

**MANAGEMENT PRACTICES AND IMPLEMENTATION OF STRATEGIC
PLANS IN VOCATIONAL TRAINING CENTERS IN KIAMBU COUNTY,
KENYA**

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DECLARATION

This research project is my original work and has not been presented for the award of a degree in any other University.

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This research project has been presented for examination with my approval as the University Supervisor.

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DEDICATION

I would like to first and foremost dedicate this work to my wife, Elizabeth Waithaka, for encouraging me to always aim high and genuinely praying for my success. Secondly, I would want to dedicate this research work to my daughters and son as this will be a motivation for them to aim high in academia.

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LIST OF ABBREVIATIONS

AASA	American Association of School Administrators
BOG	Board of Governors
BoM	Board of Management
CECM	County Executive Committee Member
EDPRS	Economic Development and Poverty Reduction Strategy
GoK	Government of Kenya
IUCEA	Inter-University Council for East Africa
MCS	Management Control Systems
MOE	Ministry of education
MOEST	Ministry of Education Science and Technology
NSF	National Skills Framework (Australia)
OECD	Organization for Economic Co-operation and Development
PIA	Parent Instructor Association
PTA	Parents Teachers Association
SPSS	Statistical Package for Social Scientists
SWOT	Strengths Weaknesses Opportunities Threats
TIVET	Technical, Industrial, Vocational and Entrepreneurship Training
TVET	Technical Vocational Education and Training
VET	Vocational Education and Training
VTC	Vocational Training Centres

OPERATIONAL DEFINITION OF TERMS

Strategy:	A method or plan chosen to bring about a desired future, such as the achievement of a goal or solution to a problem.
Stakeholders:	This refers to the group of individuals who have direct involvement within the project, i.e. the Board of management, students and faculty members.
Strategic Implementation	This is a process that turns the strategies and plans developed by vocational training centres into actions aimed at accomplishing strategic objectives and goals set.
Strategic Plan	This is a document created after critical analysis of internal and external factors fundamental to attaining the organization goals.
Strategic Planning	This is a process that a vocational training centre undertakes to ensure that it achieves its objectives using the minimum resources possible.
Vocational Training Centres	These are institutions which facilitate the training of youth in technical, vocational and entrepreneurial skills

Management

This is the function that coordinates the efforts of people to accomplish goals and objectives using available resources

Management Practices

These are the work methods that managers employ to enhance effectiveness within the organization

Vocational Training:

This is education that prepares people to work in a trade, in a craft, as technicians, or in support roles such as engineering, accountancy or architecture. Craft vocations are usually based on manual or practical activities and are traditionally non-academic but related to a specific trade or occupation.

Implementation:

This refers to the execution or operationalization of a strategic plan so that it guides the day-to-day activities of the vocational training centres.

ABSTRACT

In this era of dramatic change, global alliances, and a variety of environmental pressures, the potential for failure is very real in the implementation of strategic plans. Provision of vocational education has been gradually registering the low number of students' enrolments because it has been facing various problems. Many countries have been crying foul over the challenges facing the education sector, including lack of learning resources and maximum utilization of the available resources. Most of these problems have been worsening over time since the introduction of cost-sharing between National and County governments. Additionally, Kenya's education system has put emphasis on the formal academic education, which has been the main setback for Technical, Industrial, Vocational and Entrepreneurship Training (TIVET) sector. The current study sought to examine the influence of management practices on the implementation of strategic plans. The study examined the individual influence of strategic planning, employee empowerment, leadership and communication. The study was grounded on the resource-based view theory, the contingency theory, strategic fit theory and the dynamic capabilities theory. The study employed a descriptive design. The proposed research study was carried out in Kiambu County with a target population of 296 respondents across the 37 vocational training centres. Stratified random sampling was employed to get the sample size since the population was heterogeneous, where the respondent category was considered as a stratum. The sample respondents for the study was 92 respondents. Primary data was collected using semi-structured questionnaires which the researcher administered. All analysis was done using SPSS and Microsoft excel. Descriptive statistics were aimed at identifying the pattern of the data and consistency of the responses in each of the hypothesized factors influencing the indicators. Inferential analysis was conducted using regression models and regression coefficients. The significance of the research model was tested using ANOVA test. Results were then be presented using the graph, tables and charts. The study findings indicated that the research was able to obtain a 97% response rate. The findings of the regression analysis indicated that there is a positive association between management practices and implementation of strategic plans, as indicated by $R^2=.480$. The research concluded that there is a positive and significant effect of management practices on the implementation of strategic plans. The study recommends that management should foster their planning practices. The study further recommends the institution should strengthen the competence of its employees and establish more effective communication systems.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The strategy for Vocational Education and Training (VET) is a lifelong learning context which serves as an action plan that gives an analysis of the vocational education and training system, on the basis of which the future development of this education subsystem is defined. The Strategy aims at improving the performance of the existing VET system from the perspective of quality of delivery and educational outcomes, effectiveness and relevance for learners (young and adult), as well as for the labour market and further education (Lych & Baines, 2004).

According to Lych and Baines, (2004), strategy is one of the main plans which integrate the main goals, policies and operations of activities in an organization. Organizational performance is a measure of how well an organization is achieving its goals; the actual output (results) as measured against its intended goals and objectives. Factors affecting strategy implementation in this research are based on Ajithkumar, (2017), where he identifies that there are several factors which affect strategy implementation. Vocational education and training, like the one offered in youth polytechnics or vocational training centres in Kenya, is referred to as the education and training that prepares individuals for employment (McLeanand & Kamau, 2009). The second international Congress on Technical and Vocational Education, held in the Republic of Korea in 1999, described vocational training as the aspects of education that involve the acquisition of practical skills and attitudes in technology and related sciences (King, McGrath & Rose, 2007). The Bonn resolution of October 2004 emphasized on TVETs importance by noting that it is an important educational tool useful in the eradication of poverty, a tool for peace

promotion and environmental conservation so as to raise the standards of living of the people in the community and promote sustainable development (UNESCO, 2004).

Bradford and Duncan (2000) point out that attaining competitive advantage has become a major issue for organizations which employ strategic planning. Private and commercial enterprises in America developed this strategy in the 1960s as a decision-making framework (Martins & Macsen, 2002); within the education sector, the emergence of strategic planning was initiated in the 1970s. In regard to the Spanish school statements, strategic planning gained traction in the 1980s with more than 500 districts adopting one or more forms of strategic planning.

In the majority of the nations' strategic planning was adopted by the management as part of decentralization reforms. In third world economies like Kenya (Martins & Macsen, 2002) post that the notion of planning is a result of an effort to develop the citizens and help them gain more experience. Third world countries use planning as a tool for social and economic development. Sector Wide Approaches (SWAPs) were gradually introduced with the aim of developing and preparing strategic educational plans. Quality education and training assure acquisition of practical knowledge, making the beneficiaries able to develop themselves and the nation as a whole. Providing quality education and training involves all the stakeholders (Oduog, 2003).

All professionals in the educational sector direct their efforts towards improving the quality of education. The quality of education appeals to learners and ensures that they are satisfied with their basic learning needs resulting in an enrichment of their lives, improving their standards of living (Chege, 2009). It is important for all governments to work together with other agencies to ensure that there is adequate provision of quality

training and education for all individuals in the society regardless of wealth, ethnicity, language, and location. In Kenya, there have been increased efforts in improving the quality of education and training. This is carried out with an aim to ensure that there is no discrimination on location and that the services offered in the training institutes are accessible to everyone in the population. The ministry of education considers the quality of education to be crucial in the distribution of educational services (Pearce & Robinson, 2007)

1.1.1 Management Practices

Akong'o (2010) defines management practices as the working conditions and innovations that managers employ within the workplace to enhance effectiveness and efficiency in the organization. Juma and Okibo (2016) defined management practices as the skills, qualities and competencies that managers possess that get things done effectively through people in the firm. Adopting management practices that are superior improve the performance of vocational training institutes which ensures that there is survival, growth and maintenance of a sustainable competitive advantage (Omerzel & Antoncic, 2008).

Adhering to set management practices is key to organizations being able to analyze their strategic position and identify viable choices for future strategic plans implementation. Further adopting best management practices is essential for better firm performance (Johnson, Scholes & Whittington, 2008). For the success of strategic management practices, there is a need for adequate resources and capabilities to be in place to shield the firm from the volatile environment (Pearce & Robinson, 2007).

Research evidence has shown that the adoption of strategic management practices is positively affected by organizational performance. Studies show that in large

organizations, there are several conditions that can directly contribute to realizing the benefits of strategic management (Otieno, 2013). The main challenge lies with institutions which usually have limited resources for adequate implementation of strategic plans. Some scholars argue that small institutions investment in strategic management practices generally eroded their resources, leading to a drop in performance and with no actual corresponding benefits. They believed that the resources could be more beneficial if applied to areas of greater priorities (Njanja, 2009).

Effective management practices ensure that the human resources, cultural aspects and structure of the organization are at the forefront. For better implementation, it is necessary for all organizations to put all these aspects into consideration (Rapa & Kauffman, 2005). Powers and Hahn, (2004) highlight that organizations could use the leadership skills and resources contained in competitive strategy through strategic management practices to enhance the strategic plan implementation. Studies on strategic management have established that strategic management practices are keen with establishing a strategy and planning how to implement that strategy through appropriate organization structure mechanism.

Porter and Kramer (2011) similarly argue that performance in organizations could be achieved in a competitive industry by using generic strategies. McWilliams, Siegel and Wright (2006) noted that strategic planning is a management practice that organizations could use to address stakeholders by assessing their expectations through strategic plans implementations. Sedisa (2008) concludes that school administrators need to possess certain skills that are pivotal in dealing with managerial responsibilities. Robbins (2003)

indicated that these skills fall into the human, technical and conceptual skills. These are highly required for school administrators to be effective in strategic plan implementation.

Lamb (2009) indicated that resource allocation, organization culture, structure, effective leadership, change management and communication were positively associated with firm performance. Simba et al., (2015) evaluated determinants of strategic management in addition of the value of industrial fish processors in Kenya and used the variables: strategic planning practice, technological competitiveness, market competition and corporate policies. Uzel, Namusonge and Obwogi (2014) assessed how strategic management drivers affect the performance of the Kenyan hotel industry using the following variables: customer relationship management, strategic competitive positioning, organization structure, strategic planning, organizational learning, and Information Communication Technology.

From the above literature, it is evident that different researchers (Zehir & Sadikoglu, 2012; Miller & Chen, 2012; Simba et al. 2015; Lamb, 2009; Uzel et al. 2014); all have different approaches to conceptualizing management practices. More so, the research works have been conducted in varying sectors, thus indicating the fluidity of management practices in different organizational fields. To enhance and bridge the gap in the above studies, the current research conceptualized management practices in terms of strategic planning, employee empowerment, leadership and communication.

1.1.2 Implementation of Strategic Plans

The implementation of the strategic plan is the focal point of any organization, be it for profit or not. Chandra and Sandilands (2005) argue that people fail to understand that a lot of commitment, time, and energy is needed to translate plans into action. Strategy is

only important when implemented successfully. Implementation is very important to the organization since it leads to organizational growth and success. Implementation is a major challenge for most organizations in third world countries.

Mintzberg, (2008), asserts that at the implementation stage, about 90% of well-formulated strategies do not work out well. For successful strategy implementation, it is necessary to properly manage the changes that may occur in the whole process. Strategy formulation and implementation involve variables such as cultures, attitudes, values, motivation, commitment, power relationships and perceptions. Organizations that want to be successful must develop strategies and implement them successfully. If the strategies are developed without taking into consideration the organizational objectives, their implementation will lead to problems arising hence failing (Abuya, 2011).

Effective coordination and stakeholder participation are integral to the successful implementation of strategic plans (Dollinger, Li, & Mooney, 2010). Swiderska (2001) asserts that participation of stakeholders is important in preventing problems which may arise at the implementation stage. Participation of stakeholders creates the environment that fosters successful strategy implementation since it increases awareness among stakeholders, creating support for the implementation of the plan hence generating motivation.

Strategy implementation is concerned with the execution of strategies aimed at enhancing organization performance. The strategy implementation process within tertiary institutions is concerned with the execution of strategic plans that can enhance the growth within the VET centres. In the current study, the implementation of strategic plans was

measured using; increased levels of performance committed teaching staff, enhanced infrastructure and increased engagement

1.1.3 Management Practices and Strategic Plan Implementation in Kenya

Lewa, Mutuku and Mutuku (2009) are of the view that the challenges faced by universities across the country can be mitigated through strategic planning. However, the success of strategic plans is contingent on the availability of resources, an effective organization structure and effective leadership. Manyasi (2009) indicated that the majority of the management members were not proactive, which led to an ineffective strategic planning process. Musyoka (2011) concluded that designing effective work structures was key to enhancing the strategy implementation process besides indicating that the ability of the management to organize the personnel into effective work units and involve them in decision making fostered the implementation process.

