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INFLUENCE OF EMPLOYEES' PERCEPTION OF LEADERSHIP STRATEGY ON STRATEGIC PLAN IMPLEMENTATION IN PUBLIC TECHNICAL TRAINING INSTITUTIONS IN KENYA

By

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ABSTRACT

Strategic plan as a tool for improving institutional performance and competitiveness has been taken seriously by both private and public institutions in Africa and the rest of the world (Demirkaya, 2015). In Kenya, Public universities and tertiary institutions including public TVET started using strategic plans in 2007 as part of the wider public management initiatives to enhance their operations and service delivery (MOHEST, 2008). This study investigated the influence of employees' perception of leadership strategy on the implementation of strategic plans in Public Technical Vocational Education and Training institutions. The implementation of strategic plan in public TVET institutions in Kenya is ineffective as evidenced by weak managerial behavior, weak institutional policies and poor execution of planned programmes. While leadership has received substantial attention in the education sector in Kenya, marginal attention has been given to leadership strategy in public TVET institutions and hence established the gap of this study. Upper echelon theory supported the specific objectives of the study. The study adopted descriptive survey research design using both qualitative and quantitative approach. The target population was 1255 employees in selected seven (7) public TVET institutions within Rift valley region; while a sample size of two hundred ninety four (294) respondents was drawn using purposive and stratified random sampling. Primary data were collected using questionnaires and interviews. The collected data were edited and analyzed using both SPSS and content analysis. Only 242 respondents returned questionnaires translating to 82% of the valid response rate. Descriptive and inferential statistics were used to describe both dependent and independent variables. The result indicated that Leadership strategy significantly influence implementation of strategic plans. The findings suggested that management in public TVET institutions should pay more attention to leadership strategy in order to ensure success in strategic plan implementation. The findings are expected to be of value to the management and decision makers to form a basis for improving implementation of strategic plans in higher education. The study recommends that top leadership need to create awareness on the importance and processes involved in strategic plans implementation in public TVET institutions in order to ease employees understanding and participation.

(Key Words: Employees' Perception, leadership strategy, strategic plan implementation)

1.0 Introduction

The use of strategic plan by higher education institutions in Africa and the rest of the world have become widespread (Fehnel R. 2000). Lufunyo (2013) asserted that countries in Africa have been undertaking public sector reforms with a view to improving accountability, transparency, efficiency, effectiveness and quality delivery of public services. Strategic plan as a tool for improving institutional performance and competitiveness has been taken seriously by both private and public institutions (Demirkaya, 2015). In Kenya, Public universities and tertiary institutions including public TVET started using strategic plans in 2007 as part of the wider public management initiatives to enhance their operations and service delivery (MOHEST, 2008). The Vision 2030 has placed special demands on TVET as the leading engine that the economy must essentially rely upon to produce adequate levels of the middle level manpower needed to drive the economy towards the attainment of the vision. Moreover, the Constitution of Kenya 2010 has also created demands that require the technical and vocational education and training sector to develop policies and strategies to facilitate faster economic growth. Ministry of Education (MOE) Strategic Plan (2012-2017) further asserts that successful implementation of strategic plans is expected to improve efficiency in the education sector and thus consequently improve the human capital for Kenya's economy. According to Gebhardt and Eagles cited in Venance S.S (2018) strategic plan implementation has generally been embraced across all sectors in the world due to its contribution and role in enhancing effectiveness of institutional performance.

