Management Challenges Facing Kenya’s Public Universities and Implications for the Quality of Higher Education

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Abstract

The quality of university education has become such a high profile issue, in this 21st century due to the changes and challenges that face the entire education systems in the world. Besides, systemic, institutional, economic, social and political factors have conspired to force universities to reform; consequently, the new changes coupled with the reformation in public universities in Africa have brought in new challenges to the management of public universities. In Kenya stakeholders are more concerned with provision of quality university education in the 21st century. These are challenging moments for the public universities in Kenya. The rise in students’ population through adoption and application of different modes of learning like open and distance learning raise concerns about quality i.e. the expansion, the diversification and privatization of public university education in Kenya. These issues have raised concerns about the quality education provision due to the multiple challenges the institutions are currently facing. In fact, graduates of universities are expected to emerge with relevant skills necessary for initiating and advancing economic development. The skills, attitudes and values they acquire form an essential part of the base for translation of material outputs of development into the overall well-being of the population. If quality university education is affected by unaddressed challenges, the above expectation may not be realized. It is against this background that the researcher sought to investigate the magnitude of challenges that face management of the Kenyan public universities and their implications for quality education. The study was carried out in three public universities; Nairobi, Kenyatta and Egerton. Purposive sampling technique was employed. The main target population constitute Deans of schools and Chairpersons of departments in the three public universities. The study employed descriptive survey design. Questionnaires were used as the main tools for data collection. Quantitative data were analysed using descriptive statistics while qualitative data were organized into thematic categories according to the objectives of the study. The study established that all the universities that took part in the study did not have enough teaching and learning resources, especially lecture halls, computers, textbooks and library space. The study established that insufficient fund was the biggest challenge as it affected all the other areas of research, teaching and learning. All these factors were found to have an implication on the quality of education offered in the universities. The study recommends that, the universities and the Government establish appropriate, reliable, diversified and sustainable mechanisms for financing university operations; the Commission for University Education (CUE) should extend its quality assurance mandate to public universities and revises its accreditation requirement.

Key words: Management task areas, Management challenges, Impacts on quality, Quality Education, Higher Education
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Introduction

The demand for university education worldwide continues to increase and competition for access rises each year as a new set of candidates complete their secondary or equivalent level of education. Furthermore, demand for new skills at workplace necessitates further education and training and this adds more pressure to the limited chances available for university education. Development of the university education sector has thus become a priority in the most advanced as well as in emergent economies.

University education institutions are expanding fast, especially in the majority of developing countries. At the same time as new universities have been created, the higher education sector has been diversified: different establishments such as community colleges, teacher training colleges, polytechnics, open universities and distance education centres have mushroomed outside traditional universities. Due to these changes which have been widely conditioned by ever increasing student numbers on the one hand and decreasing or stagnating resources on the other, the university institutions are confronted by a combination of old and new challenges. At the same time, stakeholders have expressed growing concern about the quality of university education outcomes, in particular that of the standard of research and student achievements.

Chacha (2002) argues that universities all over the world are supposed to be characterized by quality and excellence, equity, responsiveness and effective and efficient provision of services, good governance and excellent management of resources. From the 1990s, many universities in Africa have undergone a difficult phase of increasing enrolments in an environment of declining educational quality (Ajayi, 1996). This rapid increase in enrolments is perhaps the most important contributor to the deterioration in quality because it has increased pressure on university finances resulting into neglect of key inputs in instruction and research (World Bank, 1994; Chacha, 2005). The Commission for Africa report, Our Common Interest (Commission for Africa, 2005) describes many African universities as “in a state of crisis without the basic physical infrastructure such as the internet connectivity, books, laboratory equipment and classrooms”. This paper reports on a study that was conducted to determine the management challenges facing Kenya’s public universities and implications for the quality of higher education.