Arasa, and K'Obonyo (2012) state that the continuous monitoring and evaluation of the organization objectives helped foster the overall firm performance. They, however, did not examine strategic plan implementation. Aosa (2011) noted that the resource, capability, leadership styles, organization culture and employee involvement were key determinants of the strategic management process in an organization. Akong'o (2010) pointed out that employee empowerment practices, rewards and remuneration systems were key predictors of organization performance. The study, however, did not specifically examine strategic plan implementation.

Mwangi, Olayo, and Simuyu (2015) indicate that transformational leaders had better success in strategic plans implementation than autocratic management teams. Continuous professional development programs for employees and communication strategies

positively affected the implementation of strategic plans in institutions. Karanja (2014) stated that financial management training on resource utilization enhanced project performance. Management competency and information sharing enhanced the success of projects.

Ongus, Aming'a Nyamboga, and Okello, (2016) note that employee empowerment and leadership competency were critical to institutional performance. Juma and Okibo (2016) observed that effective communication strategies and strategic planning had a positive influence on the performance of health institutions. Kara, Tanui, and Kalai (2016) state that employee competency and effective management practices were essential for the effective satisfaction of clients.

Despite the above studies indicating a causal link between management practices and organization performance, there is limited research evidence examining vocational training institutions, and therefore, the current study sought to bridge this knowledge gap.

1.1.4 Vocational Training Centres in Kenya

According to Macharia and Ngigi (2006), Youth Polytechnics are educational institutions that offer primary school leavers the opportunity to gain skills and knowledge important for improving their chances of getting employed. The youth polytechnics equip the youth with technical and entrepreneurial skills; which are based on the fitting technology enabling youth to unleash their entrepreneurial capacity to fully exploit local community resources for employment creation. However, according to UNESCO (2006), the enrolment rate in formal TVET at the secondary level in Kenya was 1% by 2005, although the gender balance was at 45% for the girls.

In 2005 the government came up with a strategy to equip all public technical training institutions across the country by the year 2008. This strategy is outlined in the sessional paper No.1 of 2005. The strategy was not implemented, according to Bonyo (2012). Lack of effective strategy implementation is the biggest problem facing public technical training institutions in Kenya. The performance of most of these institutions is poor because they operate with minimal budgets, and therefore they operate without the necessary materials and equipment (Macharia & Ngigi 2006). In addition, youth polytechnics are not mainstreamed in the national education and training system (Odhiambo, 2006). Most of the polytechnics are not prepared to handle the training since the facilities lack well-functioning equipment. This is mainly because they lack market-oriented programmes which are key in ensuring that the institutions have a more sustainable source of income. The sector lacks adequate quality assurance mechanisms making graduates lack adequate and dependable skills that are useful in the market. They also lack sufficient entrepreneurial skills to start and manage their own ventures/undertakings (Odhiambo, 2006).

Macharia and Ngigi (2006) note that instructors lack adequate training in technical trades and pedagogy. Youth polytechnic staffs and instructors hired by BOGs have no scheme of service, receive low wages and lack sufficient motivation. Youth polytechnics are poorly funded due to poverty levels in the communities that support them or pay fees for the trainees besides inadequate government budgetary allocation. Technical Vocational Education and Training (TVET) objectives are formulated to address different economic sectors in the quest for the country's industrial growth. Despite such elaborate and sound policies, implementation has been inadequate and often uncoordinated, leading to

unrealized objectives (GoK, 2007). In addition, a committed process of monitoring and evaluation (M&E) is needed, involving regular data-gathering and scrutiny to inform decision-making at all levels and propel corrective measures (GoK, 2008). The status of TVET suggests that there is a need to carry out intensely focused planning on a strictly regular basis to render the program more responsive, flexible and accessible to the Kenyan public and the industry.

1.1.5 Vocational training centres in Kiambu county

Kiambu county has been classified as one of the wealthiest counties in Kenya in terms of revenue generation and collection, however, due to wealth disparity, the Kenya Bureau of Statistics report (2008) reported that the poverty rate in Kiambu stood at 25.4%. This shows that a large number of the population lives in poverty. Vocational training institutions are suitable tools which are designed to help to counter the effects of wealth disparity by providing the poorest members of the society with skills and competence necessary to improve their living standards.

The initial strategic plan (2008-2012) was developed by the defunct Kiambu District Education office with a view of aiding the implementation of KESSP programme under the Ministry of Education - MoE strategic plan of 2006-2011. The MOE plan called on all district heads to develop strategic plans that will envision the strategic direction that will guide school in resource utilization, promoting academic standards and enhancing coordination. This vaguely touched on the vocational training Centres partly because it was believed that vocational Centres are not part of the educational programmes factored in the 8-4-4 system of education (Macharia & Ngigi, 2006).

1.2 Statement of the Problem

Finkelstein (2008) found several instances where strategy implementation can fail, such as during the innovation process, managing of mergers and acquisition events and strategic responses to a competitive environment. With the uncertainties brought forward by globalization, the failure of institutions is very real. Provision of vocational education and training has been gradually registering a low number of student enrolment because it has been facing various challenges. Countries have been crying foul over the challenges facing the education sector, including lack of learning resources and maximum utilization of the available resources. Most of these problems have been worsening over time since the introduction of cost-sharing between the National and County governments (Oduog, 2003). The education system in Kenya has emphasized on formal education as opposed to informal education, hindering its development in the region (TIVET) sector (Odhiambo, 2006). There are few published evaluations carried out determining the effect of various management practices on the implementation of strategic plans in vocational training Centres.

A survey by Ngware, (2006) showed that over 58% of Vocational Centres lack strategic plans - although some had developed their draft plans while others were slow in the implementation of the same, making growth in this sector almost impossible. The national government routinely develops plans to guide sectoral reforms with the most recent being the 2016-2020 strategic plan. Okolocha, (2012) examined the challenges facing vocational training institutions and indicated that lack of resources, management competency and effective structural mechanisms were the key aspects limiting the institutions from advancing forward. Sirat, (2010) indicates that lack of employee

involvement, inadequate other resources availability and management traits limited the strategic planning process across vocational training institutions. Omboi, (2013) also concluded that lack of resources, leadership skills and organization structured limited the strategy implementation within tertiary institutions.

Despite the above empirical evidence on the challenges faced by vocational training centres in their strategic planning process, there has been minimal evidence indicating how management practices affect the implementation of the strategic plan. The current research sought to expand the body of knowledge by examining the contribution of management practices on strategic plan implementation in vocational training centres in Kenya. The results of the research bridged the knowledge gap and foster sound management practice across the vocational education and training institutions in Kenya.

1.3 Objectives of the Study

1.3.1 General Objective

The main objective of the research was to determine the effect of management practices on the implementation of strategic plans in Vocational Training Centres in Kiambu County; Kenya.

1.3.2 Specific Objectives

The study was guided by the following specific objectives:

- i. To evaluate the effect of the practice of planning on implementation of strategic plans in Vocational Training Centres in Kiambu County, Kenya
- ii. To examine the effect of employee empowerment on the implementation of strategic plans in Vocational Training Centres in Kiambu County, Kenya

- iii. To find out how leadership styles affect the implementation of strategic plans in Vocational Training Centres in Kiambu County, Kenya
- iv. To determine the influence of communication on the implementation of strategic plans in Vocational Training Centres in Kiambu County, Kenya

1.4 Research Questions

The following research questions were used in the study:

- i. What is the effect of the practice of planning on implementation of strategic plans in Vocational Training Centres in Kiambu County, Kenya?
- ii. How does employee empowerment affect the implementation of strategic plans in Vocational Training Centres in Kiambu County, Kenya?
- iii. To what extent does leadership style affect the implementation of strategic plans in Vocational Training Centres in Kiambu County, Kenya?
- iv. In what ways does communication affect the implementation of strategic plans in Vocational Training Centres in Kiambu County, Kenya?

1.5 Significance of the Study

This study was important to various stakeholders, including management of the vocational training Centres, future researchers and academicians as well as the Ministry of education/government policymakers. The findings will help the management of youth polytechnics in developing a SWOT analysis tool to understand how management practices in the implementation of strategic plans environment presents threats (T) due to institutional weaknesses prevailing within (W) to which a youth polytechnic can use their strengths (S) to exploit the opportunities (O) presented. The study would assist other

institutions in understanding the management practices that will see to increased enrolment of trainees in the vocational training Centres and foster increased and sustainable trainee performance.

Study findings were of great use and application to the governments of Kenya and Kiambu County and especially the relevant departments of the Ministry of Education, which are involved in policy formulation and implementation. It should help in addressing the many bottlenecks affecting these institutions and in the making of guidelines aimed at improving the manner of improving strategic planning policy. The study may be of value to researchers and academicians could be a basis for conducting further research in the future, especially those who will be interested in conducting further research on and in Kenyan vocational institutions.

1.6 Scope of the Study

The focus of the study was to investigate the influence of management practices used by VTC institutions in Kiambu County on the implementation of strategic plans in the County. The proposed research study was carried out in Kiambu' County where the target population were all the managers of the youth polytechnics/VTCs in the County, all their deputies, members of the BOGs and PIAs, heads of departments in the VTCs and Instructors. Out of 296 members, a sample of 30% of all the categories of respondents made up of 19 Instructors, 18 heads of departments and 22 top managers (principals and their deputies), 33 BOGs and PIAs members was employed (County Government of Kiambu, 2016), a total of 92. This study took six (6) weeks between September 2018 and October 2018 to enable the collection of data on the link between management practices and the implementation of strategic plans.

1.7 Limitations of the Study

The researcher faced shortfalls that hindered access to information in this study, namely: wrong perceptions and respondents giving socially correct answers. Considering the paltry researcher budget, it was a big challenge to conduct a census of the public youth polytechnics in Kiambu. However, this challenge was overcome by taking a representative sample without compromising the confidence level of the study.

Most of the respondents gave socially correct answers, where they answered questions that the researcher was likely to find socially acceptable, posing a problem with the quality of responses received since the collected data could be perceived as biased and untrue. To mitigate this, the researcher briefed the respondents by requiring them to answer the questions genuinely and avoid exaggeration.

1.8 Organization of the Study

The study consists of five chapters, conceptualization of the research variables, the research problem, the study objectives, as well as the scope and research significance. Chapter Two reviews both the theoretical and empirical literature on the influence of management practices on the implementation of a strategic plan that was relevant to this study. The literature review presents the theoretical framework, empirical review and conceptual framework of the area under study. Chapter three comprises the methodology. This includes the research design, population and sampling procedure, research instruments, data collection procedure and data analysis. Chapter four dwells on the analysis of the study data as well as presentation in line with the research objectives. Chapter five presents the summary, conclusions and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents data collected from other researchers on similar studies. This review focused on the following areas: theoretical review, empirical literature review, the research gap in the reviewed literature, conceptual framework, and discussion of variables.

2.2 Theoretical Review

Under theoretical review, the chapter discusses four theories, namely: Resource-Based View Theory, Contingency theory, Strategic Fit theory and Dynamic Capabilities theory.

2.2.1 Resource-Based View Theory

Established by Penrose (1959), the theory argues that firms are equipped with resources necessary to become competitive in improving their long-term performance. Resources that are rare are capable of improving a firm's competitive position but only when correctly utilized. This position can be maintained over longer periods of time, ensuring that the firm protects against wastage, transfer or substitution of resources (Dollinger, Li, & Mooney, 2010). Availability of information resources may not translate to direct organization performance; however, the value of the information is critical to the long-term competitiveness of the organization (Wade & Hulland, 2004).

Integral to the implementation of strategic plans are resources such as human capital and financial capacity of the firm (Wade & Hulland, 2004). Dynamic capabilities involve the efficient management of resources to adequately improve organizational performance. The relevance of this theory is due to the fact that it attempts to explain how a firm's

resources can assist in the implementation of strategic plans in vocational training centres in Kenya.

2.2.2 Contingency Theory

Developed by Professor John Adair (Donaldson, 2001), it is a leadership model that considers the people involved in the implementation stage. It goes on to differentiate the concerns of an individual from the concerns of a group and insists that an effective leader acts to satisfy all involved stakeholders.

Fiedler's model cited by Koontz and Weihrich (2006) asserts that the power wielded by a leader of an organization is critical for the performance of the organization. Fiedler goes on to suggest that leaders can be divided into two main orientations: task-oriented (task centred) and relationship-oriented (staff centred). According to Fiedler, the relationship between the leader and the employees is the most important relationship in an organization.

According to Scott (2002), the following are the assumptions that constitute the central premises of the contingency theory: There is no effective system of organization. The most effective way to organize is dependent on the external environment of the organization. Traditionally, certain general rules and principles were thought to be applicable to organizations at all times and in all places. This assumption challenges this theory. In a polytechnic setting, the task functions needed to be fulfilled by the management include setting appropriate standards of performance, planning and allocation of responsibilities and resources. The team-building tasks make up the group tasks which include communication, motivation and the formation of formidable departments.