Strategy implementation is the collection of implementations and operations originating from the important managerial capabilities and behaviors defined for good leadership (De Kluyver & Pearce, 2003). Leaders should adopt a realistic approach to identify the strategic gaps so that proper strategies can be formulated (Fairholm, 2009). In fact, leaders are those which influence the behavior of their followers within organizations. They have key role in the decision-making process in order to provide an efficiency and effectiveness of modern organizations. Leaders influence decision-making processes because effective decision-making impacts the implementation of the strategy. However, leaders should be conscious of what is perceived by others and develop strategies that are proactive in building success (Radović-Marković, et al. 2013). Institutions may have clear and sound strategies but successful implementation may not be realized if people entrusted to execute it have varied views and perceptions about the management aspect of the strategies. Employees' perceptions play a critical role in influencing decisions on strategic plan implementation process and hence require much attention To implement a formulated strategy, all the employees of one organization must take part. Each employee should understand the need for change and give his or her own contribution to an effective implementation of the strategy. Leaders incite commitment to embrace changes and an effective implementation of strategy through various interrelated strategic leadership roles which include clarifying strategic intent, directing organizational change, motivating people, build and strengthen institution competencies and competitive capabilities, create a strategy-supportive work climate, and meet or beat performance targets (Thompson et al., 2006, Pearce, Robinson, 2008). Successful strategy implementation depends on leadership skills of working through others, organizing, motivating, culture building, and creating strong links between a strategy and how the organization does things (Thompson et al., 2008). Further, to stimulate interest and sense of ownership of the employees, leaders must demonstrate commitment to the strategy and create a strategy-supportive work environment. Therefore, understanding the ways in which employees establish certain reactions to change will

provide an opportunity for developing strategy that stimulate everyone to the common objectives of the organization

Although the growing need for institutions to develop strategies is widely recognized and accepted by researchers, it is alleged that between 50% and 80% of strategy implementation efforts fail (Allio 2006: Atkinson 2006: Cater and Pucko 2010: Farrias and Johnson 2000: Judson 1999, Higgs & Rowland, 2005). Many scholars claimed that, many institutions especially in Africa context creates strategic plans which are rarely implemented according to the planned programmes and making that strategy work in the entire organization is even more challenging and difficult (Wanjiku & Ombui, 2013; Joyce & Drumaux, 2014). These challenges affect the quality, relevance and accessibility of skills necessary to produce adequate levels of the middle level manpower needed to drive the economy. Unsuccessful implementation of strategic plans not only is wasteful in terms of money and time but also result in lower employee morale, a diminished trust and faith in senior-level leadership, and create an even more rigid organizational resistance to change because an institution that has failed to change experienced more employee skepticism in its next attempt at change (Heracleous, 2000). The survival of institutions strategies is possible only if the leaders of the organizations are ready to face the occurring changes and create organizations which are flexible enough not only to adapt to changes but also to their executors.

Technical Vocational Education and Training Institutions are expected to respond to numerous challenges, such as a rapidly increasing in population, growing youth unemployment, the high cost of education against stagnating resources, rural urban migration, rising social and economic insecurity, reduction in jobs due to economic liberalisation and new technologies, as well as the people's clamour for accountability (Barasa & Kaabwe, 2001). TVET institutions in Kenya is currently undergoing change and reforms to improve the quality provision and learning outcomes, make education and training more accessible and attractive for learners and ensure a close and relevant connection to the world of work. The institutions in line with the changes in government policies, have re-positioned themselves to focus on Kenya vision 2030 and the "Big four agenda" that is, manufacturing, food and nutrition security, universal health care and affordable housing as advanced by the president of the Republic of Kenya in 2018 by reviewing their strategic plans. Despite this effort, the sector is still cited as having many administrative and implementation process challenges due to management hick-ups and lack of capacity by TVET institutions to respond to them in a timely manner. The success of these changes and reforms rests greatly on the shoulders of employees and in particular the leadership of the institutions. Leadership strategy is crucial for implementing strategic plans in TVET sector. The increasingly important role of TVET sector in education and training and labour market is changing the roles and adding responsibilities of leaders in the sector. There is need for increased networking and integrated approaches to influence outcomes, not only for students but also the local community and the economy of the country at large.

While leadership has received substantial attention in the education sector in Kenya, marginal attention has been given to leadership strategy in public TVET institutions. Strategic plan implementation in the sector seems to be having a problem as evidence by weak managerial behavior, weak institutional policies and poor implementation of planned programmes. Hence the institutions may therefore failed to realize the precious benefits associated with strategic plans and

thus may jeopardized the attainment of vision 2030 and realization of the “Big four” agenda envisaged by the President of the Republic of Kenya in 2018. This paper therefore sought to bridge that gap and establish the influence of leadership strategy on strategic plan implementation as perceived by employees in Public TVET institutions in Rift Valley region of Kenya.

2.0: Purpose and Objectives of the study

The study sought to determine employees’ perception of the influence of leadership strategy on the implementation of strategic plan in public TVET institutions in Rift Valley region, Kenya. Specifically, it sought to find out if there is any difference between employees’ perception of leadership strategy and implementation of strategic plan.