Kenyan universities, like all universities everywhere in the world, are undergoing unprecedented changes and confront multiple challenges, both old and new. For instance, rapid technological, economic, political, and socio-cultural transformations emanating from the wider world and academic itself are eroding the old systems and structures in university education. The accelerated pace of globalization that has been experienced in recent years, unrelenting economic crises and orthodox structural adjustment, major shifts in the composition and orientation of the student body, changes in the content and system of instruction have posed great challenges to public university managers which may affect quality of university education. Moreover, the expansion, diversification, privatization of public university education and challenges facing these institutions in the 21st century, have brought with them an increased concern with the quality of university education worldwide. Overcrowded facilities and consequent in-door air quality, poorly maintained lecture and library buildings susceptible to weather hazards, and inadequate teaching and learning
resources are likely to impact negatively on student achievement and academic staff motivational. In Kenya, there has been a rapid expansion in university education, which has not been adequately supported by the requisite building infrastructure and teaching and learning resources. In some instances observations have been made that students have had to learn in derelict congested environments while academic staff teaches very large classes with inadequate resources. Graduates of the university level are expected to emerge with relevant skills necessary for initiating and advancing economic development and, the vision, attitudes and values that form an essential part of translation of material outputs of development into the overall well-being of the population.

In addition, there is an issue of concern between the level of skills imparted by the university education and the requirements of the labour markets in both private and public sectors. Consequently, one critical issue of concern for the public is that of provision of quality education. If quality university education is affected by unaddressed challenges facing public university management, the mission of Kenya vision 2030 and Millennium Development Goals, the roles, the expectations, the objectives and the missions of the public universities in Kenya may not be realized. Under the circumstances and against the forgoing background there are some gaps in both research and documentation about the magnitude of management challenges facing public universities in Kenya and their implications for quality education. And since, most of the information available on the quality of teaching and learning facilities is based on anecdotal information, rather than systematic empirical studies.

**Statement of the Problem**

As the 21st century unfolds, Kenyan universities and indeed universities everywhere, are undergoing unprecedented changes and confront multiple challenges, both old and new. For instance, rapid technological, economic, political, and socio-cultural transformations emanating from the wider world and academic itself are eroding the old systems and structures in university education. The accelerated pace of globalization that has been experienced in recent years, unrelenting economic crises and orthodox structural adjustment, major shifts in the composition and orientation of the student body, changes in the content and system of instruction have posed great challenges to public university managers which may affect quality of university education. Moreover, the expansion, diversification, privatization of public university education and challenges facing these institutions in the 21st century, have brought with them an increased concern with the quality of university education worldwide.

Overcrowded facilities and consequent in-door air quality, poorly maintained lecture and library buildings susceptible to weather hazards, and inadequate teaching and learning resources are likely to impact negatively on student achievement and academic staff motivation. In Kenya, just like other developing countries has seen a rapid expansion in university education, which has not been adequately supported by the requisite building infrastructure and teaching and learning resources. In some instances, observations have been made that students have had to learn in derelict congested environments while academic staff teach very large classes with inadequate resources. Graduates at the university level are expected to emerge with relevant skills necessary for initiating and advancing economic development and, the vision, attitudes and values that form an essential part of translation of material outputs of development into the overall wellbeing of the population.

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sectors. Consequently, one critical issue of concern for the public is that of provision of quality education. If quality university education is affected by unaddressed challenges facing public university management, the mission of Kenya vision 2030 and Millennium Development Goals, the roles, the expectations, the objectives and the missions of the public universities in Kenya may not be realized. Under the circumstances and against the fore, going background, there are some gaps in both research and documentation about the magnitude of management challenges facing public universities in Kenya and their implications for quality education. And since, most of the information available on the quality of teaching and learning facilities is based on anecdotal information, rather than systematic empirical studies. It was therefore, necessary to conduct this study

Objectives of the Study
The main objective of the study was to determine magnitude of the management challenges facing Kenyan public universities and their implications for the provision of quality education. As such, the study had two main objectives:

i) To determine the nature and magnitude of management challenges facing Kenya’s public universities in relation to their missions.

ii) To determine the extent to which the challenges are impacting on the quality of university education.

