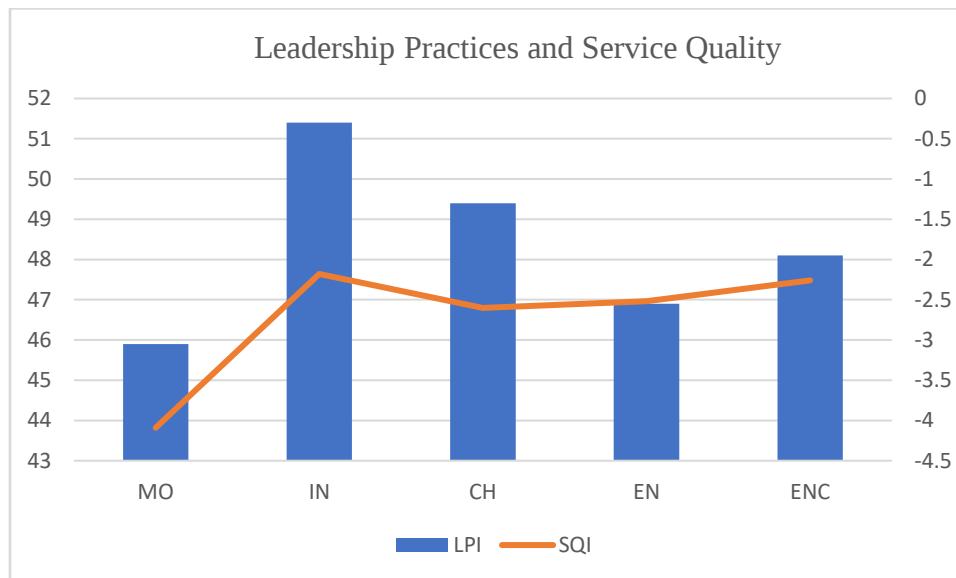


Figure 4.8: *Leadership Practices and Service Quality*

Regression of Service Quality on Leadership Practices

Multiple linear regression analysis was run to determine the effect of leadership practices on service quality. The regression output is presented in Tables 4.6, 4.7 and 4.8.

Table 4.6: *LPI Model Summary*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.805	.648	.500	2.44864

a. Predictors: (Constant), challenge the process, inspire a shared vision, enable others to act

Table 4.6 shows that leadership practices explained 64.8% of the variability in service quality ($R^2=.648$). This means that the quality of services offered at the university was largely due to the

leadership practices. However, the R-factor indicates that 35.2% of the variance in service quality remained unexplained suggesting that other factors are likely to contribute to service quality. Table 4.7 shows the statistical significance of the predictive power of the regression model.

Table 4.7: ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	62.842	5	20.947	11.748	.000 ^b
Residual	.000	55	11.000		
Total	62.842	60			

a. Dependent Variable: Service Quality

b. Predictors: (Constant), model the way, inspire a shared vision, challenge the process, enable others to act, encourage the heart

As per table 4.7, the p -value = .000, which is lower than the 0.05 level of significance. This implies that the regression model had predictive power on the variability in service quality. This means that leadership practices do affect service quality at the university. Table 4.8 reveals the contribution of each predictor variable (leadership practice) to the quality of services offered by the university.

Table 4.8: Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	30.988	5.921		10.815	.000
Model the way	1.001	.788	.218	.864	.049
Inspire a shared vision	2.084	1.007	.106	.578	.018
Challenge the process	2.402	1.112	.482	1.887	.010
Enables others to act	1.356	.998	.522	2.021	.045
Encourage the heart	1.980	1.008	.718	1.996	.033

a. Dependent Variable: Service Quality

From the table 4.8 challenging the process ($B=2.402$, $p<.05$) and inspiring a shared vision ($B=2.084$, $p<.05$) had the highest explanatory power on change in service quality, followed by encouraging the heart ($B=1.980$, $p<.05$), enabling others to act ($B=1.356$, $p<.05$) and modelling the way ($B=1.001$, $p<.05$). The regression equation can be further illustrated, thus;

$$\begin{aligned} \text{Service Quality} = & 30.988 + 1.001 \times \text{Modelling the way} + 2.084 \times \text{Inspiring a shared} \\ & \text{vision} + 2.402 \times \text{Challenging the process} + 1.356 \times \text{Enabling} \\ & \text{others to act} + 1.980 \times \text{Encouraging the heart.} \end{aligned}$$

These findings show that the identified leadership variables had a statistically significant impact on service quality in private universities in Nairobi County. This equation suggests that unit increase in challenging the process and inspiring a shared vision practices by a leader resulted to an increase in the service quality.