The following null hypothesis was tested at an alpha ($\alpha = 0.05$) level of significance.

H₀: There is no statistically significant difference between employees’ perception of leadership strategy and implementation of strategic plan.

3.0 Theoretical and Conceptual Framework of the Study

The study was based on the upper echelon theory. According to the proponents of this theory, leaders’ personal characteristics are reflected in the decisions they take in organizations or institutions. This theory was founded on the premise that organizational outcomes were directly influenced by the knowledge, experience, and expertise of the strategic leaders (Hambrick & Mason, 1984). The knowledge, experience, and skills are essential predictors of strategic leadership practice and organizational performance. They argued that organizations are a reflection of their strategic leaders because they operate at a strategic level. This theory explains the various levels of employees in the organizational hierarchy in terms of positions (Carpenter, Pollock & Leary, 2004). The manner in which management positions are organized in an organization determines how well information flows and informs strategy implementation in an organization (Hambrick & Mason, 1984). The upper management is normally the ones involved in strategy formulation. The level of understanding and involvement of other staff in strategy formulation affects how well strategies are implemented (Opong, 2014). This theory is relevant for this study because it puts into perspective how various cadres of employees in an organization affect strategy implementation. It defines the different roles of each position in strategy implementation. A rigid and mechanical structure negatively affects strategy implementation.

Therefore, in this study, while holding other things constant, successful implementation of strategic plans is theorized as the dependent variable to Leadership strategy. The predictor variable, leadership strategy, positively or negatively influences the successful implementation of the strategic plan (dependent variable) in the public TVET institutions.

The relationship between the variables is as illustrated in Figure 1.

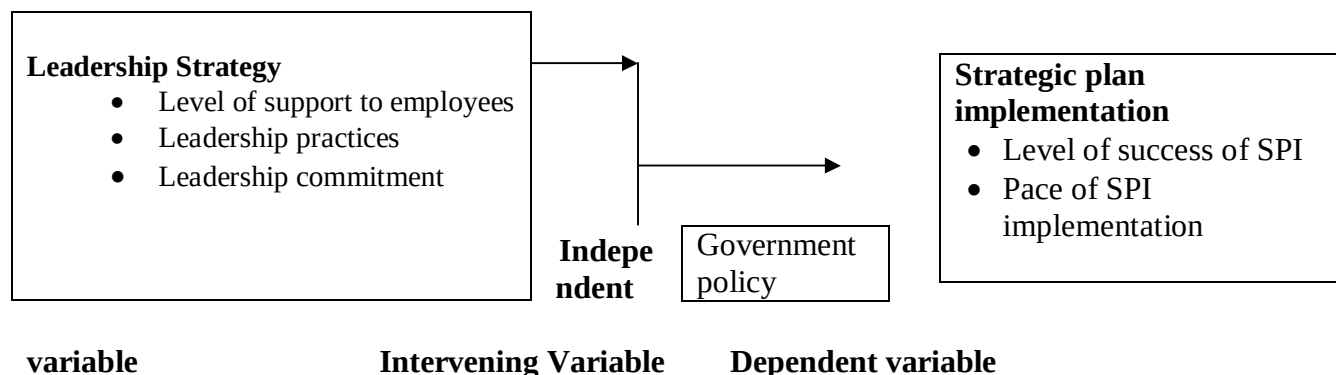


Figure 1: Conceptual Framework

Source: Author

In the figure, the direction of the arrows indicates the hypothesized direction of the influence relationship in the model. Leadership of an institution can enhance commitment of employees across all levels of management (Lynch, 2012). This generates ownership of the new strategy and in turn boost pace and level of employees support of the implementation of strategic plan. Other scholars argue that organization require a capable, effective, contributing, competent leadership at the executive level as far as strategy implementation is concerned. Cherop (2012) submit that a well-designed strategy with effective and a strong pool of skills positively influences implementation of strategies; where as poor leadership is well-thought-out as one of the crucial hindrances for implementation of strategies in an institution. Employee's resistance or support for strategic plan implementation often depend on, among other things, how employees construct numerous perceptions on leadership related issues and assign the degree of importance to each perception. Each of these perceptions can lead to resistance and or support for strategic plan implementation process which subsequently affect institutional performance. In this study, therefore, Level of support from top leadership to employees, employees evaluation of leadership practices and employees view of leadership commitment sub-variables were considered to see how they influence implementation of strategic plans in public TVET institutions.