Based on this theory, it was therefore imperative to understand that there is no best single approach towards enhancing performance in schools. Leadership alone cannot be used to justify this. Instead, there should be a combination of leadership and innovation/creativity to craft strategic plans which are objective of enhancing the overall performance of these institutions.

In the current study, this theory linked leadership to the implementation of strategic plans. This theory has been cited by Giltinane,(2013), Ukeje, Abraham and Chinyere, (2015) as well as Mwangi, Olayo and Simiyu, (2015)

2.2.3 Strategic Fit Theory

The first concept in this theory was written by Chandler (1962), and it states that there is no definite strategic management practice that can apply to all industries. The strategy that the company follows will be determined by its structure (Levinthal, 2018). Wright and Snell (2005) argue that the application of strategic management practices depends on the institution's context, business strategy and culture. The proponents of this theory further observe that strategic management practices would be more effective only once they are rightfully integrated with a specific institution and environmental understanding. Strategic fit theory elaborates the significance of making sure that strategic management practices are rightful to the circumstances of the institution such as culture, structure, external environment and operational processes. The strategic management practices must consider the specific requirements of both the institution and its stakeholders.

Little (2006) observes that the environment always posed certain requirements which forced the organization to come up with efficiency and innovation in its operations in order for it to survive and prosper. According to Cutler (2006), this ultimately led the

firm's management to adopt a strategy for the firm which somehow reflected the environment and at the same time was part of a managerial statement of the firm's objectives given the comparative advantage of the firm and that was the performance of its strategic plan implementation. Barney and Delwyn (2007) observe that the application of the strategic fit concept is helpful in improving the effectiveness of an organization making them reduce operational costs while at the same time making the organization able to respond effectively to environmental threats and identify new opportunities. Kotler and Lee (2005) conclude that changes in contingencies give rise to a set of pressures to which structure is adapted in the long run through execution of strategic plans. Hence for vocational training centres to manage their resources more efficiently, respond to environmental change and take advantage of new opportunities, they must embrace the strategic fit concept through management practices; which will ultimately enhance the strategic plan implementation.

This theory linked the management practice of planning, employee empowerment, leadership and communication towards the implementation of strategic plans with specific requirements for an organization. It has been quoted by Maina and Ishmael, (2014)

2.2.4 Dynamic Capabilities Theory

A capability aids a firm in producing particular outcomes. They can be initiated by one firm, but their effectiveness will make them to be adopted across the industry and even by other industries (Teece, 2013). This theory was formulated with the view of enabling firms to achieve sustainable competitive advantage through the use of its resources and was introduced by David Teece and Gary Pisano in 1994 (D. J. Teece & Pisano, 1994, p.

515). It proposes that the companies make use of their internal resources produce the maximum productivity since each firm's resources are unique and distinct to each company and remain rooted in the history of the company (Gratton, 2013).

Wade and Hulland (2004) see these unique resources as integral to the growth of a firm operating in a volatile environment. This means that if resources fail to improve the competitive advantage of the organization, they are critical to the organization in the long-term since they aid in development, addition, integration, and release of firm resources over time enabling them to remain functional in unstable environments.

The importance of this theory is because it proposes that knowledge and skills should be put in place for the organization to leverage the resources. Hence this theory was important in underlying need for leadership as well as a proper work structure that promotes better employee empowerment when implementing strategic plans. This theory has been cited by Michieka and Ogolla (2013).

2.3 Empirical Literature Review

2.3.1 Management Practice

The study of Miller and Chen (2012) on the US airline industry; utilized a survey research methodology and found out that in a competitive homogeneous market, firms that concentrated on only a few core strategic activities to compete with others realized a decline in their financial performance. However, with the adoption of management practices such as communication, leadership and corporate culture, firms were able to enhance their strategic execution and achieve better performance.

Phan, Abdallah, and Matsui (2011) in their study on quality management practices and competitive performance in Japanese manufacturing companies found out that supplier quality management was positively related to performance. The research employed a descriptive research design with Pearson correlation being utilized in conducting the inferential analysis. The study considered quality management practices such as cost efficiency, resource utilization, strategic leadership and organizational structure.

Zehir and Sadikoglu (2012) in their study on relationships among total quality management practices in Turkish industry employed a descriptive survey design and found out that strategic quality planning was positively related to performance. The researchers further indicated that strategic planning best fits in an organization with a well-laid structure. In the above empirical literature, none of the studies sought to examine if any the association between management practices and implementation of strategic plans within vocational training colleges, this study will fill this gap.

Musyoka (2011) examined the challenges of strategy implementation at the Jomo Kenyatta Foundation. The study was premised on a descriptive cross-sectional survey and utilized a mixed methodology in the data collection process. Research findings showed that firms were challenged by the need to increase the number of competing firms and the government policies in play. Study results also showed that inappropriate systems such as the organization structure, culture, unaligned organization processes and resources also made it difficult to successfully implement strategic plans.

Omboi (2013) studied the factors affecting the implementation of strategic plans in government tertiary institutions utilizing both qualitative and quantitative data. The findings of the study indicated that the management behaviour, rewards and recognition

systems affected strategic plan implementation. Study findings showed that institutional policies did not majorly affect the process of implementing strategies due to the lack of awareness of the policies in play. The above studies focussed on technical institutions and did not consider vocational training institutions. Furthermore, the current research utilized a descriptive research design anchored on a mixed research methodology.

Omutoko, (2009) undertook a study; Re-thinking the Management of Higher Education Institutions Transformational Leadership in Kenya. The study employed a descriptive survey design. The researcher noted with great concern that tertiary institutions did not have good quality standards of education. This was attributed largely to the low quality of enrolment, limited resources, inappropriate use of public resources and inadequate management competency, which limits the adoption of strategic plans. The research focussed solely on the management of institutions and did not examine strategic plan implementation and its causal association with management practices.

Chege, (2009) examined relevant, effective, appropriate and transformative leadership in higher education in the 21st century, and concluded that despite institutions of higher learning having mission statements and core values that guide strategic formulation and have great emphasis on the implementation process there has been little to show in terms of successful strategy implementation. This has been largely affected by the leadership of the institutions, lack of technology adoption, and ineffective organization structure that limits flexibility in the institutions. The above study did not take into consideration how employee empowerment affected strategic plan implementation.

2.3.2 Implementation of strategic plan.

Alkhafaji (2011) conducted a study examining strategic management: formulation, implementation, and control in a dynamic environment employing a descriptive survey research design. The researcher concluded that the strategy implementing function requires the leader consists identifies the activities that will improve implementation. A study into why chief executives lose their jobs, Charan and Culvin (1999) found that in the majority of cases, 70% of the real problem is bad execution, i.e. being indecisive and failing to deliver on commitments. A recent survey found that "strategy execution" was one of the key non-financial performance measures (Macmillan & Tampoe 2000). The current study examined the success of the implementation of strategic plans using non-financial measures.

Skivington and Daft (2001) suggest that strategic decisions can either be low cost or differentiation, and they have to be implemented through two organizational modalities; framework and process. Rules and resources represent the framework of an organization. Interactions, meanings, and sanctions represent the processes of the organization. Noble (2000) views strategy implementation on two wide scopes; a structural vs an interpersonal view. Noble and Mokwa (2003) assert that individual-level processes view is another view which emphasizes cognition, organizational roles and commitment.

Manyasi (2009) studied Crisis Management in tertiary institutions in Kenya. The study utilized a descriptive review, and the findings showed that most managers lack proactive approaches to managing crises. This is because they do not have the relevant knowledge about the many strategic actions that they can take to alleviate the crisis. The researcher recommends that competent public relations officers need to be included in the

management to perform various functions such as training, crisis management and the development of executive development programmes. The study, however, did not address the aims of this study. Bidemi (2009), in his study on factors that determine successful implementation of strategies in higher learning institutes in Kenya, found that the public was targeted for the generation of revenue. Increasing the number of private enrolments increases the instructor's workload and lower quality of the teaching practice. The study focused on private universities within the country as opposed to this study where the study scope was vocational training colleges in Kiambu County.

2.3.3 Planning and implementation of strategic plans

Strategic planning widely varies with the institution, however in general it revolves around adopting the key institutional competencies, developing a clear organization vision, establishing a mission statement describing what the institution is about, identifying strengths and weaknesses (internal assessment) and opportunities and threats (external assessment) that either assist or deter an institution in its achievement of the vision, identifying strategic issues or gaps between where it is, and it wishes to become, formulating strategy to overcome the gaps and evaluating the process with feedback used as input into the process for its improvement. This assessment is applicable to the strategic planning process in any institution of learning, where vocational training centres are inclusive (Bryson, Edwards, & Van Slyke, 2017).

According to Roney (2004), strategic planning provides that an institution must be proficient in the fundamentals of management. Organizations require adequate equipment and accompanying resources, sufficient motivation of all stakeholders. Through training and practice, an institution's management can acquire skills required to convert strategy

into action. Strategic planning involves attempting to improve the future positioning of the organization (Dibrell, Craig, & Neubaum, 2014). Resource allocation involves the use of organizational resources to achieve future goals. For strategic plan implementation to yield real results, the instructors should be hired competitively and remunerated well/correctly motivated for quality deliverance to students. Further, the management/administration of the vocational training Centres should take responsibility of how the available resources are distributed with equity to ensure that all sections in the institution are running smoothly (Bitange & Magutu, 2010).

Bryson (2005) indicates that strategic planning mainly focusses on results and outcomes while explaining that strategic planning aims to always reduce or to remove the lag time between the implementation of a strategy He further argues that in strategic planning, the relationship between ends and means and that technical institution should document it to assist them in achieving real results or idea. According to Navarro and Gallardo (2003), a strategic plan is a long term planning tool should be designed by top management of a Vocational institution including all its educational stakeholders in order to achieve particular goals or objectives. This should be differentiated from tactics or immediate actions which require short term planning.

Odediran, Gbadegesin, and Babalola (2015) examined Facilities management practices in Nigerian public universities. The study employed structured questionnaires in the collection of data. The researchers indicated that the main impediment to the implementation of facilities management practices was lack of adequate strategic planning which led to a lack of technology adoption and resource allocation. Nambi and Werner, (2013) undertook a study on challenges impacting performance management

implementation in public universities: A case of Uganda. The study adopted a pragmatic approach with a mixed methodology used in the data collection process. The main factors affecting the implementation within the institution were; limited employee engagement and communication, structural constraints, lack of institutional governance mechanisms and poor resource allocation. The above study, however, focusses on universities, whereas the current study dimension was on vocational training centres in Kenya.

The study by Zaribaf and Hamid (2009) studied how human resource management related to strategic plan implementation employing a descriptive survey design. Study results found an indistinguishable relationship between strategic plan implementation and HRM in most successful organizations since the two works as a team. Policies and strategies relating to individual management are implemented through the management function of human resource management (Omolo, Oginda, & Oso, 2012). The key elements for the success of businesses in strategy implementation are human resource factors. Human resource practitioners are better placed to pioneer the realization of such factors in strategy implementation (Ali, 2013).

Bassa (2015) examined the practice of strategic planning and strategy implementation in Ethiopian universities. The study employed a critical review of literature from previous studies across the country. Findings showed that weak communication, inadequate monitoring and fluctuation in strategies led to poor strategy implementation within the institutions. Kamau (2015) studied institutional factors that influence strategic implementation in government hospitals in Kitui Central Sub-County. Studies showed that there is a significant association ($\chi^2 (1, 4) = 36.973, p < 0.05$) between human resources and implementing strategic plans. The findings also indicated that there was a

strong positive correlation $r = 0.782$, $p < 0.05$) between resource adequacy and the implementation of strategic plans. Despite the study being done in a hospital the findings clearly indicate that resource allocation both human and financial have a significant influence on strategic plans implementation; hence the study sought to examine if same results can be replicated within vocational training centres.

2.3.4 Employee Empowerment and Implementation of Strategic Plans

Randolph (2010) defines employee empowerment as one of the ways of transferring appropriate and sufficient authority to employees. It also involves making resources available, thus enabling them to succeed in their jobs while at the same time providing them with a conducive working environment hence improving their performance. The researcher reports one of the management tasks is to enable employees to achieve organizational goals by coaching and teaching them the best practices. He further suggested the process is interactive and is based on a synergistic assumption about power. Employee empowerment can also refer to the act of building, developing and improving performance through cooperation, sharing and giving the employees the freedom to make decisions to enable them to improve their performance in the organization (Randolph et al., 2012).