Chapter Summary

This chapter has presented and interpreted the quantitative findings of the study. This has involved a combination of descriptive analysis and regression analysis. The use of appropriate figures and tables for ease of interpretation. The results have been presented and discussed in line with the study objectives.

CHAPTER FIVE

SUMMARY, RECOMMENDATIONS AND CONCLUSIONS

Introduction

The purpose of this study was to investigate the impact of leadership practices on service quality in private universities in Kenya. This chapter presents a summary, recommendations, further research and conclusions of the research. The implications of the findings are also given.

Summary of Findings

The summary of the study is based on each specific research objective.

To Identify Leadership Practices that Impact on Service Quality in Private Universities in Kenya

In order to achieve this objective, five practices namely model the way, inspire a shared vision, challenge the process, enable others to act and encourage the heart were examined. The LPI instrument was used to assess leadership practice in the identified private university. The results showed that the VC engaged most in the practice of inspire a shared vision followed by challenge the process, encourage the heart, enable others to act and model the way respectively.

To Determine how Leadership Practices Impact on Service Quality in Private Universities in Kenya

This objective sought to establish how leadership practices impact on service quality in private universities in Kenya. To achieve this objective, a multiple regression analysis was run to determine the effect of leadership practices on service quality. The results obtained as indicated

in Table 4.6 shows that leadership practices explained 64.8% of the variability in service quality ($R^2=.648$) which means that the quality of services offered at the university was largely due to the leadership practices. Table 4.7 shows that the p-value =.000 was lower than the 0.05 level of significance implying that the regression model had predictive power on the variability in service quality which means leadership practices do affect service quality at the university. In addition, on the relationship between the leadership practices and service quality, figure 4.8 shows that where the VC received a high LPI score the university also received a high SERVQUAL score and similarly where VC received a low LPI rating the university as well received a low SERVQUAL score.

To Identify which Leadership Practice has the Most Impact on Service Quality in Private Universities in Kenya

This objective sought to establish the leadership practice with the most impact on service quality in private universities in Kenya. The LPI scores indicated that the practice of inspire a shared vision had the highest impact on service quality. This was followed by challenge the process, encourage the heart, enable others to act and model the way respectively. Similarly, Table 4.8 shows that challenging the process ($B=2.402$, $p<.05$) and inspiring a shared vision ($B=2.084$, $p<.05$) had the highest explanatory power on change in service quality, followed by encouraging the heart ($B=1.980$, $p<.05$), enabling others to act ($B=1.356$, $p<.05$) and modelling the way ($B=1.001$, $p<.05$). Therefore, going by the results obtained the leadership practice of inspire a shared vision has the most impact on service quality.

Implications of the Study

This study not only contributes to the body of literature on leadership practices, but more importantly gives information about leadership practices used by exemplary leaders for improved service quality. It demonstrates that exemplary leadership practice has an impact on service quality, a concept that leaders in the private university education sector can leverage on to secure a competitive.

The study highlights the need for policy makers in the ministry of education and commission of university education to incorporate the LPI evaluations in their assessment of universities to ensure quality service provision.

Conclusions

Exemplary leadership is important as leaders are reliable to generate commitment from followers and ensure the provision of top-notch service. The empirical findings examined in this study suggest a strong linear relationship between leadership practices and service quality. In addition, the presence of service quality in private universities can be a source of strategic competitive advantage. The findings of this study will help other private universities to understand the impact of leadership practices on service quality in private universities in Kenya; the findings will provide a new dimension on how private universities can achieve the best service quality.

Recommendations

Based on the LPI score and mean score for the five leadership practices obtained from the university, the practice of model the way was scored the least while inspire a shared vision was scored the highest. Therefore, to improve service quality, the VC should focus on addressing the

practice of model the way by clarifying his or her values and setting example by aligning actions with shared values.

The study should inform practice at the ministry of education and commission for university education and especially policy for managing quality in all universities in Kenya. It illuminates the importance of incorporating the LPI evaluations in their assessment of universities and ensure quality service provision. The foundation of the LPI is that leadership is everybody's business thus the study should inspire university leaders to focus on quality provision through the adoption of exemplary leadership practices in every service delivery point. For private universities, the study should bolster the presence of service quality as a source of strategic competitive advantage.

