

**THE IMPACT OF LEADERSHIP PRACTICES OF PRINCIPALS ON
QUALITY AND RELEVANCE IN TRAINING IN TECHNICAL AND
VOCATIONAL COLLEGES IN KENYA**

BY

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KENYA**

SEPTEMBER, 2018

DECLARATIONS

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DEDICATION

This work is dedicated to my beloved wife Leah Jeptoo and children: Joshua Yatich, Dorcas Jepkemoi, Elizabeth Jemosop, and Caleb Yegon as well as my mother Kobilu.

ABSTRACT

Principals are the chief executive officers responsible for day to day running and management of the institutions and must provide leadership to implement the decisions of the stakeholders and to solve the problems facing the institutions. However, there are many problems facing TVET institutions; lack of modern equipment for practicals, deteriorating tools, inadequate capacity, and lack of industrial linkages, failure to assess trainees on attachment, poor quality training, poor motivation and poor enrolment, among many other challenges. These challenges and notable disparities in TVET institutions have been attributed to the leadership approaches and practices in these institutions. The study examined the impact of leadership practices of the principals on quality and relevance in training in TVCs in Kenya. The objectives of the study were on; policy, strategic plan, benchmarking, partnership, and staff motivation. The study used Mixed Methods design and targeted public TVCs principals, HODs, HOS, and Trainees' Council representatives in Rift valley region of Kenya. The sample of the study was chosen using cluster, random sampling, stratified sampling, and purposive sampling. Questionnaires were used to collect quantitative data from 56 respondents who participated in this study, while qualitative data was collected through interviews was analyzed thematically. Quantitative data collected was analyzed using (SPSS)version20 for descriptive statistics; frequencies, percentages, mean, and standard deviation, while inferential statistics was used to determine relationships among variables using the Pearson Moment correlation. A p-value of less than 0.01 was interpreted. The results on a likert scale indicated that leadership practices in terms of policy implementation, strategic plan implementation, benchmarking, partnership, and staff motivation greatly influence the quality and relevance of training. It also showed that there were significant relationships between leadership practices and the quality and relevance of training. Based on the findings, it is recommended that: Principals should applaud and encourage, by means of incentives to all staff who demonstrate positive motivation to work. The Principals have to connect with local, national, and international institutions for capacity building. They have to ensure all departments, measure and compare themselves with higher-performing departments, other TVCs and TVET institutions worldwide. Principals have to base Performance contracting on the strategic plan. They have to model, and communicate the institutions' vision, mission, and core values. The findings of this study will be useful to policy makers, development partners and capacity building agencies, managers and administrators, BOG, educators, researchers, and partners incoming up with the best leadership practices, which enhance provision of quality and relevance of training.

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LIST OF ABBREVIATIONS AND ACRONYMS

BOG	Board of governors
CEO	Chief Executive Officer
EDB	European Development Bank
ETTI	Emining Technical Training Institute
DANIDA	Danish International Development Agency
HOD	Head of Department
HRM	Human Resource Management
HELB	Higher Education Loans Board
HOS	Head of section
ICT	Information Communication Technology
ILO	International Labour Organization
ISTs	Institutes of Science and Technology
IFMIS	Integrated Financial Information System
IDM	Infrastructure Development Maintenance
IT	Information Technology
JICA	Japan International Cooperation Agency
KASNEB	Kenya Accountants and secretarial National Examination Board
KNEC	Kenya National Examination Council
KNQF	Kenya National Qualification Framework
KTTI	Kaiboi Technical Training Institute
MOYAS	Ministry of Youth Affairs and Sports
MTRH	Moi Teaching and Referral Hospital
MOU	Memorandum of understanding

NACOSTI	National Commission for Science and Technology and Innovation
NCKK	National Council of Churches of Kenya
NGO	Non-Governmental Organization
NPs	National Polytechnics
NYS	National Youth Service
NPYP	National Policy of Youth Polytechnics
OTTI	Olelessos Technical Training Institute
ODL	Open and Distance Learning
OSHA	Occupation Safety and Health Act
PC	Performance Contracting
PR	Public Relation
POA	Oversight Police Authority
PPP	Private and Public Sector Partnership
QMS	Quality Management System
RVIST	Rift Valley Institute of Science and Technology
RVTTI	Rift Valley Technical Training Institute
SHE	Safety Health and Environment
SIS	Structured Interview Schedule
SPSS	Statistical Package for Social Science
TTC	Teacher Training Colleges
TTI	Technical Training Institutes
TSC	Teachers Service Commission
TUs	Technical Universities
TVCs	Technical and Vocational Colleges

TVET	Technical and Vocational Education and Training
UNDP	United Nations Development Programme
UNESCO	United Nation Education, Scientific and Cultural Organization
UNFPA	United Nation Fund for Population Activities
UNEVOC	International Centre for Technical and Vocational Education and Training
VOC	Vocation
VSO	Volunteer Services Oversees
VTC	Vocational Training Centers
YEDF	Youth Empowerment Development Fund
YP	Youth Polytechnic

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CHAPTER ONE

INTRODUCTION TO THE STUDY

1.1 Overview

This chapter presents specific information on the following sections of the study: background of the study, statement of the problem, purpose of the study, the research objectives, assumptions, scope, limitations, significance, justification, conceptual frame work of the study, and definition of terms.