4.0 Methodology

The study was carried out in all the seven public TVET institutions under Ministry of Higher Education Science and Technology in Rift Valley region, Kenya. The main reason for this choice is that public TVET institutions in Rift valley region portray typical characteristics of TVET institutions in Kenya, which consist of National polytechnic, Institute of technology and Technical training institutions and thus the findings of the study can be generalized to all TVET institutions.

4.1 Research Design

Descriptive survey design was used in this study with the aim of collecting information from employees of public TVET institutions in respect to employees' perception of management practices on strategic plan implementation. This study adopted a mixed method approach. The study was informed by pragmatic philosophical worldview. Tashakkori and Teddlie, (2003) contend that the philosophical underpinning which is appropriate for mixed method approach is pragmatism because it involves many approaches for collecting and analyzing data rather than subscribing to only one way. Pragmatism opens the door to multiple methods, different worldviews, and different assumptions, as well as different forms of data collection and analysis.

4.2 Sampling Procedures and Sample Size

The target population of this research consists of the employees of the public TVET institution who have taught for at least one year. This study was carried out in all the seven Public TVET institutions in Rift valley region which were purposively selected, namely, Rift Valley Technical Training Institute, Eldoret National polytechnic, Rift Valley Institute of Science and Technology, Kaiboi Technical Training Institute, Ol'lessos Technical Training Institute, Kitale National polytechnic and Maasai Technical Training Institute which started to prepare and implement strategic plans in 2008. These are public institutions with a target population of one thousand two hundred and fifty five (1255) academic staff (lecturers) and administrative staffs.

In this study the researcher used Krejcie and Morgan formula (1970) as quoted by Kasomo (2001) to determine the required sample size. The entire target population yielded a total sample size of two hundred and ninety four (294) based on Krejcie and Morgan table for determining sample size. Thus, total sample size based on the three strata are 7 principals, 14 registrars and Deans of students, 49 heads of departments and 224 academic staff, totaling a proportional sample size of 294.

Table 1: Target population and Proportionate Sample Sizes in Various Institutions

Institution	Population (lecturers)	Proportionate Sample size
Eldoret National Polytechnic	295	69
Rift Valley Technical Training Institute	170	40
Kitale National Polytechnic	160	38
Kaiboi Technical Training Institute	130	30
Ol'lessos Technical Training Institute	120	28
Masai Technical Training Institute	120	28
Rift Valley Institute of Science and Technology (RVIST)	260	61
Total	1255	294

4.3: Research Instruments

The instruments, which were used to facilitate collection of relevant data from this study, were questionnaires, interview schedules. The choice of the instruments was guided by the nature of data that was to be collected, time available for the study as well as objective of the study.

A survey questionnaire was used to collect and measure data on the employees' perception of the influence of management practices on strategic plan implementation in public technical training institutions. The quantitative portion of the instrument used a Likert-type scale to record responses. The questionnaire consisted of closed ended questions. According to Kombo and Tromp (2006), questionnaires can be used to cover a wide area and there is no bias on the side of the researcher and respondent. The instrument is an appropriate data collection method when relationships between variables such as correlations need to be established to answer the research questions (Kothari, 2013; Wilson, 2014).

4.4 Validity and Reliability

Piloting was carried out to ensure that the instruments used to collect data are relevant, detect deficiencies in the questionnaire and correct before the actual study begin. The instruments in this study were pilot-tested among 13 administrative and academic staffs of Keroka Technical Training Institute which was not part of the sample for the study. The results were used to test the validity and reliability of the research tools.