Areas for Further Research

This study focused on a selected private university in Nairobi County, an urban setting. Future researchers could examine and compare service quality and leadership practices in private and or public universities in other counties, especially those located in rural areas to get a more diverse sample with rich data. A comparative study of the leadership practices in universities located in rural and urban areas can also provide useful information. Future research could also be conducted in other service sectors. This would promote a better understanding of the impact of leadership on service quality. This study only used the SERVQUAL and LPI models. Future research could explore other models to assess service quality and leadership practices. In addition to the quantitative instruments used, future researchers could include the use of qualitative methods such as personal interviews, focus groups and observation. Since correlational design was adopted in this study, future researchers could also consider a longitudinal design where a single group of people is observed over a period of time.

Chapter Summary

This chapter presented the summary of findings, spelt out the implications of the study, drew conclusions, made recommendations and outlined future research areas.

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APPENDICES

Appendix I: Letter of introduction

Elias Saisi

Nairobi

Dear respondent,

REF: REQUEST TO FILL IN THE RESEARCH QUESTIONNAIRE

My name is Elias Saisi, a student at the Pan Africa Christian University undertaking a Master of Arts, Leadership Degree. As part of the program, I am carrying out a study on *“The impact of leadership practices on service quality: A case of a private University in Nairobi County”*. I therefore request you to fill in this questionnaire to assist me complete my study. The information provided will be used strictly for academic purposes and will be treated with utmost confidentiality.

Thank you, in advance, for your contribution to this study.

Kind regards,

Elias Saisi.

Appendix II: Research Questionnaire

PLEASE COMPLETE THE FOLLOWING BY MARKING THE APPROPRIATE BLOCK:

Year:

1st []

2nd []

3rd []

4th []

Male []

Female []

PLEASE COMPLETE THE FOLLOWING BY TYPING YOUR RESPONSE IN THE SPACE PROVIDED:

Qualification you are registered for

QUESTIONNAIRE INSTRUCTIONS

Please read the following guidelines and answer *ALL* the questions given below

The questionnaire requires you to evaluate service quality at the University. Statements relating to the service quality of the University are provided. Please indicate your perception of the level of service quality provided, in relation to your expectation of the level of service quality provided. Kindly note there is no right or wrong answer.

EXPECTATION

This refers to the quality of service you expect from the personnel of the University (column two). Please consider the level of service you would expect for each of the statements below. Where you think a feature requires a very high level of service quality (Strongly agree),

Mark number 7 in column two. Where a feature requires a very low level of service quality (strongly disagree), mark number 1 in column two. If your feelings are less strong, mark a number in between.

PERCEPTION

This refers to your experience of the service quality that the University provides (column three). Please use the same 7- point scale as above to evaluate the level of service quality you experience and mark the appropriate number in column three.

SSTATEMENT:	My EXPECTATION of the service quality is: LOW 1 2 3 4 5 6 7 HIGH	My PERCEPTION of the university's service quality is: LOW 1 2 3 4 5 6 7 HIGH
Tangibles		
1. The University has up to-date equipment	1 2 3 4 5 6 7	1 2 3 4 5 6 7
2. The University's physical facilities (e.g. buildings & furniture) are attractive, visually appealing and stylish.	1 2 3 4 5 6 7	1 2 3 4 5 6 7
3. Personnel at the University are well dressed and neat at all times.	1 2 3 4 5 6 7	1 2 3 4 5 6 7
4. The materials of the University (e.g. Brochures and study materials) suit the image of the university.	1 2 3 4 5 6 7	1 2 3 4 5 6 7
Reliability		
5. When the University promises to do	1 2 3 4 5 6 7	1 2 3 4 5 6 7

something by a certain time, it does so.		
6. When students have problems, the personnel of the University are sympathetic and reassuring.	1 2 3 4 5 6 7	1 2 3 4 5 6 7
7. The University is always dependable and provides the service right the first time.	1 2 3 4 5 6 7	1 2 3 4 5 6 7
8. The University provides services at the time it promises to do so.	1 2 3 4 5 6 7	1 2 3 4 5 6 7
9. The University keeps accurate records (e.g. academic, accounts, reports, etc.)	1 2 3 4 5 6 7	1 2 3 4 5 6 7
Responsiveness		
10. The University tells students when services will be provided.	1 2 3 4 5 6 7	1 2 3 4 5 6 7
11. Students receive fast service delivery from the University personnel.	1 2 3 4 5 6 7	1 2 3 4 5 6 7
12. Lecturers at the University are willing to assist.	1 2 3 4 5 6 7	1 2 3 4 5 6 7
13. Personnel of the University are not too busy to respond promptly to students' requests.	1 2 3 4 5 6 7	1 2 3 4 5 6 7
Assurance		
14. Students can trust the University personnel.	1 2 3 4 5 6 7	1 2 3 4 5 6 7
15. The University personnel inspire confidence.	1 2 3 4 5 6 7	1 2 3 4 5 6 7