1.2 Background to the study

European Missionaries arrived in the Eastern Africa region in 1884 and later introduced formal education as tool to enable them accomplish their mission work in Kenya, then the British colony. In 1911 the colonial Government established the directorate of education because they wanted to use education as an instrument for change. Africans were taught basic Reading, Writing and Arithmetic (British colony Kenya ,1939).

In 1934, formal education with Technical education was introduced for Africans only. Africans were taught art and craft, agriculture, carpentry, and domestic science, to create workforce among them for the colonialists. These subjects were not taught to Europeans and Asians. The Africans were not happy and began to develop a negative attitude toward vocational education and has persisted to date. This became the start of class and racial struggle against the divide and rule colonial policy (British colony Kenya ,1939).

Beecher report of 1949 recommended changes in education in which Africans were allowed to proceed to secondary school, but were to return home to assist their own people and upon their return, they were given clerical work in colonial offices(Beecher report ,1949)

All along the European institutions had expanded significantly in the colony and now wanted people with formal education to work and serve the colonial masters well. This continued to worsen the perception of vocational education and training in Kenya.

The Kenya Government in 1963, embarked on an economic foundation for the young independent country, but there was a big shortage of qualified technical skills, expatriates were leaving the country. Republic of Kenya(1964),Ominde commission.

However, the Ominde Commission appointed in 1964recommended a revision in the Curriculum to make it more relevant to the Kenyan child; the commission placed emphasis on practical subjects to provide the manpower that was needed at that time. In 1966,Technical schools were established and existing 2-year vocational schools were turned to 4-year technical secondary schools and more schools were built across the country. By 1980 there were about 20 technical schools. Republic of Kenya(1964),Ominde Commission.

In 1968, The National Council of Churches of Kenya (NCCCK) initiated industrial centres, which became village polytechnics, later were called Youth Polytechnics (YPs), and currently known as the Vocational Training Centres (VTCs).Republic of Kenya(1968),The National Council of Churches of Kenya (NCCCK).

Later in 1971, Kenya Government introduced a concept aimed at supporting youth polytechnics set by the local communities and churches. This was a strategy to ensure

that school leavers had access to technical, entrepreneurial and business skills which would lead them into income generating activities and improve the standards of communities in which they live and reduce rural-urban migration.

In 1973, some communities began to build institutes of science and Technology on “Harambee” effort to provide TVET education in their communities, example being Rift Valley Institute of Science and Technology-RVIST. A year later, the government made provision to support youth polytechnics in recognition of their importance to the economy. Indeed, in 1975, a centre for Research and training was established in Karenn (Nairobi) to boost the technical and pedagogical needs of the YP instructors. In 1976, Gachathi Commission recommended the teaching of vocational subjects in Technical, Agriculture and Business in technical schools and tertiary colleges, Gachathi commission Report (Republic of Kenya,1976).

Since 1980, the Kenya government started to support YP programmes with tools and equipment. However, the programme became unsuccessful because of mismanagement by the committees and managers. Broken down equipment were not serviced and others were bluntly taken away by some managers. In spite of these challenges, local communities, religious and non-governmental organizations with the support from the Government and development partners including DANIDA, VSO, UNDP, ILO, and UNICEF have continued over the years to support YPs in Kenya (UNDP, 2010).

A Presidential Working Party for the establishment ,in 1981, of a second university in Kenya was appointed. It was to be a Technology –based University. This was a big step toward rationalization of Technical and Vocational Education and Training. It recommended a change of education system from 7.4.2.3 to 8.4.4 and was

implemented in 1985. The goal of the system was to produce self-reliant and all-round individual that could easily fit into any working environment. Vocational subjects were introduced in both Primary and secondary schools. All the technical secondary schools were converted to Technical Training Institutes (TTIs). TVET programmes were offered at the following levels: National polytechnics (NPs), Institutes of Science and Technology (ISTs), Technical Training Institutes (TTIs) and Youth Polytechnics (YPs) Mackey Report, (Republic of Kenya, 1981).

The newly promulgated Constitution of Kenya 2010 paved way for major changes in TVET sector. According to TVET Act 2013, TVET will now be organized in the following categories: Vocational Training Centres (VTCs), Technical and Vocational Colleges (TVCs), Teacher Trainer Colleges (TTCs), National Polytechnics (NPs), and Technical Universities (TUs). All the YPs are now VTCs, TTIs and ISTs have become TVCs. TVET programmes are intended to train skilled human resource for jobs in industry and the informal sector; and a strong vehicle to achieve the goals of vision 2030.