Theoretical Framework
The study was guided by systems theory developed by Ludwig Von Bertalanffy (1972). He sees systems theory as holistic systems in regard to organizational management. It is this theory that this study used as its theoretical framework. In this theory, a system is a collection of parts unified to accomplish an overall goal. If one part of the system is removed, the nature of the system is changed as well. For example, a pile of sand is not a system. If one removes a sand particle, you have still got a pile of sand. However, a functioning car is a system. Remove the carburettor and you have no longer got a working car.

A system can be looked at as having inputs, processes and outputs. Systems share feedback among each of these four aspects of the systems. In an organizational input would include resources such as raw materials, finances, technologies and human resources. These inputs go through a process where they are planned, organized, motivated and controlled, ultimately to meet the organizational goals. Outputs would be products or services to a market. Feedback would be information from the consumers of systems output.

Feedback also comes from the larger environment of the organization which includes influences from government, society, economics and technologies (see figure 1.1). This overall system framework applies to any system including sub-systems (departments and programmes) in the overall organization. Systems theory may seem quite basic and with tremendous changes facing organizations and how they operate today, educators and managers have come to face new ways of looking at organizations.

This theory fits into this research because public universities are systems and they are social organizations which have inputs such as finance, staff and student personnel, physical and material resources. Processes include such things as curriculum and instruction and administration processes. Outputs include students’ quality research findings and consultancy and other services rendered to the community. Universities receive feedback from the government, society, economics and technologies. Figure 1.1 captures the key tenets of systems theory.
Review of Related Literature

According to Ngara (1995), public universities in Africa have four primary functions: a) teaching - promoting human resource development by producing high level human power in all fields of study; b) research - extending and disseminating knowledge; c) fostering moral values and raising social consciousness; and d) consultancy and community service. Similarly, Sijde, Popma and Tushune (2012) view public universities as having three core missions namely: research and consultancy, teaching and learning, and community service. To meet these expectations, universities in Africa must address a number of issues and challenges including:

(a) Inadequate funding and the slow pace of release of the little funds to which the universities are entitled.

(b) Continued dilapidation and deterioration of the physical infrastructure making it difficult to have an environment that is conducive to teaching and learning.

(c) Low morale of staff as a result of deterioration in their working environment.

(d) Brain-drain as staff leave the institutions for greener pastures within the country or elsewhere.

(e) Lack of physical expansion in facilities to accommodate an ever increasing demand for university education.

(f) Lack of funding for research making it difficult for universities to be at the frontier of knowledge and effectively play their essential role as centres of creativity, innovation and invention.

(g) Continued loss of public confidence in the universities as a result of the declining academic standards, and

(h) Lack of a clear direction for the universities in the changing society e.g. There have been heated debates on matters relating to the standards of courses/degrees, their scope, and their relevance to the current needs and the work environment,

The social organization of knowledge and learning are dramatically changing and from this context it is revealed that, many universities in Africa entered the twenty first century characterized by multiple challenges. According to Nyaigotti-Chacha (2004), low funding from the exchequer, increased enrolment, limited access compared to the population level, increased enrolment without commensurate improvement in available facilities, gender inequality, and a low research capacity, are some of the problems facing universities in Kenya. These problems have led to fears that quality of education is in a downward trend in most of universities.

Research by Gudo, Olel and Oanda (2011) revealed that public universities in Kenya do not have the necessary physical facilities to effectively offer services to its current student body. These researchers recommended that, to meet the increasing demand for higher education by absorbing a large number of students and at the same time offer quality education, Kenyan Universities require careful investment in physical facilities, teaching and research resources, innovative Information Communication Technology and collaboration with the private universities (Gudo et al., 2011).

Public Universities have three core missions namely: research and consultancy, teaching and learning, and community service (Sijde, Popma & Tushune, 2012). In order to achieve the missions, universities as whole or holistic systems are supposed to tackle challenges emanating from management task areas and these management task areas are: physical and material resources, staff personnel (both teaching and non-teaching staff), finance, student personnel, curriculum and instruction and university community relations (Campbell, 1974). These must interact harmoniously, in order to achieve the above three key missions of the university (Olembo, 1992). Figure 1 shows how management of the three major roles of public universities impact on quality education.
Methodology
The study utilized the descriptive survey research design, which provides a quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that population (Creswell, 2003). Descriptive survey research design employed questionnaires and/or structured interviews for data collection, with the intent of generalizing from a sample to a population. The design was considered suitable to the study because no variables were actively manipulated by the researcher.