Pilot testing ensured that there were no problems with the wording of the draft questionnaire, and also check on the layout to ensure it is neither confusing nor encouraging any particular response. It also facilitated refinement of the questionnaire in the best way possible so that respondents in the main survey would have no problem in answering the questions and no problem in recording the data (Saunders et al 2000). Further, the instruments were reviewed and revised by experts in strategic management and their recommendations were incorporated in the final questionnaire. The validation by the expert ensured face validity and content validity of the instruments. The reliability of the instruments was established by using test-retest method to estimate the degree to which the same results could be obtained with repeated measure of accuracy of the same concept. A correlation coefficient of 0.85 was obtained and thus was considered high enough to judge the instrument as reliable for the study

4.5 Data collection and analysis procedure

Data collected was analyzed using both descriptive and inferential statistics. Quantitative data were analyzed using descriptive statistics which involved measures of central tendency and measures of variations. As for inferential statistics, this study used Pearson product correlation analysis, ANOVA and multiple regression analysis

5.0 Results and Discussion

5.1 Response rate

Questionnaires were self-administered and the study population comprised of five Technical training institution and two National polytechnics whereby a total 294 questionnaires were given out by the researcher to the respondents. Two hundred and forty two (242) questionnaires were completely filled, returned and used for analysis in this study. This represents a response rate of 82 percent of the sample size. Zikmund *et.al.*, (2010) noted that a response rate of over fifty percent (50%) is adequate for analysis, sixty percent (60%) good while seventy percent (70%) and over to be very good enough. Since the overall response rate in this study was eighty two percent (82%), it was regarded excellent for reliable information and adequate for further analysis.

5.2 Demographic Characteristics

The demographic characteristics of the respondents in this study was sought through gender of the respondent, respondents' Level of Education, respondents' teaching experience in Technical Training Institution and respondents' level of management.

Majority, 57% of the respondents interviewed were male while 43% were female. The difference between the male and female respondents is small. This shows that there was a gender balance in the distribution of respondents hence the likelihood of getting balanced responses

The findings exhibited that most respondents' highest level of education was bachelor's degree as accounted for by 43.6 percent of the respondents, with 33.7 percent with diploma as the highest education level and only 19.3 percent of the respondents with master's degree as the highest level of education. Only 3.3 percent of the respondents accounted for respondents having a PhD degree. Generally most of the respondents' level of education was high with about 65 percent reporting to have bachelors' degree and above. This meant that the respondents had adequate knowledge as far as strategy implementation was concerned and also have no problem in interpreting strategic plan for implementation. The representation on the level of education agreed with Ferlie and Ongaro (2015) who argued that strategic plans are not simple, but rather complex, requiring people with high level logistical skills.

The study found out that 29.8% of the respondents have a teaching experience in the technical training institution for 6 to 10 years, 27.3% for 11 and 15 years while 22.7% for 1 and 5 years and 20.2% for 16 years and above. The results indicate that majority of the respondents (77%) have worked in the technical training institution for over 5 year and therefore they have knowledge on the factors that affect implementation of strategic plans in the institutions. These findings reaffirmed Ghafoor (2013) who argued that employees with long services translate into valuable experience in the execution of strategic plans.

The respondents in the study consisted of lower level management staff (72.3%), Middle level management staff (19 %), and Top level management staff (8.7 %). The result depict that staff in all cadre were involved in the study hence findings represent the opinions of employees of the organization pertaining the influence of employees' perception of leadership strategy on strategic plan implementation.

5.3: Influence of leadership strategy on strategic plan implementation

The objective of this study sought to determine employees' perception of the influence of leadership strategy on the implementation of strategic plan in public TVET institutions. Leadership of an institution can enhance commitment of employees across all levels of management and thus generates ownership of the new strategy and in turn boost pace and level of employees' support of the implementation of strategic plan.

The respondents were asked to indicate their level of agreement on statements regarding level of support they received from top management as they execute strategic plan implementation in public TVET institutions. From the responses mean and standard deviation were calculated. The responses were generated on a five likert scale, 1= Not at all, 2= To slight extent 3= To reasonable extent, 4= To high extent, and 5= To very high. The scores of Not at all and To slight extent have been taken to represent a variable which had a mean score of 0 to 2.4 on the continuous likert scale $0 \leq n \leq 2.4$. The scores of To reasonable extent have been taken to represent a variable with a mean score 2.5 to 3.4 on the continuous likert scale $2.5 \leq r \leq 3.4$ and the scores of both To high extent and To very high have been taken to represent a variable which had a mean score of 3.5 to 5.0 on the continuous likert scale $3.5 \leq h \leq 5.0$. A standard deviation of ≥ 0.9 implies a significant difference on the influence of the variable among the respondents. The findings were illustrated in table 1.