Institutional governance is a kind of leadership and management and is about how those in position exercise the right leadership; strategic planning, and direction setting. Therefore, heads of institutions have to accustom themselves with effective leadership skills. Mutwol (2012) says leadership is about providing direction and coming up with the right policies, programmes and procedures that are geared towards taking the institution to the next level while management is about ensuring that programmes and procedures that have been initiated in the institution are running smoothly. Therefore, for purposes of this study, a principal of an institution must be equipped with both leadership and management skills.

According to the TVET Act 2013, the governance and management structures of all TVET institutions have to encourage co-operation and collaboration among all stakeholders for effective representation in governance and management of the institution. Also have to decentralized, decision-making authority with regard to financial matters, human resource issues, and other relevant matters. Enhance the culture of accountability, democracy, and transparency in the governance and management of the institution. Ensure effective and efficient education and training and ensure the participation of and consultation with the stakeholders at the county, national and international levels.

The Board of Governors (BOG) is a principal organ, established by the cabinet secretary in consultation with the Technical and Vocational Education and Training Board, to govern public institutions registered under the TVET Act 2013. The principal of the institution is the secretary to the board.

The TVET Act 2013 has made provision for the appointment of Board of Governors for Technical and Vocational Colleges, by the Cabinet Secretary and shall consist of not less than seven and not more than nine members. The membership of the Board comprises of; Chairman, Representative of Permanent Secretary ministry in charge of TVET, Representative of County Governor, and Six others appointed on the basis of their knowledge and experience in leadership and management, financial management, technology, industry, engineering, and Information Communication Technology.

The success of any training institution solely depends on the governance and management structures. It is of critical importance that such structures provide visionary leadership necessary to create conducive training and learning environment.

The functions of the Board of Governors of the TVC, as provided by the TVET Act 2013 include:

1. The promotion and maintenance of standards, quality and relevance in education and training;
2. Overseeing the conduct of education and training in the institution;
3. Developing and implementing the institutions' strategic plan;
4. Approving collaboration or association with other institutions and industries in and outside Kenya;
5. Providing for the welfare of the trainees and staff of the institutions;
6. Encouraging, nurturing and promoting democratic culture, dialogue, and tolerance in the institutions, and
7. Discharging all other functions conferred upon it by this Act or any other written law.

The BOGs must provide an effective leadership that would guarantee growth and development of the TVCs because leadership has become a key issue in both the public and private sectors. In government, global corporations, and small business alike, leadership role is becoming more open to scrutiny and more difficult. According to Adair (1989) Socrates' the philosopher of practical reason believed that effective leadership is situational and that it depends on the professional or technical competence.

The continued growth of the country's labour force and envisaged Vision 2030 goals provide an opportunity for Kenya to position herself strategically on the global scene.

However, the TVET sub-sector in Kenya has experienced moderate growth over the last 40 years. The sub-sector continues to produce the needed middle level human resource for the national economy, Republic of Kenya (2012).

There is urgent need to re-brand TVET to reposition the sector in society and to attract the best candidates into the sector and ensure the utmost contribution to the economy through advocacy and publicity. There is need refurbishing infrastructure, improve environment, and change image, (Republic of Kenya,2012).

BOG can only be effective in their leadership functions by; being transformational, being able to lead TVCs to attain outstanding accomplishments, achieve extraordinary levels of commitment, dedication, and performance. Influence, motivate, and inspire people to want to do what needs to be done resulting in growth and development in their TVCs.

1.3 Statement of the Problem

There is great interest in institutional leadership because of the widespread belief that the quality of leadership makes a significant difference to institutions and its outcomes. In many parts of the world, there is recognition that institutions require effective leaders and managers. Who are to provide the best possible education and training, need the leadership of highly effective principals and the support of other senior and middle level managers (Bush, 2007)

In Kenya, Principals of TVCs are the Chief Executive Officers (CEOs) of TVCs who are responsible for day to day running and management of the institutions and must provide leadership to implement the decisions of the stake holder to challenges and solve the problems and challenges(lack of equipment for practicals, deteriorating tools,

inadequate capacity, poor quality training, poor motivation of staff, lack of industrial linkages, failure to assess trainees, poor enrolment etc.) facing the institutions. If these challenges, are not addressed will greatly affect the standards, quality, and relevance in training.

The overall assessment of the East Africa Community(2012) on the TVET institutions in Kenya has shown that the challenges facing TVET institutions and the notable disparities in them were purely attributed to the leadership approaches in these institutions, TVET institutions in Kenya have continued to be faced with many problems. The challenges faced are summarized in the report of the task force (Republic of Kenya, 2012) as follows: Inadequate physical facilities for training, coupled with lack of sufficient modern equipment, Inadequate and expensive training materials, and textbooks, training, and assessment. There is a general shortage of trainers and obsolete equipment technology, leading to poor quality of education and training at the levels, inadequate, old and outdated equipment and physical facilities for training, Weak mechanisms to monitor standards and quality assurance in training institution. Un-coordinated standards and quality assurance programmes in TVET institutions, co-ordination mechanisms and linkages between TVET institutions under the different ministries are weak.