The study was conducted in three public universities in Kenya: University of Nairobi, Kenyatta University and Egerton University, which were selected through purposive sampling technique due to their uniqueness. The three public universities in Kenya were selected because they aspire to meet the needs of a wide clientele as opposed to their counterpart private universities. The universities need to meet the social demand for education and training as reflected in the rising enrolments and this university objective need to be met with quality assurance. The study sample comprised of 53 Deans of schools and 158 chairpersons of departments. There were 97 respondents from the University of Nairobi, 70 from Kenyatta University and 44 from Egerton University, giving a total of 211 study participants.
Data for the study were collected using university management questionnaires. After all the data were collected, data cleaning was done in order to determine inaccurate, incomplete, or unreasonable data and then improve the quality through correction of detected errors and omissions. After data cleaning, the data were coded and entered in the computer for analysis using both quantitative and qualitative procedures. Quantitative data were analysed using descriptive statistics such as frequencies, means and percentages. Qualitative data were analysed qualitatively using content analysis based on analysis of meanings and implications emanating from respondent information and comparing responses to documented data.

**Results and Discussion**

The study aimed at determining the magnitude of management challenges facing Kenyan public universities and their implications for the provision of quality education. Public Universities have three core missions namely: research and consultancy, teaching and learning, and community service. In order to achieve the missions, universities as holistic systems are supposed to tackle challenges emanating from management task areas and these management task areas are: physical and material resources, staff personnel (both teaching and non-teaching staff), finance, student personnel, curriculum and instruction and university community relations (Campbell, 1974). In this research, the major goal was to establish the challenges related to adequacy of resources such as computers, textbooks and lecture halls; availability of finances, and the fulfilment of community service and research missions. Table 1 shows the responses from chairpersons of departments and deans of schools regarding the adequacy of computers to meet teaching and learning goals of students, faculty and staff.
The results in Table 1 indicate that there were inadequate computers in the universities. Chi square test results revealed that the three universities differed significantly at p<0.05, on adequacy of computers provided to staff members, whereby Egerton University reported the highest level of inadequacy followed by Kenyatta University then Nairobi University. The views by heads of departments and deans of schools in the table imply that the computers available in most departments and faculties were not adequate to meet the needs of the lecturers. This has a negative implication on communication, research, teaching and learning in the public universities. This challenge has a negative impact on quality of education offered in the universities, since ICT infrastructure are crucial facilities for carrying out various researches, by both members of academic staff and students.

Table 2 summarizes the ratings of the adequacy of textbooks for both staff and students in the three universities.

The study established that textbooks were inadequate in most of the universities. Textbooks were most adequate in Kenyatta and Nairobi Universities and least adequate at Egerton University. Libraries are most inadequate facilities in terms of space and books in public universities, both self-sponsored and regular students complain that the universities have not invested much in the acquisition of textbooks to cope with the increased student intakes (Mwiria, et al 2007). As a consequence, most students in public universities conduct their
studies in their rooms and do not read beyond the lecturers’ notes nor do they make any references due lack of textbooks and sitting space in the libraries. In knowledge economics such as we have today, libraries and computers are critical indicators of quality, and so they appear on most modern lists of facilities.

Table 3 shows the ratings of deans of schools and heads of departments on adequacy of lecture halls in the three universities.