Managers empower subordinates by delegating duties which allows them to learn and improve the quality of their services (Michel, Nabel & Adiel 2011). Managers should develop, upgrade employee's knowledge, skills and attitudes, improve their productivity through effective planning, development and implementation of educational programs (Michel et al., 2011). Structural and psychological empowerment offers several benefits that are linked to a commitment to the organizations (Chen & Chen, 2008; Insan 2012),

consequently improving organizational performance. Sharing power, resources, and knowledge with employees through empowerment increases job satisfaction and commitment. These factors have a positive influence on an individual's productivity (Chen et al., 2007).

Markey and Patmore (2011) studied the Australian steel industry to determine the effect of employee participation in health and safety. Employing a survey design approach and relied on primary data for inferential analysis. The results showed that the relationship between empowerment and employee involvement in their jobs was strong and positive. The study focussed on steel industry whereas current study adopted a descriptive approach within the education sector. This is similar to Torka (2013), who adopted a descriptive survey design in his study on enterprise development and found that in the Netherlands, involvement improved commitment of metalwork employees to the organization. This study is based in the Netherlands and may not appropriately represent the Kenyan market.

Literature shows that when managers directly participate in the decision-making process, then it improves organizational commitment hence improving performance (Randall, 2007). Noraani and Zaizara (2013) studied the effect of promotion opportunity on job Satisfaction among Malaysian graduates. The researchers employed a descriptive research approach, and the results showed that promotion opportunities positively affected employee satisfaction. They argued that when employees perceive promotion decisions as fair, then they are likely to perform better and are more committed. The study only focussed on employee empowerment alone and did not consider other management practices such as leadership and communication, which the current study

will take into consideration. Today, lack of equal promotion opportunities is one of the causes of employee resignation especially young professionals who are always in search of work experience from various organizations (Khalid, Irshad & Mahmood, 2011); hence its causal link towards better performance levels.

2.3.5 Leadership and Implementation of Strategic Plans

The literature on successful strategic plan implementation has largely ignored the manager's role. However, Frame in 1987 suggests that different stages of strategic management require different leadership styles. Turner (2000) also suggested four leadership styles based on how much the leader involves the team in decision-making. The styles suggested by Turner include bureaucratic, autocratic, Laissez-Faire and democratic leadership.

Democratic leadership is an open approach to leading. In this type of leadership, the members of the team have a say in the decisions made by the organization. The views of a team, group or individual are valued. Giltinane (2013) discusses that team members feel valued when a democratic leader makes use their ideas to achieve organizational goals. Giltinane (2013) puts it clear that a disadvantage to this style of leadership is the time that it may take to make a decision when considering input for all the members. This may cause an institution to lag behind schedule.

The second leadership style suggested by Turner is a bureaucratic leadership style, and it relies on a fixed hierarchy where information is passed down. Cleland (2004) indicated that this is not an ideal leadership style when it comes to strategic planning and implementation in educational institutions since it focuses on structure, procedures and

rules, which people must follow and involves routine procedures as opposed to innovation and creativity which should be employed in schools.

The third leadership style proposed by Turner, (2000) is Autocratic leadership style. In autocratic leadership, the leaders organize and control transactional leaders who take on full responsibility for the project. The upper management teams inform the management team what their targets are and are given clear cut instructions on how to perform their duties. This leader does not consult any of his employees in the decision-making process. Such leaders are more likely to meet deadlines. This leadership style requires loyalty and obedience from team members who also get punished when objectives are not met and get rewarded when they meet their objectives (Giltinane, 2013). One disadvantage of this style is that it fails to consider input from various stakeholders. The Last style, according to Turner (2000) Laissez-Faire leaders are not directly involved in day to day decision making, this makes them seem uninterested or uncommitted Anderson et al. (2010). This leadership style often leads to underperformance and employee dissatisfaction which may make them disloyal.

Ukeje, Abraham, and Chinyere, (2015) examined the effects of leadership on labour management relations in Ebonyi State University, South-Eastern Nigeria, using a descriptive research design. The collected data was analysed using a simple percentage and Analysis of Variance (ANOVA). The findings show that leadership has significant effects on the management of labour relations. Study results showed that competent leadership enabled strategic planning processes. The current study focused on Vocational Training Centres in Kiambu County, Kenya.

Mwangi, Olayo, and Simuyu, (2015) studied how the style of management, the skills acquired by the employees and the culture of a firm affected the implementation of strategic plans in middle-level colleges in Thika sub-county, Kenya. Adopting a descriptive study design with random sampling being utilized to select respondents, the study showed that the employees' skills and management style are vital in the implementation of strategic plans. Further, the members of the staff were well-skilled to ensure that there is a smooth implementation of strategic plans. However, our current study will be conducted in VTCs in the entire Kiambu County and not only Thika Sub-County. It also focuses on planning, employee empowerment, leadership and communication as management practices.

Tarus, Gichoya, and Muumbo (2015) examined the challenges of implementing e-learning in Kenyan universities. The study employed a survey design of three top public universities in the country. Questionnaires were used in this study and research finding showed that incompetence among leadership eroded the implementation of e-learning plans across the universities. More so poor infrastructural rollout influenced the implementation process.

Mwenda and Wachira (2015) studied how different leadership styles affect the implementation of strategic plans of organizations in SMEs in Nairobi. The study employed a descriptive research design and used semi-structured questionnaires. After both descriptive and inferential statistics, the regression showed that "autocratic leadership had the highest effect of the implementation of strategic plans with a coefficient of 0.488, followed by democratic leadership with a coefficient of 0.384 and laissez-faire with a coefficient 0.269. The study however considered SMEs' within

Nairobi County whereas the current study sampled vocational training institutions in Kiambu County.

2.3.6 Communication and Implementation of Strategic Plans

Corporate communication is a strategic tool for any organization with its reputation and stature and which ought to command respect from its peers. It is an effective tool in conferring leadership, motivation, persuasion and information to stakeholders within the organizational spectrum globally. The need for dissemination of information to the stakeholders, employees, instructors and the community with a stake in the firm cannot be underscored (Lati, 2005).

According to Wandera, (2015) when studying the effects of Kenya government regulations on the strategic planning process of national oil corporation of Kenya, found out that when employees understand the strategy of the organization, then they will use the knowledge to make better decisions hence attaining organization goals. Establishing a target for the information being communicated is key to ensure that people outside the strategic planning team are not involved, especially if the strategy to be shared is sensitive. In vocational training Centres, it may be desirable to require employees to understand all of the strategic planning documents in order to foster their participation and eventually achieve the objectives collectively.

When the information is disseminated poorly, it leads to a frustrated management team, unmotivated employees and a negative corporate culture, (Allens, 2011). Effective communication is necessary for the effective implementation of strategic plans. Effective communication makes teams/employees more effective. According to Gumbo (2010), employee feedback is key since it makes them feel appreciated. They as well feel

important and part of the institution. At all levels of management, employees provide the most effective solutions. They are the ones who have daily interaction with the students' and stakeholders and have a grasp of the business operations. Feedback allows both management and employer of the vocational Centres to voice their opinion, creating a healthy corporate environment, leading to increased motivation hence increased productivity.

Tarhini, Ammar, and Tarhini (2015) undertook an analysis of the critical success factors for enterprise resource planning implementation from the stakeholders' perspective: A systematic review. The findings of the study implied that close communication and collaboration between employees and external stakeholders fostered the enterprise resource planning implementation. Shimizu (2017) conducted a study on Senders' Bias: How Can Top Managers' Communication Improve or Not Improve Strategy Implementation. The study employed a descriptive approach anchored on a positivist philosophy and used qualitative data from questionnaires. The findings of the study indicated that environmental change acceleration and future uncertainty increases, influence implementation of strategy since it involves continuous adjustment and modification, which cannot be achieved without an elaborate communication plan. The study, however, did not assess how the success of strategy implementation benefits different service users.

Ogwengo and Osano (2017) examined the factors influencing strategy implementation in institutions of higher learning in Kenya. A descriptive research approach was used with a mixed research methodology being utilized in collecting research data. The study utilized both descriptive and inferential statistical techniques. Study results showed that

disastrous communication policy negatively influences the success of strategy implantation. The researchers further concluded that limited feedback system derailed the implementation of strategies within institutions of higher learning. The current research focused on vocational institutions; hence, the empirical evidence from a higher institution of learning may not be of significance to the tertiary institution.

2.4 Summary of Literature Review and Gaps in Reviewed Literature

Table 2.1 Research Gaps

Author	Topic	Methodology	Key Findings	Research Gap
Bassa (2015)	Practice of strategic planning and strategy implementation in public universities of Ethiopia	The study employed a descriptive research design with mixed methodology utilized in the data collection	Weak communication, lack of adequate monitoring and fluctuation in strategies led to poor strategy implementation within the institutions	The study was concentrated in universities and current studies focused on vocational training centres.
Gachua and Orwa, (2015)	Factors affecting strategy implementation in public universities in Kenya: JKUAT	The study employed a case study design with research data collected using both interview schedules and questionnaires.	Organization structure positively and significantly influence the success of strategic implementation within JKUAT	The current study employed a descriptive research design not a case study as the previous research adopted.
Mwenda and Wachira, (2015)	Effects of leadership styles on implementation of organization strategic plans in small and medium enterprises in Nairobi.	The study employed a descriptive research design with semi-structured questionnaires utilized in the data collection process.	Autocratic leadership had the highest effect of implementation of strategic plans with a coefficient of 0.488	The current study considered leadership styles but focused on other management practices such as resource allocation, organization

Odediran, Gbadegesin, and Babalola, (2015)	Facilities management practices in the Nigerian public universities.	The study employed descriptive research design with structured questionnaires utilized for the analysis.	The main impediment to the implementation of facilities management practices was lack of adequate strategic planning which led to lack of technology adoption and resource allocation	The current study relied on a semi-structured questionnaire that collected both qualitative and quantitative data
Ukeje, Abraham, and Chinyere, (2015)	Effects of leadership influence on labour management relations: case study of Ebonyi State University, South-Eastern Nigeria	The study employed a descriptive research design. The collected data was analysed using simple percentage and Analysis of Variance (ANOVA).	The results of the study also indicated that competent leadership was able to enhance strategic planning process thus promoting strategy implementation in the institutions.	The current study employed a descriptive research design with data analysed using regression analysis to estimate the magnitude of influence for each indicator.

Source: Researcher (2019)

Despite the vital role played by strategic plans in guiding institutions towards achieving their mission and objectives, minimal research has been done on the implementation of such a strategic plan in Vocational Training Centres. It is evident that the literature above has provided important aspects regarding strategic plan, its implementation, components and its usefulness/importance. None of these studies has, however, tackled on the influence of management practices on the implementation of strategic plans in vocational training centres in Kiambu County. It is against this backdrop that this research sought to fill the existing gap.

2.5 Conceptual Framework

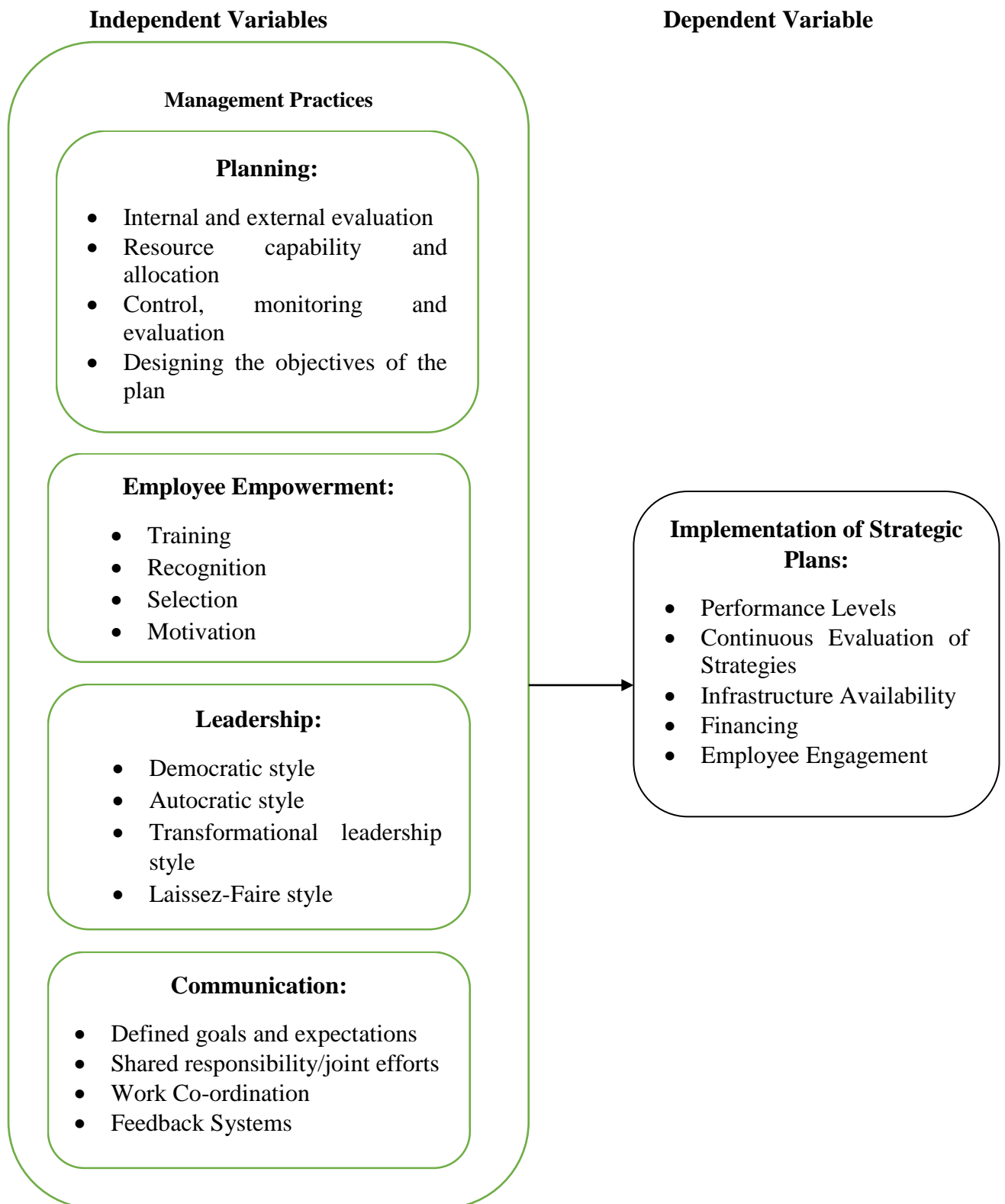


Figure 2.1 Conceptual Framework

Source: Researcher (2019)