Research conducted in TVET institutions shows that there are many challenges facing TVET programmes in Kenya. TVCs use facilities inferior to facilities used in industries and business organizations, inadequate capacities, production of graduates with irrelevant skills in relation to skill needs in industries and business organizations,(Republic of Kenya,2008, Nyerere, 2009, Sang,et al. 2012).

Nyerere (2009) explained that the current TVET institutions experience serious gender disparities, curriculum is weak, cannot meet the technological change, quality of TVET graduates has declined in recent years due to poor instructional methods, inadequate training equipment and lack of meaningful work experience and supervision during attachment. The graduates of TVET have experienced technology shock when they finally enter the job market. Enrolment in the traditional engineering and building course is dwindling very fast while enrolment in applied sciences and business/commerce oriented courses is growing steadily, Trainers lack necessary industry-based technological skills updated through industrial attachment.

Other challenges facing TVET in TVCs are the mismatch between training offered and the actual skills demands of industry. Skills offered are of low quality, which can not fit in well with the global competition, not suited to actual socio-economic conditions and production needs; Curriculum delivery mode is theory based, Quality assurance mechanisms are weak and weak collaboration/linkages,(Onderi, etal, 2014).

Therefore, there is need to explain why some TVET institutions are more successful in terms of trainee enrolment, KNEC examination performance, staff satisfaction, collaboration with development partners and good relationship with the local community, as well as make up for the inadequate leadership by the principals of TVET institutions in Kenya(Republic of Kenya, 2014).

According to TVET Act 2013, training should be of quality, relevant and in accordance with the standards set out. Leadership and more often how it is exercised (leadership practice) in terms of policy, prudent use of resources both physical and human, excellent relations with stakeholders, external connections and environmental

sensitivity will lead to attainment of organizational set goals and determined the overall success of the institution (East Africa Community,2012).

TVET policy (2012)expects the governance and management structures of all institutions to: encourage co-operation and collaboration among all stakeholders for effective representation in governance and management of the institution; decentralize decision-making authority with regards to financial matters, human resource issues, and other relevant matters; enhance the culture of accountability, democracy, and transparency in the governance and management of the institutions; ensure effective and efficient education and training; ensure the participation in and consultation with all stakeholders at national and regional levels.

On the hand the Kenya Vision 2030 has placed special demands on Technical and Vocational Education and Training (TVET) as the leading engine that the economy must essentially rely upon to produce adequate levels of middle level manpower that will be needed to drive the economy towards the attainment of the vision. The objective of Kenya Vision 2030 is to make Kenya a newly industrialized, middle-income country, providing high quality life for all its citizens, by the year 2030. Therefore, TVET has to produce a critical mass of well trained human resources to implement programmes and projects identified in Kenya Vision 2030. (Republic of Kenya,2012).

According to the Republic of Kenya (2012), Sessional paper NO.14 (2012) Policy, (2012)TVET require a major transformation to allow: Re-align of TVET programmes to national goals, strengthen governance and management of the TVET sector and institutions, to provide desired reforms in the sector and establish a national mechanism for consultations with all stakeholders. TVETA, established by the TVET

Act 2013, is now doing registration of TVET institutions and has rolled out 12 legal documents (TVET Act 2013, Basic Education Act 2013-, KNEC Act 2012, Sessional paper No. 14 of 2012, Labour relationship Act 2006, Teachers service commission Act 2012, Universities Act 2012, Gender Act 2012, Employment Act 2007, Occupation safety and Health Act (OSHA), and Code of regulation for teachers) and all TVET institutions are expected to be in possession. The documents guide in decision making and set direction for the institutions.

Past research, studies have featured a lot on leadership styles. This study extended research attention to the leadership practices of the principals. Therefore, the study was to expand knowledge by extending research to leadership practices so as to inform practice.

Principals who are the secretaries of the BOGs, the governing organs of TVET institutions. Onduru (2012), contend that BOGs have a responsibility to the institutions of higher learning, such as technical training institutions, in terms of policy formulation for operational guidance, infrastructural and institutional development. BOGs Ensure there is conducive environment for teaching and learning, mobilize resource, and accountability. Simiyu (2009), indicates that BOGs play a significant role in 'humanizing' the institution by putting in place various activities relevant to appropriate working of the institution. The above mentioned studies, reports and expectations have not addressed the leadership practices of the Principals.

This study examines the impact of leadership practices of the Principals who are responsible for day to day running of the affairs of the institution. Effective leadership for 21st century TVET institution will depend to a great extent on the principal's ability to lead by policy implementation, strategic plan implementation,

benchmarking, partnership, and staff motivation for quality and relevance of training in TVCs in Kenya according to TVET Act 2013.

By examining the leadership practices of the Principals in TVCs: Policy makers, Managers and administrators, BOG, educators, researchers, and partners in key sectors of the economy can identify the best leadership practices of the principals, appropriate for the achievement of institution's set goals. Poor/weak leadership practices will result in underdevelopment and poor growth resulting in poor quality training, and will impact negatively on the economic growth of the country.

1.4 Purpose of the Study

The purpose of this study was to examine the impact of leadership practices of the principals in TVCs in Kenya in terms of: policy implementation, strategic plan implementation, benchmarking, partnership, and staff motivation, to assure quality and relevance in training.