**Table 3: Adequacy of lecture halls**

<table>
<thead>
<tr>
<th>Adequacy rates</th>
<th>Kenyatta University</th>
<th>Egerton University</th>
<th>Nairobi University</th>
<th>Total</th>
<th>Chi-square statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
<td>n</td>
</tr>
<tr>
<td>Very adequate</td>
<td>1</td>
<td>1.8</td>
<td>6</td>
<td>12.5</td>
<td>12</td>
</tr>
<tr>
<td>Adequate</td>
<td>52</td>
<td>74.1</td>
<td>19</td>
<td>43.8</td>
<td>39</td>
</tr>
<tr>
<td>Inadequate</td>
<td>13</td>
<td>18.5</td>
<td>17</td>
<td>39.5</td>
<td>37</td>
</tr>
<tr>
<td>Very inadequate</td>
<td>4</td>
<td>5.5</td>
<td>2</td>
<td>4.2</td>
<td>9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>70</td>
<td>100.0</td>
<td>44</td>
<td>100.0</td>
<td>97</td>
</tr>
</tbody>
</table>

Source: Dr. Mange, D. M.1, Dr. Onyango, G. A. 2 and Dr. Waweru

Lecture halls were rated as adequate by majority of the respondents. Chi square test results showed that the three universities differed significantly, at $p<0.05$, on the adequacy of lecture halls. Lecture halls were adequate in Kenyatta University followed by Egerton University and then Nairobi University. Only very few deans of schools and heads of departments from all the universities stated that their lecture halls were very adequate and very inadequate.

Table 4 summarizes the ratings of the respondents on the adequacy of finances in the three universities.

**Table 4: Adequacy of finances**

<table>
<thead>
<tr>
<th>Adequacy rates</th>
<th>Kenyatta University</th>
<th>Egerton University</th>
<th>Nairobi University</th>
<th>Total</th>
<th>Chi-square statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
<td>n</td>
</tr>
<tr>
<td>Very adequate</td>
<td>9</td>
<td>13.0</td>
<td>3</td>
<td>6.3</td>
<td>2</td>
</tr>
<tr>
<td>Adequate</td>
<td>3</td>
<td>3.7</td>
<td>4</td>
<td>8.3</td>
<td>16</td>
</tr>
<tr>
<td>Inadequate</td>
<td>50</td>
<td>72.2</td>
<td>22</td>
<td>50.0</td>
<td>40</td>
</tr>
<tr>
<td>Very inadequate</td>
<td>8</td>
<td>11.1</td>
<td>15</td>
<td>35.4</td>
<td>39</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>70</td>
<td>100.0</td>
<td>44</td>
<td>100.0</td>
<td>97</td>
</tr>
</tbody>
</table>

Source: Dr. Mange, D. M.1, Dr. Onyango, G. A. 2 and Dr. Waweru

Findings presented in Table 4 revealed that funds allocated to the department were inadequate in the Universities. Chi square test result indicated that the three Universities differed significantly, at $p<0.05$, on adequacy of funds. The results reveal that Kenyatta University had
the most inadequate finances followed by Egerton University and then Nairobi University. From the analysis, Deputy Vice-Chancellors’ finance and Vice-Chancellors’ Interview – Financial constraints bedevil public universities and affect the entire African continent. In fact, the major financial challenge for Kenya higher education is often ‘how to do more with less’ since available resources have been on the decline (Brown, 2001). The funds allocated to public universities by the exchequer are grossly inadequate and swiftly declining with time.

The community is part of the university and good relations must exist between the two for their benefit. It is the duty of the university to cultivate and maintain the good relations with the community around it. This can be done by providing some services to the community, like mobilizing the students to clean the environment, involving the community in university activities like sports days, graduation and others. However, many challenges are expected to arise while the university is providing services to the community. Table 5 illustrates challenges experienced by the Universities in the fulfillment of community service.
As shown in Table 5, majority of the respondents (over 70.0%) reported that the major challenges faced in the Universities were lack of enough funds, lack of strong linkages with the community and lack of time to implement activities.