16. The University personnel are polite.	1 2 3 4 5 6 7	1 2 3 4 5 6 7
17. Personnel receive adequate support from the University management to improve the provision of their services.	1 2 3 4 5 6 7	1 2 3 4 5 6 7
Empathy		
18. Students receive individualized attention from the administrative personnel (e.g. doing something extra for students).	1 2 3 4 5 6 7	1 2 3 4 5 6 7
19. Lecturers give the students individual attention.	1 2 3 4 5 6 7	1 2 3 4 5 6 7
20. The University personnel do know what the needs of the students are (e.g. recognizing students as customers).	1 2 3 4 5 6 7	1 2 3 4 5 6 7
21. The University personnel have the students' best interest at heart.	1 2 3 4 5 6 7	1 2 3 4 5 6 7
22. The university personnel are easily accessible to students (e.g. easily available to see or to contact by phone, email, etc).	1 2 3 4 5 6 7	1 2 3 4 5 6 7

Appendix III: LPI invitation letter

The Vice Chancellor,
XY University,
P.O Box XYZ-00100,
Nairobi.

Dear Prof. XY,

RE: Leadership Practices Inventory (LPI 360 online) survey

My name is Elias Saisi, a MAL student. I am in the process of collecting data for my thesis paper titled *“The impact of leadership practices on service quality: A case of a private University in Nairobi County”*

Kindly you have been selected to participate in a leadership survey for the study. To collect data, the study will use the Leadership Practices Inventory (LPI 360 online) questionnaire. As part of the survey, you and several people who have directly observed you in a leadership role will be asked to complete the questionnaire. This questionnaire has been used in leadership assessment and development programs for more than 20 years. The LPI, which was developed by Jim Kouzes and Barry Posner, will be used to produce a 360-degree feedback report that will be used to assess your leadership behaviours. It does not measure your IQ, personality, style and/or general management skills.

There are two types of LPI questionnaires; an “LPI self” form and an “LPI observer” form. You will be given a “LPI self” form to complete. The “LPI observer” form will be distributed to a group of eight other people who work with you. These are the people who have observed you directly in your leadership role. This group includes your manager, people who report directly to you, co-workers and others who have directly observed your leadership behaviours, such as DVC Academics, HoDs, Academic and non academic staff. The questionnaire will be shared to you through your email.

Your name will appear on the “LPI observer” form in the space marked “leader”, at the top of the LPI questionnaire page. The observer’s relationship to you will be indicated as: “manager”, “direct report”, “co-worker” or “other”. It is the individual’s relationship to *you* that is key. For example, “manager” will be selected only for someone who is your line manager. “Direct report” will be selected only for people who report to you.

To protect your observers’ anonymity, their names WILL NOT appear on their response sheets. Furthermore, you will know the observer category from which the feedback comes. However,

feedback will be elicited from at least two or three people in each category, except your manager. If only one form marked “direct report” is received, for example, that individual’s feedback will be grouped with “other observers” in order to protect his or her anonymity.

You need to assure your observers that their responses will be completely confidential. In addition, you should inform them of the following:

- They are participating in a leadership assessment research survey and would appreciate their feedback on your leadership behaviours.
- Their responses will be completely confidential.
- For the process to work properly, they must respond to each item on the form and fill in every space on the form.
- They should not write their names on the questionnaire – the scores are calculated by category.
- The completed questionnaires must be submitted *no later than 20/07/2018*.

You need to complete the “LPI self” questionnaire. Ensure that you fill in every space.

Please complete and submit the questionnaire *no later than 20/07/2018*.

I trust you will find the LPI both an interesting and valuable process. Please let me know if you have any questions.

Regards,

Elias Saisi.

Appendix IV: The five practices data summary



Profile for the Leader

LPI

September 11, 2018

The Five Practices Data Summary

This page summarizes your LPI responses for each leadership Practice. The Self column shows the total of your own responses to the six behavioral statements about each Practice. The Individual Observers columns show the total of each Observer's six responses for the Practice. The AVG column shows the average of all your Observers' total responses. Total responses for each Practice can range from 6 to 60; which represents adding up the response score (ranging from 1-Almost Never to 10-Almost Always) for each of the six behavioral statements related to that practice.