1.5 Objectives of the Study

The objectives of the study were to:

1. Investigate how the principals strengthen the implementation of policies to assure quality and relevance in training.
2. Examine how the principals strengthen implementation of strategic plan to assure quality and relevance in training.
3. Assess how the principals perceive benchmarking, as a means to assure quality and relevance in training
4. Appraise how the principals collaborate and work with development partners to Support capacity building to assure quality and relevance in training

5. Establish how the principals perceive staff motivation, for quality and relevance in training

1.6 Research Questions

The following questions guided the research

1. How are the principals strengthening the implementation of policies to assure quality and relevance in training?
2. How are the principals strengthening the implementation of strategic plans to assure quality and relevance in training?
3. Do Principals engage in benchmarking, for quality and relevance in training?
4. How are principals involved with development partners to Support capacity building to assure quality and relevance in training?
5. What is the principals' perception on staff motivation, to encourage them to work to assure quality and relevance in training?

1.7 Justification of the Study

First, it was necessitated by the fact that, there is great interest in institutional leadership because of the widespread belief that the quality of leadership makes a significant difference to institutions and its outcomes, (Bush, 2007).

Secondly, TVET Act 2013, requires assurance in maintenance of standards, quality and relevance in all aspects of training within the national training system

Thirdly, TVET Policy (2012) has outlined major reforms to take place in the sector and leadership and management is the main target in TVET sector.

The study examined the leadership practices of the principals in terms of policy implementation, strategic plan implementation, benchmarking, and motivation of staff.

1.8 Significance of the Study

The findings of the study will be useful to policy makers, serving and potential Principals, BOG, Trainers, and trainees, and partners informing practice with new ideas to consider as they go about their respective activities in the TVET institutions. Educators can learn about new practices that have been tried in other settings or situation and can apply in their own institutions.

Leadership in TVET institutions is conceptually, administratively and politically complex. The governance and institutional arrangements vary therefore principals have to be keen on matters of leadership and governance. They are critical, because they determine the direction, and execution of laid down institution's strategies aimed at realizing the institution's set goals and prudent management of resources, and hence success in the institution.

1.9 Assumptions of the Study

The study was guided by the following assumptions all principals are trained in leadership skills.

1.10 Scope of the Study

The study was restricted to TVCs principals, HODs, HOS, and trainees' council representatives in public TVCs in Rift Valley region in Kenya. Rift Valley region was purposively sampled to help address the sparse nature of TVCs institutions and the cost implication when trying to reach the institutions. Public TVCs were used because the governance and management is constituted per the TVET Act 2013, and they are funded by National Government through the Ministry of Education and principals are

from the same employer TSC. The participants were: The Principals, Heads of departments (academics), Heads of sections (Non-academics), and the chairpersons of the trainee council, and because of homogeneity the research findings are generalized to cover all TVC institutions in Kenya.

1.11 Limitations of the Study

This study would have covered all the TVCs in Kenya, both public and private but due to time and cost implications a sample of five TVCs were used. The five were sampled from central and north Rift. A broader survey would clarify impact of leadership practices of principles in TVCs in Kenya. One other limitation of the study was the dependence on the information by the principals on the opinion of leadership practices; this limited the likelihood of establishing the genuineness of their responses. However, the effect of this limitation was mitigated by the use of the mixed method (quantitative and qualitative).

The sampling of TVCs in Rift valley region like in any region may have resulted in a partial collection of data that could make it hard to generalize the findings to other regions. However, sampling procedures were engaged to ensure that the selected sample was representative of the population of the study.

1.12 Theoretical Framework

To understand, the impact of leadership practices of principals in TVCs in Kenya, the study was based on Visionary leadership theory (Bennis&Nanus, 1985; Kuozes and Posner, 1987; Sashkin, 1988).Kuozes and Posner's(1978) visionary or practices leadership theory, identified five practices that are common to successful leaders as; Challenge the process, inspire shared vision, enable others to act, model the way and

encourage the heart. The five practices are the tenets that were found suitable for this study. The theory has similar characteristics with transformational leadership theory (Burns,1978;Bass,1985),which emphasized symbolic leader behavior, visionary, inspirational messages, emotional feelings, ideological, and moral values, individualized attention, and intellectual stimulation. The two both theories have common characteristics. First, all attempt to explain how leaders are able to lead organizations to attain outstanding accomplishments. Second, attempt to explain how leaders are able to arouse follower motivation, commitment, dedication and performance. Third, stress symbolic and emotional behaviors such as visionary, role modeling, risk taking, and intellectual stimulation. Finally, specify leader effects which include follower self-esteem, motive arousal and emotions, and identification with the leader's vision, and values (House and Aditya, 1997).

In close relation to the leadership practices theory, is the integrative, holistic model of leadership Gill (2006), which states that effective leadership requires vision and a sense of mission, shared values, strategy, empowerment and influence, motivation and inspiration.