The conceptual framework helps in identifying the relationship between the dependent and independent variable. The dependent variable is one that is affected by the independent variables and is a variable of primary interest to the researcher. The diagram above shows the implementation of the strategic plan as the dependent variable, which assessed using increased levels of performance, committed instructing staff increased engagement and enhanced infrastructure. The independent variables (management practices) was conceptualized by leadership styles, communication, planning and employee empowerment.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter focused on the methodology that was used in the study. It describes the location of the study, sampling techniques, instruments of data collection, validity and reliability of instruments, data collection procedures and data analysis and presentation. The chapter concluded with ethical issues.

3.2 Research Design

The research design is key to solving the research question (Kothari, 2012). The study adopted a descriptive survey design to determine how management practices affect the implementation of strategic plans in Vocational Training Centres in Kiambu County. Besides being a precise and accurate, the descriptive design also allows for the use of mixed research methodology. It has been used by Bassa, (2015), Odediran, Gbadegesin, and Babalola, (2015), among others.

3.3 Target Population

Target population represents the hypothetical objects or individuals of concern for the study who have the desired characteristics (Borg & Gall, 2007). This study targeted personnel within 37 Vocational Training Centres in Kiambu who include Managers (11), their Deputies (11), BOGs (33), the Heads of Departments (18) and Instructors (19) since they make the key decisions concerning strategies in their institutions. The vocational training colleges are divided into large, medium and small with a total of 296 personnel.

3.4 Sampling Design

The sample size represents the target population. Out of the 37 vocational training centres, the researcher picked a sample of 12 VCTs using stratified random sampling

technique for proper categorization of the chosen representatives. Further, the study utilized simple, convenient random sampling to pick the respondents among Managers, their Deputies, all the Heads of Departments, all Instructors and at least three members of the Board of Governors per institution chosen randomly. A sample at the range of 10% for a large population and 30% for the small population is acceptable (Mugenda & Mugenda, 2008). A sample size of 30% was considered adequate for this study due to the moderate level of homogeneity among respondents within the 37 VTC's in Kiambu County. The number of personnel per each stratum across the 37 institutions is as shown in table 3.1 below:

Table 3.1 Sample size

Categories of stakeholders	Target Population	Sample Size @30%
Principals/managers	37	11
Deputy managers	37	11
BoG	111	33
Head of departments	54	18
Instructors	57	19
TOTAL	296	92

Source: County Government of Kiambu (2016)

3.5 Data Collection Instruments and Procedure

Mugenda and Mugenda (2008) define data collection as the process of obtaining material pertaining to a particular subject matter or research question under investigation. Both data sources were used. The primary data was collected using a semi-structured questionnaire which contained a Likert scale and open-ended questions. The use of semi-structured questionnaire ensures consistency of questions

and answers from the respondents. Secondary data from books, journals, past researches and the internet was used to enhance the primary data collected from the personnel. The study undertook a pilot test with 10% of the sample population that was involved in the main research.

3.5.1 Validity of Research Instrument

Validity determines the degree of certainty of the research instruments (Schindler, 2008). The study used both face and content validity. Content validity draws an inference from test scores to a large domain of items similar to those on the test. Content validity was concerned with sample-population representativeness. The face validity was assessed by the research, ensuring that all the research variables are captured within the questionnaire. The content validity was assessed through a review of the research instrument by the supervisor.

3.5.2 Reliability of Research Instrument

For the reliability of the research, the instrument is more reliable, and the researcher tested the integrity of the questionnaire by testing the reliability of the Likert scale using the Cronbach's alpha for reliability. Any result above 0.7 will indicate that the parameters used are reliable. It is a measure of how closely related a set of items are in a group.

Table 3.2 Reliability Results

Variable	Cronbach's Alpha	Number of Items	Comment
Planning and implementation	.840	8	Reliable
Employee empowerment	.785	7	Reliable
Leadership	.860	7	Reliable

Communication	.835	9	Reliable
Implementation of strategic plans	.875	5	Reliable
Overall Reliability Statistics	.820	5	Reliable

Source: Survey Data (2019)

The results of the study indicated that all the research variables had a Cronbach Alpha of above 0.7; thus, indicating there was internal consistency within the research instrument. The overall reliability statistics was 0.820, which was above the threshold of 0.7; hence, the constructs were accepted for the study.

3.6 Data Analysis and Presentation

After obtaining the data through questionnaires, it was prepared in readiness for analysis using the SPSS program. Data were presented as frequencies, descriptive and inferential statistics. Microsoft excel complemented SPSS, especially when producing figures and tables. Qualitative data was analysed using content analysis that was in line with the research objectives. The study applied a multiple linear regression model to estimate the magnitude of the association between the management practices and implementation of strategic plans. The regression model was;

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

Where:

Y = Dependent Variable (strategic plans implementation)

X₁ Influence of Strategic planning on strategic plan implementation

X₂ Influence of Employee empowerment on strategic plan implementation

X₃ Influence Leadership on strategic plan implementation

X₄ Influence Communication on strategic plan implementation

α = constant

$\beta_1 - 4$ = the regression coefficient of independent variables

ϵ = error term

The analysed inferential statistics were presented using the regression model. The statistical significance of the research model was tested at 5% level of significance using the analysis of variance – ANOVA.

3.7 Diagnostic Tests

The study applied the following diagnostic tests to the regression model;

Table 3.3 Diagnostic Tests

Test	Significance	Test used	Conclusion
Multicollinearity	Establish the strength of correlations among the independent variables	Variance Inflation Factor (VIF)	If any of the variables result into VIF of equal to or greater than 10, then multicollinearity will be evidenced.
Normality test	To verify if a data set is well-modelled by a normal distribution	Shapiro-Wilk tests	The test states that for normally distributed data, the sig. value should be 0.05 or greater

Source: Researcher (2019)

3.8 Ethical Considerations

Clearance was received from NACOSTI and the County Government of Kiambu before undertaking the research. The researcher sought an authority letter from the University to proceed to the field to collect data. The letter was addressed to the head

of departments in the chosen vocational Centres requesting access to the researcher to administer the research instrument. The researcher personally distributed the questionnaires through a drop and pick the method to allow respondents ample time to offer their responses. The researcher was keen to safeguard the rights of the respondents, others and those of the organizations. The following was some of the ethical issues which were observed. The issue of confidentiality was highly observed. This refers to the non-disclosure of research information to third parties with the informed consent of either the organization or the respondents.

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION

4.1 Introduction

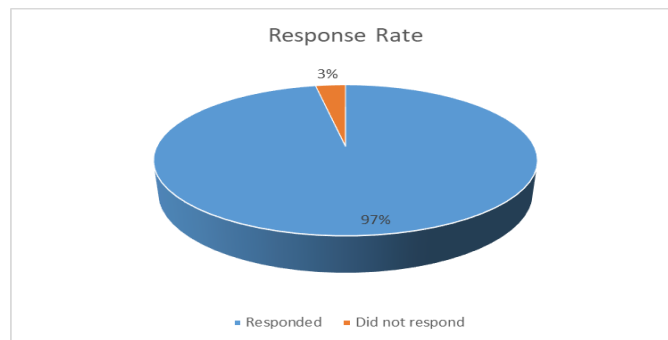
The fourth chapter of the study presents the analysis and presentation of the data collected. The chapter comprised of the background information, the descriptive analysis, the tests for linear regression assumptions and the regression analysis.

4.2 Background Information

The research instrument was broken into two main parts; the background data on the respondents and the second part the research variables. The background information of the research focussed on the demographic data on the respondents. This sourced research response, the gender of the respondents, age of respondents, education level of respondents, length of service and the position held by the respondents.

4.2.1 Response Rate

The study targeted a sample of 92 respondents drawn from the 12 selected VTC institutions within Kiambu County. The research findings showed that the researcher obtained a 97% (n=89) response rate, while only 3% of the respondents did not take part in the research. This was deemed sufficient for statistical analysis to be conducted.

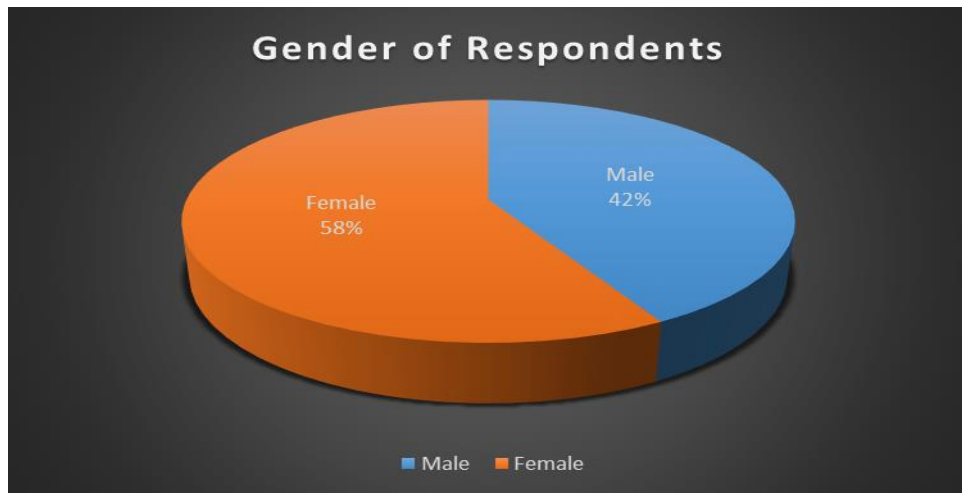


Source: Survey Data (2019)

Figure 4.1: Gender of Respondents

4.2.2 Gender of the Respondents

The findings of the research indicated that the majority of the respondents, 48% of the respondents were male, while only 52% were female, as shown in Figure 4.2. These results show that there is growing gender parity in the employment rates within VTC institutions.



Source: Survey Data (2019)

Figure 4.2 Gender of Respondents

4.2.3 Age of the Respondents

The findings are as shown below;

Table 4.1 Respondents Age

		Frequency	Per cent
Valid	20-25 years	6	6.7
	26-30 years	9	10.1
	31-35 years	18	20.2
	36-40 years	18	20.2
	41-50 years	27	30.3
	51 years and above	11	12.4
	Total	89	100.0

Source: Survey Data (2019)

The findings of the study on Table 4.1 indicate that most of the respondents (30%) were between the ages 41-50 years, (20%) were between age 31-35 years and 36-40 years, respectively. Additionally, 12% of the respondents were above 51 years of age.

This shows that the majority of the sampled respondents were elderly personnel. This indicated that the responses obtained were from experienced personnel which fostered the quality of the data collected.