	SELF		INDIVIDUAL OBSERVERS						
		AVG	M1	D1	D2	D3	C1	C2	C3
 Model the Way	48	45.9	52	45	46	48	46	45	39
 Inspire a Shared Vision	50	51.4	54	42	55	47	55	59	48
 Challenge the Process	54	49.4	50	40	52	53	46	55	50
 Enable Others to Act	45	46.9	52	47	43	48	45	44	49
 Encourage the Heart	50	48.1	51	41	45	46	53	54	47

10th April, 2018



P.O. Box 56875 - 00200
Nairobi, Kenya
Lumumba Drive, Roysambu
off Kamiti Rd, off Thika Rd
Tel: 0734 400694/0721 932050
Email: enquiries@pacuniversity.ac.ke
website: www.pacuniversity.ac.ke

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

RE: ELIAS MUSYOKA SAISI MALD/0950/15

Greetings! This is an introduction letter for the above named person a final year student in Pan Africa Christian University (PAC University), pursuing a Master of Arts in Leadership.

He is at the final stage of the programme and he is preparing to collect data to enable him finalise on his research project. The title of his project is **'The impact of leadership practices on service quality in selected private universities in Nairobi County'**

We therefore kindly request that you allow him conduct research at your organization.

Warm Regards,



Dr. Lilian Vikiro
Registrar Academics

10th April, 2018

Where Leaders are Made

Appendix VI: Research authorization letter from NACOSTI



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 3310571, 2219420
Fax: +254-20-318245, 318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No. **NACOSTI/P/18/99848/22918**

Date: **20th June, 2018**

Elias Musyoka Saisi
Pan Africa Christian University
P.O Box 56875 – 00200
NAIROBI

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“The impact of leadership practices on service quality in selected private universities in Nairobi County”* I am pleased to inform you that you have been authorized to undertake research in **Nairobi County** for the period ending **19th June, 2019**.

You are advised to report to the **Vice chancellors of selected Universities, the County Commissioner and the County Director of Education, Nairobi County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit a **copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.


BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The Vice chancellors
Selected Universities.

 The County Commissioner
Nairobi County.


COUNTY COMMISSIONER
NAIROBI COUNTY
P. O. Box 30124-00100, NBI
TEL: 341666 / SO9001:2008 Certified

National Commission for Science, Technology and Innovation

Appendix VII: Research authorization letter from the ministry of education



Republic of Kenya

MINISTRY OF EDUCATION

STATE DEPARTMENT OF EARLY LEARNING AND BASIC EDUCATION

Telegrams: "SCHOOLING", Nairobi
Telephone: Nairobi 020 2453699
Email: rcenairobi@gmail.com
cdenairobi@gmail.com

REGIONAL COORDINATOR OF EDUCATION
NAIROBI REGION
NYAYO HOUSE
P.O. Box 74629 - 00200
NAIROBI

When replying please quote

Ref:RCE/NRB/GEN/VOL.1

DATE: 22nd June, 2018

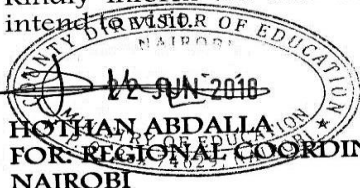
Elias Musyoka Saisi
Pan Africa Christian University
P O Box 56875 - 00200
NAIROBI

RE: RESEARCH AUTHORIZATION

We are in receipt of a letter from the National Commission for Science, Technology and Innovation regarding research authorization in Nairobi County on "*The impact of leadership practices on service quality in selected private universities in Nairobi County.*"

This office has no objection and authority is hereby granted for a period ending 19th June, 2019 as indicated in the request letter.

Kindly inform the Sub County Director of Education of the Sub County you intend to visit.


HOTIYAN ABDALLA
FOR REGIONAL COORDINATOR OF EDUCATION
NAIROBI

Copy to: Director General/CEO
National Commission for Science, Technology and Innovation
NAIROBI

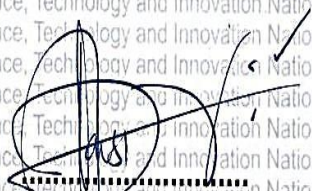


Appendix VIII: Research permit

THIS IS TO CERTIFY THAT:
MR. ELIAS MUSYOKA SAISI
of PAN AFRICA CHRISTIAN UNIVERSITY,
16568-100 Nairobi, has been permitted
to conduct research in Nairobi County
on the topic: THE IMPACT OF
LEADERSHIP PRACTICES ON SERVICE
QUALITY IN SELECTED PRIVATE
UNIVERSITIES IN NAIROBI COUNTY
for the period ending:
19th June, 2019

Permit No : NACOSTI/P/18/99848/22918
Date Of Issue : 20th June, 2018
Fee Recieved :Ksh 1000




Applicant's
Signature


Director General
National Commission for Science,
Technology & Innovation