According to Gill's model; effective leaders define and communicate a meaningful and attractive vision of the future and a mission or purpose through which the organization will pursue it. While Kotter(1990a) Says that leadership concerns: Setting a direction, developing a vision of the future and expressing it in terms of the followers, developing strategies for achieving the vision in a participative way, aligning people to be committed to the pursuit of the vision, and Motivating and inspiring them. The leadership practices theory was preferred for this study because principals have to work and perform in TVET institutions which must have; visions,

missions, strategic plans, shared values, and work with people who have to be; motivated, inspired, and influenced.

The independent variables were policy implementation, strategic implementation, benchmarking, partnership and motivation of staff. Dependent variables were quality and relevance in training work in a relation that brought about the relevancy of the leadership theory to the study.

1.13 Conceptual Framework

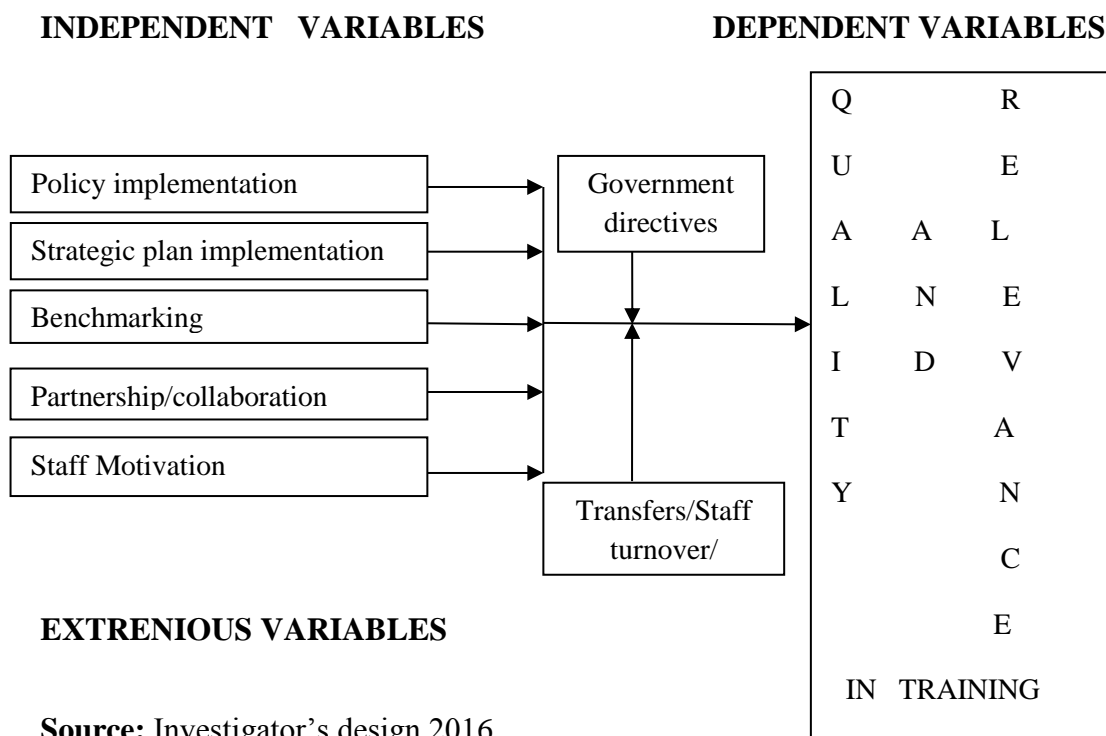
A conceptual framework helps to organize the researcher's thinking and complete investigation successfully, and it also explains the possible connection between the variables(Smyth, 2004).

Effective leadership of principals in their respective TVET institutions depends on their performance on the following: policy implementation, strategic plan implementation, benchmarking, and motivation of staff, to assure quality and relevance in training.

1.13.1 Variables of the study

According to Kombo and Tromp, (2006), variables are qualities that are measured or recorded, also a variable is a property that takes on different values Kerlinger (1986). While according to Leedy (1980), a variable is defined as that factor or characteristic of interest that a researcher would like to handle, observe or manipulate in the research. In this study the researcher used the following conceptual framework to conceptualize the fundamental relationship between variables. To Contextualized the conceptual frame in the theoretical frame, the study variables were aligned to the leadership practice tenets as shown: Benchmarking (Challenge the process), Strategic

plan implementation (Inspire shared vision), Partnership (enable others to act), (Policy implementation (model the way)and Staff Motivation (encourage the heart), and Quality and Relevance in training (Effective /successful leadership).



Source: Investigator's design 2016

Figure 1: A Diagrammatic representation of the Conceptual Framework of the study

In the study; policy implementation, strategic plan implementation, benchmarking, partnership, and motivation of staff, were the independent variables, while transfers, staff turnover and natural attrition became the extraneous Variables, and quality and relevance in training are the dependent variables as shown in figure 1.

1.14 Operational Definition of Terms

The following terms assumed the indicated meaning in the study.

Board: Means the technical and vocational College Board established under TVET Act, 2013.