4.2.4 Education Level of the Respondents

The study found that the respondents had attained the following level of education;

Table 4.2 Education Level of Respondents

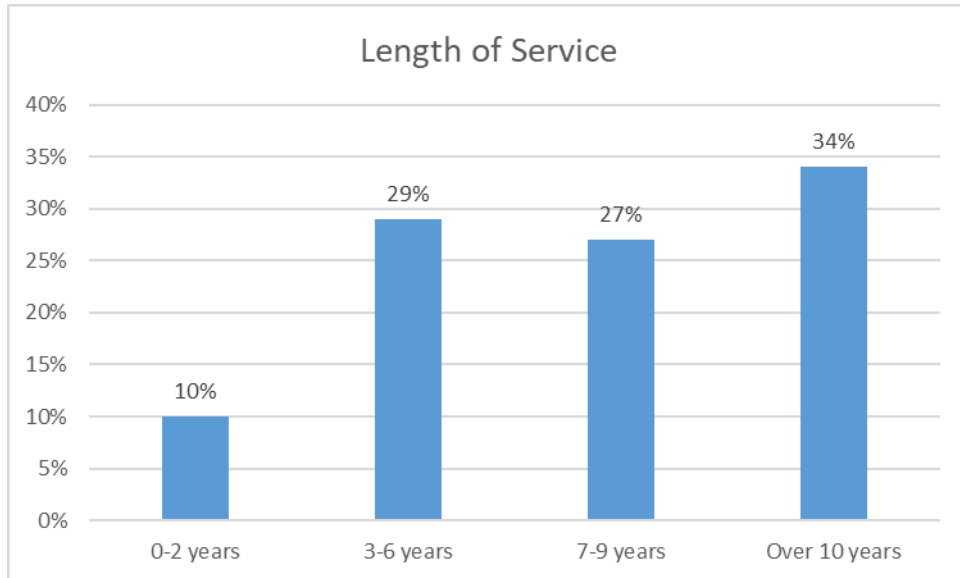
	Frequency	Per cent
Craft	9	10.1
Secondary	9	10.1
Tertiary College	47	52.8
University	24	27.0
Total	89	100.0

Source: Survey Data (2019)

The results of the study showed that (53%) of the respondents had attained college-level education, the findings further indicated that (27%) had university degrees while (10%) had secondary level and craft level education respectively. This showed that most respondents had attained the required qualifications and their views were from personnel who are well acclimated to the constructs of the research and their responses could be trusted.

4.2.5 Length of Service

In determining the length of service of the respondents within the VTC centres, most respondents (34%) had over 10 years of work experience, (27%) had between 7-9 years of service, (29%) had 3-6 years of experience while only (10%) had 0-2 years of work service. This showed that the respondents had adequate experience working in this industry hence have adequate information on the VTC institutes.

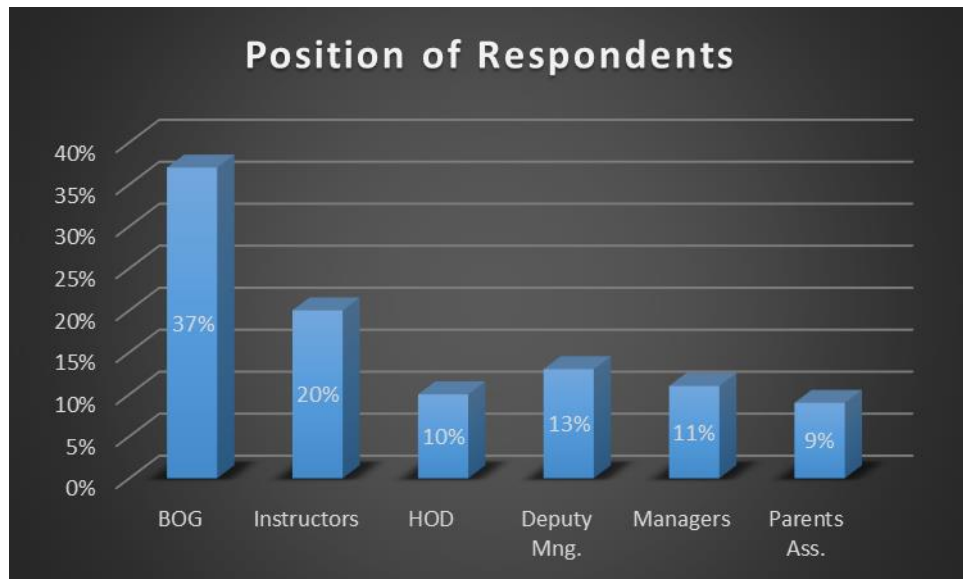


Source: Survey Data (2019)

Figure 4.3 Length of Respondents Service

4.2.6 Level of Management

The study further sought to obtain information about the level of work position that the respondents occupied within the institutions. The results of the study showed that most respondents (37%) were Board of Governors members, (20%) were Instructors, (10%) was Head of Departments, (13%) Deputy Managers, (11%) were managers while only (9%) were Parent Association members. These are the people who make the most important decisions regarding the management of the VCTs making their opinions of vital importance in responding to the research questions.



Source: Survey Data (2019)

Figure 4.4 Position Held by Respondents

4.3 Descriptive Analysis

The main objective of the study was to examine the effect of management practices on the implementation of strategic plans within VTC institutions in Kiambu County. The research utilized descriptive statistics in the tabulation of the responses. The study utilized both means and standard deviations. These two statistics were key in summarizing the characteristics of the study variables.

The study obtained data using a 5-point Likert scale rated as; 1=neither agree nor disagree, 2= strongly disagree, 3= disagree, 4=agree, 5=strongly agree

4.3.1 Planning

The first variable of the study was planning, which sought to examine how planning is undertaken within the management of TVET institutions. Planning involves the adoption of key competencies that are designed to achieve organizational goals. The variable was measured using eight items whose mean scores are presented in Table 4.3 below;

Table 4.3 Descriptive Statistics on Planning

	N	Minimum	Maximum	Mean	Std. Deviation
Undertakes effective strategy formulation	89	1.00	5.00	3.4270	1.26030
Initiates internal and external evaluation of strategy	89	1.00	5.00	3.4831	1.15908
Identifies infrastructure deficits	89	1.00	5.00	3.5730	1.18598
Involves stakeholders in planning	89	1.00	5.00	3.4719	1.32365
Designs effective feedback mechanisms on monitoring and evaluation	89	1.00	5.00	4.1573	1.57979
Designs and sets attainable objectives	89	1.00	5.00	3.4045	1.24972
Allocates adequate finances for strategies	89	1.00	5.00	3.3933	1.06192
Ensures effective resources allocation and availability	89	1.00	5.00	3.6404	1.25451
Aggregate				3.5688	1.2594

Source: Survey Data (2019)

The first variable of the study was planning, which had an aggregate mean of 3.5688 with a deviation of 1.2594. Results are shown in Table 4.2 indicates that most respondents disagreed that the institution undertakes effective strategy formulation, as indicated by a 3.427 mean and a deviation of 1.2603. This is as ascertained by Bitange and Magutu, (2010) who indicated that the management should play a central role in formulating and taking responsibility in the strategy implementation. The findings of the study also showed disagreement among the respondents with regard to institution initiates the internal and external evaluation of strategy, as shown by a mean of 3.4831 and a deviation of 1.15908. Nambi and Werner, (2013) were also of the view

that lack of institutional governance mechanism and poor engagement could limit the implementation process.

Findings further showed that respondents agreed that the institution identifies infrastructure deficits as shown by a 3.573 mean and a deviation of 1.18598. These are in agreement with Odediran, Gbadegesin, and Babalola, (2015) who indicated that lack of adequate planning and management of facilities was an impediment. The results revealed that most respondents disagreed that the institution involves stakeholders in planning, as shown by a 3.4719 mean and a deviation of 1.32365. These findings agree with Navarro and Gallardo (2003), who found out that vocational institutions should consult with educational stakeholders on the goals and objectives of the institution during strategic planning phase.

Regarding the institution designing effective feedback mechanisms on monitoring and evaluation, a 4.1573 mean showed agreement with a 1.57979 deviation indicating high variations among respondents. Bassa (2015) also indicated that monitoring was key to the strategy implementation process. The findings further showed that there was disagreement among the majority of the respondents that the institutions design and sets attainable objectives as shown by a 3.4045 mean and a 1.24972 deviation. Findings showed that concerning the organization allocates adequate finance for strategies; respondents disagreed as shown by a 3.3933 mean and a deviation of 1.06192. Regarding whether the institution ensures effective resources allocation and availability, a 3.6404 mean showed disagreement and a deviation of 1.25451. Kamau, (2015) also in his study, indicated that adequate allocation of resources was key in the implementation of strategic plans.

4.3.2 Employee Empowerment

This involves the systemic hand over of authority to employees and is the second variable of the study examined the employee empowerment practices within TVET institutions. The variable was measured using eight items whose mean scores are presented in Table 4.4 below;

Table 4.4 Descriptive Statistics on Employee Empowerment

	N	Minimum	Maximum	Mean	Std. Deviation
Acknowledges employee achievements	89	1.00	5.00	3.5169	1.15908
Rewards employees for their success.	89	1.00	5.00	3.2135	1.21984
Provides emotional support for the employees	89	1.00	5.00	3.6517	1.08817
Offers conducive capacity building opportunities for its employees	89	1.00	5.00	3.0562	1.23729
Empowers/trains employees on current instructional method	89	1.00	5.00	3.4831	1.10898
Involves staff in the development of strategic plans	89	1.00	5.00	3.3933	1.28468
Avails information to the employees that is relevant and central to organizational goals and objectives	89	1.00	5.00	3.7753	1.18468
Aggregate				3.4415	1.1832

Source: Survey Data (2019)

Study results showed that the second variable employee empowerment had an aggregate mean of 3.4415 with a standard deviation of 1.1832. The results indicated that in regard to the institution acknowledges employee achievements, a 3.5169 mean showed agreement. Noraani and Zaizara (2013) also indicated that employee empowerment programmes such as promotion enhanced work performance within organizations. With regard to the institution rewards employees for their success, a 3.2135 mean showed disagreement and a deviation of 1.21984. study results showed that respondents agreed that the institution provides emotional support for the employees as shown by a 3.6517 mean and a deviation of 1.08817 as attested by Markey and Patmore (2011) who concluded that employee empowerment was closely associated with job involvement which enhanced the firm performance.

Concerning whether the institution offers a conducive capacity building initiative for its employees, a 3.0562 mean showed disagreement and a deviation of 1.23729. regarding the role of the institution in empowering/training the employees on current instructional methods, a 3.4831 mean showed disagreement and a deviation of 1.10898. The respondents also agreed with the statement that the institution involves the staff in the development of strategic plans, as shown by a 3.3933 mean and a deviation of 1.28468. The findings are supported by Torka (2013), who concluded that direct employee participation enhanced commitment to the achievement of the firm goals. Study findings showed that respondents agreed that the institution avails information to the employees that are relevant and central to organization goals and objectives as per the 3.7753 mean and a deviation of 1.18468. Omboi (2013) indicated that increasing awareness of the institution policies and objectives would enhance the implementation of strategic plans within tertiary institutions.

4.3.3 Leadership

The qualities perceived by those in charge of the firm determine its course of action and leadership is composed of the characteristics of those in authority and their effects on the implementation of strategic plans. It is the third variable of the research sought to establish the leadership practices within TVET institutions in Kiambu County. The variable was measured using eight items whose mean scores are presented in Table 4.5 below;

Table 4.5 Descriptive Statistics on Leadership

	N	Minimum	Maximum	Mean	Std. Deviation
Provides staff with an opportunity to participate in decisions making about curriculum implementation matters	89	1.00	5.00	3.5730	1.18598
Provides adequate instructional materials to the relevant departments	89	1.00	5.00	3.3933	1.06192
Enhances commitment and motivation through involving employees in decision making	89	1.00	5.00	3.6292	1.03772
Encourages instructors to share ideas about improving curriculum implementation	89	1.00	5.00	3.5843	1.23223
Applies multiple leadership style	89	1.00	5.00	3.6067	1.21185
Sends instructors to workshops to improve their knowledge about management methods	89	1.00	5.00	3.5730	1.41331
Applies autocratic leadership in management decisions (hardly consults)	89	1.00	5.00	2.9775	1.23378
Provides freedom for all to choose and do what they deem fit with no consequences	89	1.00	5.00	3.1011	1.16819
Aggregate				3.4285	1.1937

Source: Survey Data (2019)

The third variable of the research was leadership which recorded an aggregate mean of 3.4285 and a deviation of 1.1937. With regard to the institution provides staff with an opportunity to participate in decision making about curriculum implementation

matters, a 3.573 mean showed agreement with a 1.18598 deviation. This is as ascertained by Giltinane (2013) who concluded that including members in decision making is key in the achievement of organization goals. The result of the study also showed disagreement among respondents that the institution provides instructional materials to the relevant departments, as shown by a 3.3933 mean and deviation of 1.06192.

Responses obtained also indicated that respondents agreed that leadership enhances commitment and motivation through involving employees in decision making, as shown by a 3.6292 mean. The study showed that the respondents agreed that leadership encourages instructors to share ideas about improving curriculum implementation, as shown by a 3.5843 mean and a deviation of 1.23223. This is consistent with Giltinane (2013), who concluded that democratic leaders who allow team members to share ideas fostered the attainment of organization goals.