Research is a big part of the teaching and learning process and it is important to ensure that it is always carried out to enhance teaching and learning. Researchers face a lot of challenges like the inadequacy of research funds and of research materials. Despite the fact that some researchers are successful in doing their research, most of the research findings are never implemented, thus rendering the work unutilized. Presented in Table 6 are challenges faced by the schools/faculties in relation to research on the quality of education.
Table 6: Challenges faced by the schools/faculties in relation to research

<table>
<thead>
<tr>
<th>Challenges faced</th>
<th>Kenyatta University</th>
<th>Egerton University</th>
<th>Nairobi University</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Availability of finances for research grants</td>
<td>-Inadequate</td>
<td>-Grants are offered only in limited fields</td>
<td></td>
</tr>
<tr>
<td></td>
<td>44</td>
<td>31</td>
<td>74</td>
</tr>
<tr>
<td></td>
<td>62.9</td>
<td>70.5</td>
<td>76.3</td>
</tr>
<tr>
<td>• Capacity of the university to conduct research</td>
<td>-Inadequate equipment but adequate workforce</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>27</td>
<td>22</td>
<td>52</td>
</tr>
<tr>
<td></td>
<td>38.5</td>
<td>50.0</td>
<td>53.6</td>
</tr>
<tr>
<td>• Faculty motivation to conduct research</td>
<td>-De-motivated staff due to high workload and limited funds</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>44</td>
<td>26</td>
<td>65</td>
</tr>
<tr>
<td></td>
<td>62.9</td>
<td>59.1</td>
<td>67.0</td>
</tr>
<tr>
<td>• Publishing and disseminations of funds</td>
<td>-Most research work is not published</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>38</td>
<td>18</td>
<td>81</td>
</tr>
<tr>
<td></td>
<td>54.3</td>
<td>40.9</td>
<td>83.5</td>
</tr>
<tr>
<td>• Utilization of research findings for teaching, policy development and practice</td>
<td>-Findings are hardly implemented.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>22</td>
<td>13</td>
<td>29</td>
</tr>
<tr>
<td></td>
<td>31.4</td>
<td>29.5</td>
<td>29.9</td>
</tr>
</tbody>
</table>

Source: Dr. Mange, D. M.1, Dr. Onyango, G. A. 2 and Dr. Waweru

Table 6 shows that over 60.0% of the respondents from all the universities indicated that funds for research were inadequate and grants were only offered to limited fields. The results further revealed that at least 35% of respondents indicated that their Universities lacked the equipment to do research and over 50% of their staffs were de-motivated to conduct research due to high workload and limited funds. In relation to publication of research work, results showed that Nairobi University experienced the biggest challenge in publishing and disseminations of funds, followed by Kenyatta University and then Egerton University. These findings revealed that the motivation to keep research writing and publishing wide was greatly inhibited when financial aspect was considered.

Table 7 summarizes implications of challenges faced in relation to research on the quality of education.
From the results presented in Table 7, it is clear that majority (over 60.0%) of the respondents from the three sampled universities indicated that researches were not utilized to benefit the community and also education was overtaken by the dynamic world. In addition, over 30% of the respondents cited that the quality of education was reduced and the quality of research was compromised. Results in the table further showed that atleast 15.0% of the respondents stated that little research is conducted by the staffs in the universities. This implies that challenges experienced by the faculties in relation to research were undermining university research activities and hence affecting the quality of education. Ascroft and Rayner (2011) stated that research is still at an early stage of development and staff needs to further develop its research skills. These researchers further state that: “There is little quality research being undertaken in universities, and consultancy and income generation through knowledge creation and transfer are at a developmental stage. Melese, (2012) also confirms that university teaching staff is minimally or not engaged in research, despite statements in e.g. university regulation mentioning that every teaching staff should devote 25% of working time to conducting research.
Conclusion
Based on the findings of the study, it can be concluded that all the universities that took part in the study did not have enough teaching and learning resources, especially lecture halls, computers, textbooks and library space. The study established that lack of funds was the biggest challenge as it affected all the other areas of teaching and learning. It was also established that the curriculum was not adequately implemented due to lack of enough teaching and learning resources and also due to lack of enough teaching staff. All these factors were found to negatively impact on quality of education in the universities.

Recommendations
Based on the findings and the subsequent conclusion, the study recommends that:

i. Universities and the Government should establish appropriate, reliable, diversified and sustainable mechanisms for financing university operations.
ii. The Commission for University Education (CUE) should extend its quality assurance mandate to public universities and revises its accreditation requirements.
iii. A study to be done on total quality management in both private and public universities in Kenya against quality education provision in those institutions.

References