Benchmark: Means search for best practices by comparing current systems or processes with highly successful ones.

Effective leadership: A means of providing results or output originally planned and intended.

Diploma: Means the level of qualification below degree and above a certificate

Head of Section: Means head of non- academic programme(s)

Head of Department: Means head of academic programmes

Institution: Means an institution that promotes or offers technical and vocational education and training.

Leadership practices: Refers to what principals do while in leadership position

Motivation: Means a state of having a reason for doing something

National Polytechnic: Means an institution which offer programmes up to higher diploma level.

Principal: chief executive officer of a public institution.

Public Institution: Means an institution established or maintained by use of public funds or by the community.

Policy: Refers to a principle of action.

Partnership: Means state of working together.

Quality: Degree of excellence; the standard of goodness of training.

Relevance: Means having practical value or importance.

Strategic plan: Means a careful consideration for carrying out future activity

Technical and Vocational College: Means an institution offering technical and vocational education and training at diploma level.

Teacher Trainer College: means an institution offering technical teacher training at diploma level

Trainer: Means a person registered according the TVET Act2013.

Training: Include Technical, Industrial, and Vocational Education and Training leading to an award of a Certificate, Diploma

Vocational Training Centres: Means an institution providing training leading to the awards below the level of diploma

1.15 Summary of the Chapter

The history of TVCs dates back to 1884 when European missionaries arrived in the Eastern Africa region. Since then there have been many reforms in TVET sector. Currently TVCs are one category of TVET institutions governed and managed under the TVET Act 2013.

The principal is responsible for the day to day running and management of TVCs and must provide leadership in rallying all stakeholders to address challenges that would compromise on the standards, quality, and relevance in training.

There are challenges in TVCs ranging from inferior facilities, inadequate capacities, irrelevant skills, lack of modern equipment; Inadequate training materials and textbooks; poor training and assessment; obsolete equipment, poor quality of education and training, Weak mechanisms to monitor standards and quality; weak Co-

ordination mechanisms and linkages between TVET institutions under the different ministries, and lack of motivation. These challenges facing TVET institutions and the disparities in them were purely ascribed to the leadership approaches in these institutions.

The study examined the impact of leadership practices in relation to quality and relevance of training, the objectives and question were on: policy and strategic plan implementation, benchmarking, partnership, and staff motivation. The study was necessitated by the interest in institutional leadership that belief that quality leadership make significant difference to institutions and its outcome and the demands of TVET Act 2013. The findings will be useful to policy makers, BOG and Partners.

The study was restricted to public TVCs and Leadership practice theory was used as the lens to examine the leadership practice of the principals. The independent variables were; policy implementation, strategic plan implementation, benchmarking, and staff motivation, the extraneous variables were staff transfers, staff turnover and dependent variable was the quality and relevance in training.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of literature regarding leadership, dimensions of leadership, contemporary perspectives on leadership, leadership practices and effective leadership.

2.2 Leadership

Leadership is a global experience; there are leaders all over the world. We all practice leadership from our early days in our families, in friendships, social spare time, and sports activities, school and higher education, to politics and government, in vocation we all appreciate leadership in other people and a lot in ourselves Gill (2006). In Kenya, leadership is currently a scorching issue in the private and public sectors, its role is becoming more demanding, more open to scrutiny and more difficult.

There has never been a clear definition of leadership. However, Koontz and Weihrich (1988) define leadership as the skill or practice of influencing people so that they will make every effort agreeably and passionately to accomplish the organizational goals. They further identify major features needed for successful leadership which include: the ability to use power effectively and in a responsible manner; the ability to understand that human beings have differing motivating power sat diverse times and different situations: the ability to inspire, and the ability to act in a manner that will develop an environment favorable to take action and stimulate motivations.

Abrahson and Kubr (1984), state that leadership is based on followership and many other motivational factors. Brosnahan(1999) describe leadership as that special mix

gifts that include; integrity, vision, the ability to inspire others a deep awareness of self, courage to innovate, and on the spot above reproach sense of judgment. While Northouse (2004), contends that leadership is a process whereby individuals influence groups of individuals to achieve shared goals or commonly desired outcomes.

The above definitions by different researchers are the many attempts of the different definitions of leaderships. Brass (1990a) identified over 1,500 different definitions; this study adopts definition of leadership as:

How leaders develop and facilitate the achievement of the mission and vision, develop values required for long-term success and implement these via appropriate actions and behavior, and are personally involved in ensuring that the organization's management system is developed and implemented.(EFQM,2000) Gill (2006:10).

The above definition was adopted for this study because leaders have to define and communicate a meaningful and attractive vision of the future and a mission through which the institution will pursue it. According to Gill(2006)vision is the basis for effective leadership and the driving force for organizational change. He further said having a vision that is brief, clear, valid and desirable and is communicated and implemented in everyday actions and behavior makes a vital difference to organizational performance. On the other hand, values are beliefs and principles that are held dear in people's hearts, therefore a leader has to identify, display and reinforce values that support the vision and mission and that followers share, and create a strong, positive organizational culture.