Concerning if the leadership within the institution applies multiple leadership styles, a 3.6067 mean showed agreement. Ukeje, Abraham, and Chinyere (2015) are also of the view that leadership practices have a positive influence on employee management. The findings showed that respondents agreed that leadership sends instructors to workshops to improve their knowledge about management methods as shown by a mean of 3.573 and a deviation of 1.41331. Mwangi, Olayo, and Simuyu (2015) indicated that staff with various skills within the organization would support the smooth implementation of strategic plans.

The results also indicated that in regard to leadership applies autocratic leadership in management decisions (hardly consults), the respondents disagreed, as shown by a 2.9975 mean and a deviation of 1.23378. regarding the role of leadership in providing

freedom for all to choose and do what they deem fit with no consequences, a 3.1011 mean showed disagreement and a deviation of 1.168199. Mwenda and Wachira (2015) indicated that different leadership styles had varying degrees of effect on the implementation of strategic plans with both autocratic and democratic leaders having the highest positive effect on the implementation process.

4.3.4 Communication

Communication involves dissemination of information within the institution and is the fourth variable of the research examined the communication within the TVET institutions in Kiambu County. The variable was measured using nine items whose mean scores are shown in Table 4.6 below;

Table 4.6 Descriptive Statistics on Communication

	N	Minimum	Maximum	Mean	Std. Deviation
Provides proper and efficient communication	89	1.00	5.00	3.7416	1.07162
Fosters open communication, shared responsibility/joint efforts in achieving goals and objectives	89	1.00	5.00	3.5955	1.30314
Discourages inefficient communication	89	1.00	5.00	3.5056	1.11929
Encourages feedback on challenging objectives	89	1.00	5.00	3.7753	1.13571
Discourages bureaucracy/red tape in accessing information	89	1.00	5.00	3.3258	1.28607
Is always in charge aware and informing workers on internal and external occurrences	89	1.00	5.00	3.6742	1.17527
Conducts monitoring and evaluation regularly and shares results	89	1.00	5.00	3.7978	1.11986
Conducts regular stakeholder briefing on aims and objectives	89	1.00	5.00	3.3933	1.24880
Provides clarity in the definition of institutional goals and objective	89	1.00	6.00	3.6742	1.27721
Aggregate				3.6092	1.1930

Source: Survey Data (2019)

The fourth study variable was communication with results that indicated an aggregate mean of 3.6092 and a deviation of 1.1930. The results shown in Table 4.6 above indicate that regarding the institution provides proper and efficient communication, respondents agreed as shown by a 3.7416 mean and a 1.07162 deviation. Wandera, (2015) is of a similar view that organization communication to employees on the strategy of organization enhances the attainment of the laid down goals. The findings further showed that in regard to communication fosters open communication, shared responsibility/joint efforts in achieving goals and objectives, a 3.5955 mean showed agreement and a deviation of 1.30314. Regarding the institution discourages inefficient communication, respondents disagreed as shown by a 3.5056 mean. In regard to communication encourages feedback on challenging objectives, a 3.7753 mean showed agreement. This is supported by Gumbo, (2010), who concluded that employees should be encouraged to provide feedback within the organization as this will increase their motivation levels and productivity.

Study findings showed that concerning communication discourages bureaucracy/red tape in assessing information; respondents disagreed as shown by a 3.3258 mean. Tarhini, Ammar, and Tarhini (2015) observed that close communication with stakeholders enhanced the implementation process. In regard to the institution is always in charge, aware and informing workers on internal and external occurrences, a 3.6742 mean showed agreement and a deviation of 1.17527. Shimizu (2017) is also of the view that due to uncertainties in the business environment managers should regularly improve their communication as its key to the implementation of strategies.

Study findings showed that respondents agreed that the institution conducts monitoring and evaluation regularly and shares results as shown by the mean of 3.7978. In regard to the institution conducts regular stakeholder briefing on aims and

objective, a 3.3933 mean showed disagreement. In regard to communication provides clarity in the definition of institutional goals and objectives, a 3.6742 mean showed agreement. Ogwengo and Osano (2017) also posit the importance of communication when implementing strategic plans.

4.3.5 Implementation of Strategic Plans

The study's dependent variable was an examination of the implementation of strategic plans within VTC institutions in Kiambu County. The study in detail examined the practices adopted within the TVET institution with a view of supporting the implementation of strategic plans. The variable was measured using five items.

Table 4.7 Descriptive Statistics on Implementation of Strategic Plans

	N	Minimum	Maximum	Mean	Std. Deviation
There has been considerable effort to measure performance levels	89	1.00	5.00	3.2921	1.26313
There has been continuous evaluation of the strategy implementation process	89	1.00	5.00	3.3258	1.15577
There is adequate infrastructure availability for supporting work	89	1.00	5.00	3.3034	1.25594
There has been adequate financing for strategy implementation	89	1.00	5.00	3.0112	1.35256
Employees are fully engaged in strategy implementation	89	1.00	5.00	3.5618	1.07614
Aggregate				3.2989	1.2207

Source: Survey Data (2019)

Implementation of strategic plans had an aggregate mean of 3.2989 and a standard deviation of 1.2207. Regarding there has been considerable effort to measure

performance levels, a 3.2921 mean showed disagreement. In regard to there has been continuous evaluation of the strategy implementation process, a 3.3258 mean showed disagreement and a deviation of 1.15577. Regarding adequate infrastructure availability for supporting work, a 3.3034 mean showed disagreement. Regarding the availability of adequate financing for strategy implementation, a 3.0012 mean showed disagreement. In regard to the employees are fully engaged in the strategy implementation, a 3.5618 mean showed agreement and a deviation of 1.07614. The above results are consistent with Bidemi (2009), who emphasized that firms should pay closer attention to the attainment of the organization performance goals. Alkhafaji (2011) also points out that organization leaders should identify the key metrics of the success of strategy implementation.

4.4 Tests for Linear Regression Assumptions

Prior to conducting the regression analysis, the study sought to examine if the researchers observed the main assumptions for regression analysis. The study undertook normality tests, collinearity tests and heteroscedasticity as the main tests of linear regression assumptions which are a standard before undertaking linear regression analysis.

4.4.1 Normality Tests

The normality tests of the research help in knowing the shape of the distribution. The first test was the test for normality, and the results are presented below;

Table 4.7 Normality Test Results

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
Planning	.183	89	.200	.680	89	.084
Employee Empowerment	.080	89	.200*	.775	89	.074
Leadership Style	.063	89	.200*	.979	89	.073
Communication	.086	89	.098	.984	89	.055

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Source: Survey Data (2019)

Shapiro-Wilk test dictates that for normal data distribution, all the sig value should be above 0.05. The results indicate a sig. value of above 0.05, meaning that the data is normally distributed.

4.4.2 Multicollinearity Test

The second test was the collinearity test using VIF values. Collinearity tests check on the strength of the correlations among the independent variables. The findings are as below;

Table 4.8 Collinearity Statistics

Model		Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	Planning	.632	1.583
	Employee Empowerment	.402	2.490
	Leadership	.541	1.848
	Communication	.416	2.405

a. Dependent Variable: Strategic Plan Implementation

Source: Survey Data (2019)

The VIF values in Table 4.8 show values lower than 10, indicating that there was no multicollinearity. Any tolerance value, which is lower than 0.1 shows a linear combination among the independent variables. However, this study found no cases of Multicollinearity since all the tolerance values are above 0.1.

4.5 Regression Analysis

The research further sought to examine the extent of the influence of independent variables on the dependent variable. The results of the regression summary are as below in Table 4.10;

Table 4.9 Regression Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.693 ^a	.480	.455	2.66215	1.944

a. Predictors: (Constant), Communication, Leadership, Planning, Employee Empowerment

b. Dependent Variable: Implementation of Strategic Plan

Source: Survey Data (2019)

The research findings in Table 4.14 examined the effect of management practices on the implementation of strategic plans in VTC institutions in Kiambu County. The results indicate that jointly all the study variables explained 48% ($R^2=.480$) of the variations in the implementation of strategic plans in VTC institutions in Kiambu County. These results are consistent with; Tarhini, Ammar, and Tarhini (2015); Mwenda and Wachira, (2015); Mwangi, Olayo, and Simuyu, (2015) who all indicated that constructs of management practices such as communication, leadership and employee empowerment positively affect the implementation of strategic plans. Nambi and Werner, (2013) also indicated that planning, employee engagement and governance mechanism positively affect the implementation of strategic plans.

4.5.1 ANOVA Summary

The ANOVA test sought to determine the statistical significance of the regression model. The results were presented in Table 4.11 below;

Table 4.10 ANOVA Model Summary

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	548.934	4	137.234	19.364	.000
	Residual	595.313	84	7.087		
	Total	1144.247	88			

a. Dependent Variable: Implementation of Strategic Plan

b. Predictors: (Constant), Communication, Leadership, Planning, Employee Empowerment

Source: Survey Data (2019)

The findings of the ANOVA model show that the association between the study variables (management practices*implementation of strategic plans). The f-statistic = 19.364, is greater than the f-critical value while the sig-value = .000<.05 showing a statistically significant and fit association between the study variables.

4.5.2 Regression Coefficients

The table below presented the statistics on the coefficients obtained from the regression analysis.

Table 4.11 Coefficients of the Regression Model

Model		Unstandardized Coefficients		Standardized Coefficients		Sig.
		B	Std. Error	Beta	t	
1	(Constant)	1.019	1.797		.567	.572
	Planning	-.006	.043	-.013	-.135	.893
	Employee Empowerment	.108	.089	.150	1.209	.230
	Leadership	.243	.079	.329	3.079	.003
	Communication	.196	.074	.322	2.636	.010

a. Dependent Variable: Implementation of Strategic Plan

Source: Survey Data (2019)

The resultant regression model is;

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon - \text{becomes:}$$

Implementation of strategic plans = 1.019 + -.013 (*Planning*) + .150 (*Employee Empowerment*) + .329 (*Leadership*) + .322 (*Communication*) + 1.797

The results indicated that in relation to the first objective of the study changing one unit in planning results in a -.013 decline in implementation of strategic plans. The findings indicate that there is an insignificant negative ($p=.893>.05$) effect of planning when implementing strategies. Odediran, Gbadegesin, and Babalola (2015) were of the view that a lack of strategic planning influences the implementation of strategies.

On examining how employee empowerment affects the implementation of strategic plans, results showed that changing one unit in employee empowerment will lead to a .150 increase in implementation of strategic plans. The findings indicate that there is an insignificant positive ($p=.230>.05$) effect of employee empowerment when implementing strategic plans. Torka (2013) asserts that employee involvement had a positive effect on employee commitment levels.

On examining the effect of leadership on the implementation of strategic plans, findings showed that changing one unit of leadership will result in a .329 increase when implementing strategic plans. The findings thus show that there is a positive significant ($p=.003<.05$) effect of leadership on implementation of strategic plans as ascertained by Kamau, (2015) who indicated that leadership positively affect the implementation of strategic plans.

On examining the effect of communication on the implementation of strategic plans, the researcher concluded that a unit change in communication would result in a .322 increase in implementation of strategic plans. The findings show that there is a positive significant ($p=.010<.05$) effect of communication on the implementation of strategic plans. Ogwengo and Osano (2017) also indicated that there is a positive effect of communication on the implementation of strategies.

CHAPTER FIVE

SUMMARY CONCLUSIONS AND RECOMMENDATION

5.1 Introduction

This chapter presents the study summary. It further outlined the conclusions and recommendations of the study. These were presented in line with the research objectives. Finally, the chapter made recommendations.

5.2 Summary

The role of strategic management within the organization has been at the centre of interest from policymakers to academicians alike. One of the most fundamental areas has been the execution of the strategic plans. Literature has indicated that the strategy implementation process is faced by a myriad of challenges that contribute to the failure of at least 50% of strategies. Central to the implementation of strategic plans is the management of organizations. The researcher wanted to examine how the management practices adopted by the organization affect the implementation of strategic plans. To this end, the study targeted VTC institutions in the country that have been faced by the erratic performance, which has limited the delivery of their services for decades.

Study results showed that the researcher obtained a 97% rate of response. From the review of the demographic data, the study results showed that (52%) of the respondents were female personnel. The findings further showed that most respondents (30%) were between the ages of 41-50 years. The results further indicated that (53%) of the respondents had attained at least a college-level education. Findings of the research further indicated that (34%) of the respondents had served for at least 10 years or more while only (37%) of the respondents were BOG members.

The results of the descriptive statistics showed that planning had an aggregate mean of 3.5688 with a 1.2594 deviation; employee empowerment had an aggregate mean of 3.4415 with an 1.1832 deviation; leadership recorded an aggregate mean of 3.4285 and a deviation of 1.1937; communication indicated an aggregate mean of 3.6092 and a deviation of 1.1930; implementation, the dependent variable, had an aggregate mean of 3.2989 and a standard deviation of 1.2207.