Table 1: Level of support from top management on strategic plan implementation

Statements	Mean	Standard deviation
Develop budget to steer resources into activities that are critical to success of strategy implementation	2.2893	1.03015
Provide good leadership and direction skills	2.3884	1.11103
Provides Appropriate structure to incorporate change	2.3471	.90834
Provides adequate feedback	2.4793	.96063
Provide a compelling vision	2.7438	1.19493
Provide motivation and inspiration for all that is involved	2.3140	1.16329
Respond effectively to resistance to change	2.3967	1.07386
Sustain effective organizational cultures	2.5000	1.19560

The findings illustrated that majority of respondents disagreed with the statement that top management develop budget to steer resources into those activities that are critical to success of strategy implementation (mean =2.2893, SD=1.03015), Provides good leadership and direction skills (mean = 2.3884, SD=1.11103) and that they provides motivation and inspiration for all that is involved (mean= 2.3471, SD=.90834). Furthermore, as to whether leaders provide motivation and inspiration for all that is involved and respond effectively to resistance to change, respondents disagreed as indicated by a mean of 2.3140 and 2.3967 respectively. Respondents agreed to a reasonable extent that top management provide a compelling vision (mean 2.7438) and sustain effective organizational cultures (mean 2.5000).

Respondents were further asked to indicate their level of agreement of statements on the evaluation of top management leadership practices regarding strategic plan implementation. From the responses mean and standard deviation were calculated. The responses were generated on a five

likert scale, 1= Very weak, 2= Weak, 3= Fair, 4= Strong, and 5= Very strong. The study findings are as shown in table 2.

Table 2: Evaluation of leadership practices

Statements	Mean	Standard deviation
Built an organization with competencies, capabilities, and resource strengths	2.5207	1.13488
Establishes effective strategy supportive policies and procedures	2.4339	1.13679
Communicate vision and direction	2.3678	1.15279
Instill the correct organization culture	2.3512	1.09534
Has common understanding to issues on strategic plan implementation	2.4835	1.28256
Involves implementers of strategic plan in decision making	2.3967	.90163
Manage conflict arising from strategic plan implementation	2.3967	.93772

Table 2 illustrated that majority of the respondents (mean =2.5207) felt that top management did not built an organization with competencies, capabilities, and resource strengths nor established effective strategy supportive policies and procedures (mean=2.4339). Majority of the respondents (mean=2.3678) further indicated that top management was weak in communicating vision and direction, instilling the correct organization culture(mean =2.3512), involving implementers of strategic plan in decision making(mean=2.3967) and managing conflict arising from strategic plan implementation (mean=2.3967). These findings seem to suggest that there was a problem with those in leadership position in public TVET institutions on matters relating to strategic plan implementation(mean=2.4835). Despite of the fact majority of the top management level employees have undergone training on strategic plan implementation they seemed not to be committed to strategic plan implementation as depicted by their failure to involve employees on decision making and their slow pace in communicating vision and direction to employees. This was confirmed by the fact most of the respondents rated top management as weak and very weak on understanding issues on strategic plan implementation (mean=2.4835).

Moreover, the study asked the respondents to indicate their level of agreement on the following statements in relation to the effect of level of commitment of institutional leadership on strategic plan implementation. The responses were generated on a five likert scale, 1= Strongly disagree, 2= disagree, 3= Neither agree nor Disagree, 4= Agree, and 5= Strongly agree. The study findings are as shown in table 3.

Table 3: Effects of institutional leadership commitment on strategic plan implementation

Level commitment of institutional leadership	Mean	Standard deviation
The top management's commitment to the strategic direction itself is the most important factor	4.0826	.78457
Top managers must demonstrate their willingness to give energy and loyalty to the implementation process for it to succeed	4.0207	.84209
Top managers need to seek views from employees for strategy implementation to be effective.	3.9628	.77477

Lack of top management backing is the main inhibiting factors	3.7066	.95581
Lack of manager's commitment leads to employees missing support and guidance on strategy implementation	3.7934	.84889

The findings demonstrated that majority of the respondent were in agreement that top management's commitment to the strategic direction itself is the most important factor (mean 4.0826) and that top managers must demonstrate their willingness to give energy and loyalty to the implementation process for it to succeed (mean 4.0207). The results further indicated that top managers need to seek views from employees for strategy implementation to be effective (mean 3.9628) and lack of manager's commitment leads to employees missing support and guidance on strategy implementation (3.7934). Lack of top management backing was cited by the respondents as the main inhibiting factor on strategic plan implementation (mean 3.7066). These findings demonstrated that institutional leadership commitment is critical in ensuring success on strategic plan implementation.