5.2.1 Planning and Implementation of Strategic Plans

On examining the effect of planning on implementation of strategic plans within VTC institutions in Kiambu County, the study indicated that planning within the vocational training institutions can be attained through effective strategy formulation, involving stakeholders in the planning process, allocating adequate finances to the strategies, initiating internal and external evaluation, designing effective feedback mechanisms as well as ensuring effective resource allocation and availability. The results indicated that changing one unit in planning will result in a $B = -.013$ decrease in implementation of strategic plans.

5.2.2 Employee Empowerment and Implementation of Strategic Plans

On examining the effect of employee empowerment on the implementation of strategic plans within VTC institutions in Kiambu County the findings of the study indicated that employee empowerment could be attained through acknowledging the employee input, involvement of the employees in decision making, enhancing the capacity and skills of employees through regular workshops and training, involving the employees in strategic plan development as well as availing critical information to the employees. The findings further indicate that a unit change in employee empowerment will result in a $B = .150$ increase when implementing strategic plans.

5.2.3 Leadership and Implementation of Strategic Plans

On examining the effect of leadership on the implementation of strategic plans within VTC institutions in Kiambu County, the results of the study indicated that leadership was critical in providing staff with an opportunity in the decision-making process, providing adequate instructional materials, fostering commitment through motivations of the staff, involving the personnel in the implementation of curriculum and its improvement, applying varying leadership styles as dictated by the work environment as well as arranging for employees to attend workshops. The findings further show that a unit change in leadership will result in a statistically significant $Sig = .003 < .005$. $B = .329$ increase in implementation of strategic plans.

5.2.4 Communication and Implementation of Strategic Plans

On examining the effect of communication on the implementation of strategic plans within VTC institutions in Kiambu County, the findings of the statistical analysis indicated that communication was vital in providing clarity on the institutional goals and objectives. The findings of the study also showed that fostering open communication was key to attaining institutional objectives. Further results indicated that conducting regular monitoring and evaluation and disseminating the results was instrumental in achieving success in the execution of strategic plans. The results finally indicate that a unit change in communication will result in $B = .322$ change in the implementation of strategic plans.

5.3 Conclusions

The first objective sought to examine the effect of planning on the implementation of strategic plans. From the results obtained the research concludes that most institutions

are faced by a lack of adequate resources and formulation of strategic plans which limit the implementation of strategic plans. The study further concludes that there is a lack of involving other stakeholders as well as employees which derails the implementation process.

The second objective of the research sought to determine the effect of employee empowerment on the implementation of strategic plans. Based on the research findings, the study concludes that the poor adoption of rewards and recognition schemes negatively influenced the motivation of staff which failed to improve strategic plan implementation. The study further concludes that the institution should offer a conducive environment for capacity building and employee empowerment which will further the process of implementing strategies. Routine employee training is necessary to foster their competency on the implementation.

The third objective of the research sought to examine the effect of leadership on implementation of strategic plans. The study concludes that the leadership of the institutions should enhance their collaboration with stakeholders in the implementation of strategic plans. The leaders should also indulge the employees in decision making and execution of strategic plans. The leaders should also foster their commitment to employee motivation programmes. The leaders should also strengthen the sharing of ideas and knowledge retention within the institutions.

The study further concludes that the organization should employ better communication and feedback systems that will be instrumental in information sharing within the institution on the implementation process. The study further concludes that the institutions should promote open information sharing as this will reduce the bureaucracy in the institutions. The study further concludes that regular feedback on

the monitoring and evaluation results is key to ensuring future success when implementing strategic plans.

5.4 Recommendations

The research recommends that policymakers within the ministry of education should review the guidelines supporting VTC institutions as well as the financing of the institutions to ensure attainment of their strategic goals. The study recommends that the VTC should regularly monitor other similar institutions in foreign countries and adopt the best practices in the planning of their strategies. Further institutions should ensure adequate resources are put in place before embarking on the implementation of strategic plans. The study recommends that institutions should adopt the best performance management systems that will help in appraising the employee performance towards successful implementation of plans and recognize and reward only the productive employees.

Further, the study recommends that employees should be motivated to seek future professional career development and training opportunities as this will enhance their skills. The research recommends that the leadership of the institutions should strive to involve the employees of the organization in the decision-making process. The study further recommends that the leadership should provide routine feedback to the employees on the attainment of the strategic plans. The research recommends that the organization should seek to establish effective communication and feedback systems that will foster information sharing in the organization.

5.5 Suggestions for Further Research

The study experienced limitations in accessing respondents who were willing to be involved in the research process during their work time. The study adopted a drop and

picked a method to enhance the response. The study further faced limitations among respondents who feared for their job security due to the information being sought.

The study suggests that future research should be carried out to examine the effect of corporate governance practices on service delivery within vocational training institutions. Further, similar research should be conducted within public universities that have a higher institutional capacity and examine the implementation of strategic plans within them.

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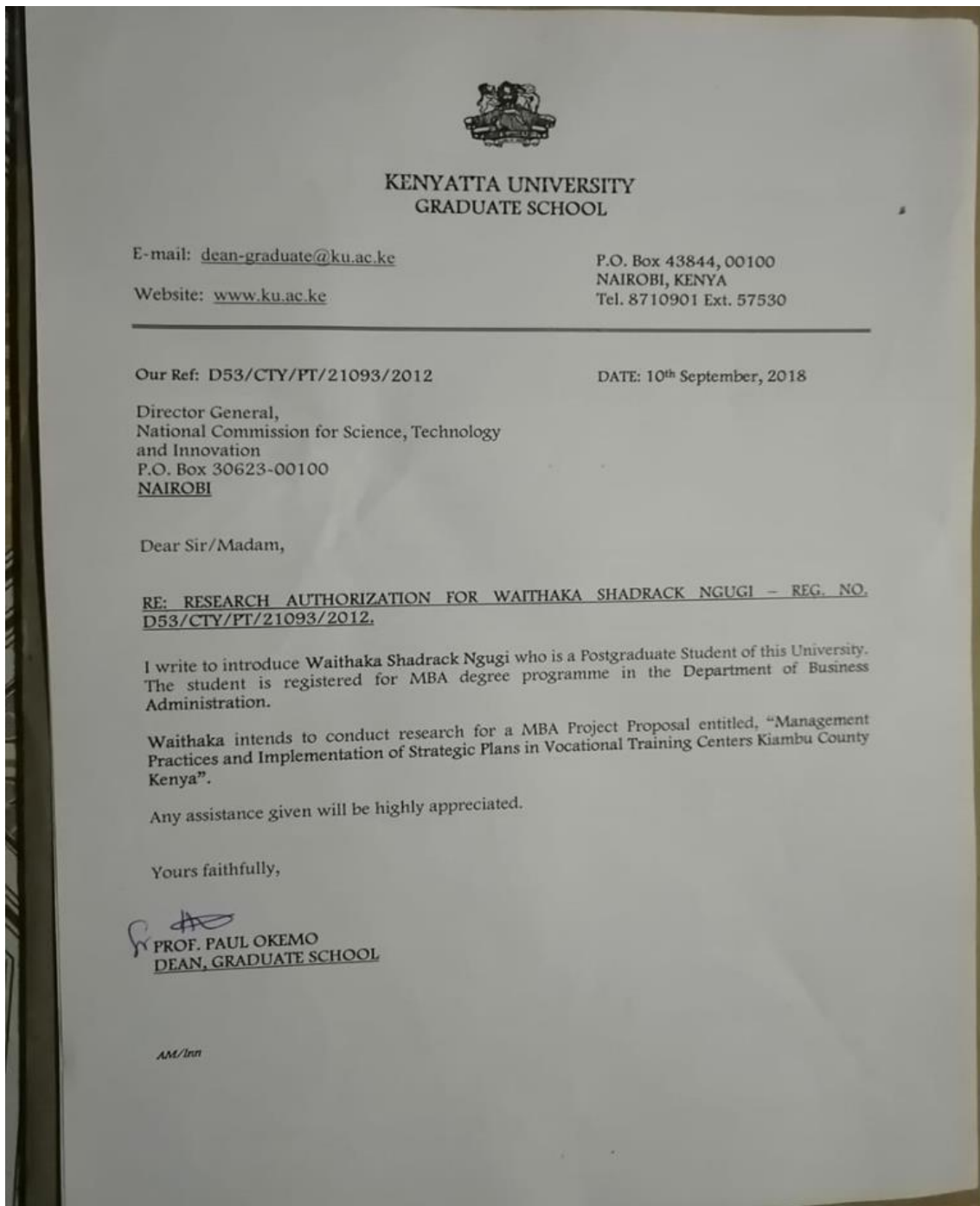
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APPENDICES

Appendix I: Introduction Letter





**NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION**

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Ref No. **NACOSTI/P/18/30795/25705**

Date: **12th October, 2018**

Shadrack Ngugi Waithaka
Kenyatta University
P.O. Box 43844
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Management practices and implementation of strategic plans in vocational Training Centers Kiambu County Kenya*" I am pleased to inform you that you have been authorized to undertake research in **Kiambu County** for the period ending **12th October, 2019**.

You are advised to report to **the County Commissioner and the County Director of Education, Kiambu 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.


GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Kiambu County.

The County Director of Education
Kiambu County.

Appendix II: Questionnaire

This questionnaire is an attempt to assess the “Influence of Management Practices on Implementation of Strategic Plans in Vocational Training Centres in Kiambu County”. Please answer the questions honestly and diligently following the instructions given. The answers you give will be used for the research purpose only and your identity will be treated with uttermost confidentiality.

Section A: Bio-data

1. Gender

Male []

Female []

2. Age of Respondents

20-25 []

26-30 []

31-35 []

36-40 []

41-50 []

51 years and above []

3. Education Level

Secondary []

Tertiary college []

University []

Other Specify

4. Years of service

0-2 Years []

3-6 Years []

7-9 Years []

Over 10 Years []

5. Which level of management do you operate in?

- Instructor []
- Course Head []
- Head of Department []
- Deputy Manager []
- Manager []
- Board of Governors []
- Parents Instructors Association []

Section B: Management Practices and Organization Performance

The Ministry requires TVET institutions to have strategic plans to guide development and curriculum implementation. The statements in this section are about the extent to which planning is undertaken in Vocational Education and Training. For each statement indicate in a scale of 1-5 the extent to which this Vocational Training Centre practices each of the following where:

1= neither agree nor disagree

2= Strongly diasagree

3= Disagree

4= Agree

5=Strongly agree

PLANNING:	1	2	3	4	5
In this TVET Institution, the management					
Undertakes effective strategy formulation					
Initiates internal and external evaluation of strategy					

Identifies infrastructure deficits					
Involves stakeholders in planning					
Designs effective feedback mechanisms on monitoring and evaluation					
Designs and sets attainable objectives					
Allocates adequate finances for strategies					
Ensures effective resources allocation and availability					

EMPLOYEE EMPOWERMENT: In this TVET institution the management	1	2	3	4	5
Acknowledges employee achievements					
Rewards employees for their success.					
Provides emotional support for the employees					
Offers conducive capacity building opportunities for its employees					
Empowers/trains employees on current instructional methods					
Involves staff in the development of strategic plans					
Avails information to the employees that is relevant and central to organizational goals and objectives					

LEADERSHIP STYLE:	1	2	3	4	5
In this TVET institution the management					
Provides staff with an opportunity to participate in decisions making about curriculum implementation matters					
Provides adequate instructional materials to the relevant departments.					
Enhances commitment and motivation through involving employees in decision making.					
Encourages instructors to share ideas about improving curriculum implementation					
Applies multiple leadership styles					
Sends instructors to workshops to improve their knowledge about management methods.					
Applies autocratic leadership in management decisions (hardly consults)					

COMMUNICATION:	1	2	3	4	5
In this TVET institution the management					
Provides proper and efficient communication					
Fosters open communication, shared responsibility/joint efforts in achieving goals and objectives					
Discourages inefficient communication					
Encourages feedback on challenging objectives					
Discourages bureaucracy/red tape in accessing information					
Is always in charge, aware and informing workers on internal and external occurrences					
Conducts monitoring and evaluation regularly and shares results					

Conducts regular stakeholder briefing on aims and objectives					
Provides clarity in the definition of institutional goals and objectives					

SECTION C: IMPLEMENTATION OF STRATEGIC PLANS

The ministry requires TVET Institutions to develop and implement strategic plans.

The questions in this section are about the extent to which the strategic plans have been implemented. Respond to each statement in a scale of 1-5 where:

1=neither agree nor disagree

2= Strongly diasagree

3=Disagree

4=Agree

5 = Strongly agree

In this TVET institution	1	2	3	4	5
There has been considerable effort to measure performance levels					
There has been continuous evaluation of the strategy implementation process					
There is adequate infrastructure availability for supporting work					
There has been adequate financing for strategy implementation					
Employees are fully engaged in strategy implementation					