The study further sought to establish the relationship between leadership strategy and strategic plan implementation by testing the hypothesis below:

HO: There is no statistically significant difference between employees' perception of leadership strategy and implementation of strategic plan

The Pearson correlation test was conducted to determine the relationship between leadership strategy factors and strategy implementation. The study required a P value of 0.01 and 0.05 for significant factors.

Table 4: Pearson correlation of leadership strategy and strategic plan implementation

		Strategic plan implementation	Leadership strategy
Strategic plan implementation	Pearson Correlation	1	.253**
	Sig. (2-tailed)		.000
	N	242	242
Leadership strategy	Pearson Correlation	.253**	1
	Sig. (2-tailed)	.000	
	N	242	242

** . Correlation is significant at the 0.05 level (2-tailed).

The findings in table 4 indicated that the Pearson correlation (r) of leadership strategy on strategic plan implementation, Pearson correlation r, was 0.253 and $p < 0.05$ level of significance. This implies that there is a weak positive correlation between leadership strategy and strategic plan implementation. The strength of the relationship being clear, this allows the study to use other tests to test the significance of the relationship. This study used multiple linear regression analysis to establish the nature of the relationship between the study variables. Inferential statistics were performed to test the null hypotheses of the study for possible rejection or acceptance. The null

hypotheses were rejected if the p -value was less than 0.05 and accepted if the results showed it was greater than 0.05.

Table 5: Model Summary for leadership strategy

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.253 ^a	.064	.060	3.25316

a. Predictors: (Constant), Leadership strategy

The coefficient of determination R Square = 0. .064 at significance level of 0.05 indicates that, 6.4% of the total variations in strategic plan implementation are influenced by leadership strategy. This implies that, there is a positive contribution of leadership strategy by 6.4% on influencing implementations of strategic plans in public TVET institutions in rift valley region and 93.6% is contributed by other factors. Further analysis was done using Analysis of variance (ANOVA) to establish if the difference between leadership strategy and strategic plan implementation is significant.

Table 6: Analysis of Variance for Leadership strategy

Model	Sum of Squares	DF	Mean Square	F	Sig.
Regression	173.144	1	173.144	16.360	.000 ^b
Residual	2539.935	240	10.583		
Total	2713.079	241			

a. Dependent Variable: Strategic plan implementation

b. Predictors: (Constant), Leadership strategy

The analysis of variance (ANOVA) results indicated in Table 6 confirmed that the model goodness of fit is appropriate for this data since $F = 16.360$ and the p -value of 0.000 is less than significant level of 0.05 with $df = 240$. Hence, the null hypothesis was rejected and concluded that there was a significant linear relationship between leadership strategy and strategic plan implementation in public TVET institutions.

Table 7: Coefficients of leadership strategy and strategic plan implementation Coefficients^a

Model	Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
(Constant)	15.565	1.067		14.586	.000
Leadership strategy	.076	.019	.253	4.045	.000

a. Dependent Variable: Strategic plan implementation

Moreover, the results revealed that leadership strategy have positive and significant effects on strategic plans implementation as indicated in Table7. The model of goodness of fit $SPI = 15.983 + 0.076X_4 + e$. The model implies that a unit change in leadership strategy will influence implementation of strategic plan by the rate of 0.076 holding other factors constant, and even if leadership strategy is non-existent, implementation of strategic plans in public TVET institutions is

still positive at a rate of 15.983. This shows that there are other factors which can influence implementation process of strategic plans.

The findings from the interview with the top management confirmed that top management leadership affects strategic plan implementation. However, they felt that they sometime withhold certain information on the challenges of strategy implementation for longer period than necessary especially on issues relating to finances.

5.4: Discussion of the results

The findings in this study demonstrated that majority of the respondent were of the view that top management's commitment to the strategic direction is important and that they must demonstrate their willingness to give energy and loyalty to the implementation process for it to succeed. This findings conforms to what has been said by different scholars who described leadership as critical determinant for effective strategic plan implementation (Kaplan and Norton 2004; Pearce and Robinson 2007). According to Atreya (2007), internal leadership is needed to drive strategy implementation process towards the right direction. This study finding also agreed with other scholars who included Mwaikali (2016) and Nyakeriga (2015) who asserted that lack of strategic leadership by the top managers of the organization was one of the major barriers to the effective implementation of strategy.

The study found a weak positive correlation between leadership strategy and strategic plan implementation and this agree with the findings of Schaap (2006) who also found out that there was a weak relationship between strategic leadership and strategic plan implementation. The finding reaffirms the concept that senior-level leaders who have been trained in strategic planning and implementation are more likely to meet the set targets than are those without training in the field.

The study also found out that adequate leadership is needed for effective implementation of strategy as this will ensure all organizational effort is united and directed towards achievement of organizational goals. This finding concurs with that of Beer and Eisenstat (2000) who identified leadership as a key ingredient in strategy implementation and for any strategy to be effectively implemented, the strategy must emphasize the various interfaces within the organization.

The findings indicated that there was a problem with those in leadership position in public TVET institutions on matters relating to strategic plan implementation. This was illustrated by the fact that most of the respondents rated top management as weak and very weak on understanding issues on strategic plan implementation. Further, the showed that top management were not committed to strategic plan implementation as depicted by their failure to involve employees on decision making and their slow pace in communicating vision and direction to employees. This findings agreed with Curtin cited in Abok (2013) who argued that strategic leadership involves encouraging employees to perform better by communicating the values of stretched targets providing a scope for individual and team contributions. Further, Hill and Jones cited in Mwangi L.W (2014) argued that the right managers must be in the right positions for effective implementation of a strategy since the top management goodwill and ownership to drive the process is critical to effective implementation of strategy. Moreover, Freedman &Tregoe 2003 added that successful transition from strategy

formulation to the implementation of strategy depends on the strategic leaders of the organization. Strategic leadership reluctance or incompetence in crafting the process for implementing strategic change is a great predictor of its failure.

The results of this study revealed that there was a weak positive correlation between leadership strategy and strategic plan implementation. The findings of the current study are inconsistent with the study by Abok (2013) which studied factors influencing implementation of strategic plans Tanzania's Executive Agencies and established that, there is a statistically significant strong positive relationship between top management support and implementation of strategic plans. The top management of the public TVET institutions must realize that action of individuals and inherent characteristics of people can lead to failure of organizational endeavors

6.0 Conclusion

The result indicated that individually leadership strategy do influences implementation of strategic plans and is contributed by the level of support leaders provide to lower level employees, leadership practices, and leadership commitment to strategy implementation process. Moreover the findings demonstrated that the leadership in public TVET institutions neither built an organization with competencies, capabilities, and resource strengths nor established effective strategy supportive policies and procedures. Further it can be concluded that adequate leadership is needed for effective implementation of strategy as this will ensure all organizational effort is united and directed towards achievement of institution goals. The research findings also pointed out that top management or leaders of various institutions need to provide leadership, direction and create forums where employees from different levels of management can exchange views and ideas on matters relating to strategy implementation.

The study also revealed that there was a weak positive and significant correlation between leadership strategy and strategic plan implementation in public TVET institutions. The fact that leadership strategy showed weak relationship with strategic plan implementation calls for more attention to this aspect so that it does not negatively influence strategic plan implementation.

7.0 Recommendations

- a) The top leadership management of the institutions should take care of the interest of all employees during formulations for successful implementation of strategies. Involving all key stakeholders during formulation and implementation of strategic plans will avoid unforeseen conflicts and sabotage from employees which can jeopardize the entire process of implementation.
- b) The study established some lack of awareness among employees in strategic plan implementation process and hence there is need for the top leadership to create awareness on the importance and processes involved in strategic plans implementation in public TVET institutions. The best strategy is to involve all employees in the whole process of strategic plan implementation in order to ease employees understanding and participation.

c) The diversity in opinion between the top management and other levels of management on strategic plan implementation calls for the need for institutions to ensure that all employees of all cadres understand the strategy implementation process.

8.0 References

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