Institution leadership has become a very challenging responsibility in our society because of the changing societal forms and expectations, thus leadership in these institutions is characterized by anxiety, fear, and stress this need not to be the case. A principal in a 21st century TVET institution ought to have the ability to build up a

smooth progress towards the realization of the institution's set goals, through inspiration, influence, policy guidance, and motivation reaching out to all the institution stakeholders.

TVCs are expected to be transformed according to the TVET reform policy (2012) and this can only be possible if principals are equipped with integrated leadership and management skills. Bush (2007) links leadership with change, values or purpose while he sees management as a maintenance activity that relates to implementation. Mutwol (2012) contends that good leadership is the greatest resource that an organization can have, it determines whether the institution achieves its goals or not, it drives an entire institution to harness its energies and concentrates them until victory is achieved.

2.3 Models of educational leadership and management

2.3.1 Transformational leadership

Leadership can be understood as a process of influence based on clear values and beliefs, leading to a 'vision' for an institution (Bush, 2007). Bass and Riggio (2006) observed that transformational leaders change things from what could be to what is; that is, they translate a vision into reality. They get people to transcend their personal interests for the sake of the group. They generate excitement and revitalize organizations. Bass and Riggio identified four attributes to describe transformational leadership: idealized/charismatic influence, inspirational motivation, intellectual stimulation, and individualized consideration. The attributes by Bass and Riggio (2006) fit an effective principal in a TVET institution in this century. He or she has to inspire the institution to attain vision.

Bush (2003) argues that transformational leadership assumes that the central focus of leadership ought to be the commitment and capacities of institution members. Leithwood (1994) as cited in Bush(2007) conceptualizes transformational leadership as building institution vision, establishing goals, providing intellectual stimulation, offering individualized support, modeling best practices and important organizational values; demonstrating high performance expectations, creating a productive organizational culture and developing structures to foster participation in institution decisions.

The transformational model is comprehensive as it provides a normative approach to institution leadership, which focuses primarily on the process by which leaders seek to influence institution outcomes rather than on the nature or direction of those outcomes. A transformational leadership approach has the potential to engage all stakeholders in the achievement of educational objectives. The aim of leaders and followers is to unite to such an extent that it may be realistic to assume a harmonious relationship and a genuine convergence leading to agreed decisions. According to Bush (2007) transformation requires action at all levels and there are limits to what principals can achieve in the absence of appropriate physical, human, and financial resources.

2.3.2 Political and transactional leadership

Principals possess authority arising from their positions as the formal leaders of their institutions. However, the head requires the cooperation of all the stakeholders to secure the effective management of their institution. Transactional leadership is leadership in which relationships with stakeholders is based upon an exchange of some valued resource. Miller and Miller's (2001) as cited in Bush (2007), refers to transactional leadership as an exchange process.

Transactional leadership as discussed by Bateman and Snell (1999) views management as a series of business transactions in which leaders use their legitimate reward and coercive powers to give commands and exchange rewards for services rendered. Bush (2003) links transactional leadership to a political model, where when there is conflict between stakeholders' disagreement is resolved in favour of the most powerful protagonists.

Though an exchange may secure benefits for both parties involved in an institution set up, it is important to note that transactional leadership does not produce long-term commitment to the values and vision being promoted by institution leaders. In effect exchange is an established political strategy for members of organizations and so must be used with due care because it can result in serious conflicts or disagreement.

2.3.3 Contemporary leadership

The aspirations of 21st century TVET Principals is to facilitate participation by educators, parents, trainers and the institution community in all issues that affect their interests, the diversity calls for due diligence in leadership.

The post-modern model, Bush (2007), suggests that leaders should respect and give attention to the diverse and individual perspectives of stakeholders. They should also avoid reliance on the hierarchy because this concept has little meaning in such a fluid organization.

The advocates of this model argue that in modern leadership, stakeholders have a right to be heard. True to this spirit the new constitutional dispensation in Kenya calls for serious consideration on matters of diversity in our training institutions (Kenya constitution 2010).

2.3.4Moral leadership

Moral issues, particularly, in educational institutions cannot be wished away in this era of globalization. This model assumes that the critical focus of leadership ought to be on the values, beliefs, and ethics of leaders themselves. Authority and influence are to be derived from defensible conceptions of what is right or good.

Bush (2007) argues out that in the principal position the challenge of leadership is to make peace with two challenging imperatives, the managerial and the moral. The two imperatives are unavoidable and the neglect of either creates problems. Institutions must be run effectively if they are to survive, however for the institution to transform itself into a successful institution, a learning community must emerge this is the moral imperative that principals face,

2.3.5Instructional leadership

Principals are professional instructors and this can be an advantage in their work of leadership. However, instructional leadership focuses on the direction of influence rather than its nature and source. Bush (2007) says instructional leadership is strongly concerned with teaching and learning and on the behavior of teachers in working with students. Leaders' influence is targeted at student learning via teachers.

2.3.6Contingent leadership

Principals should not prescribe one approach to institution leadership and management. It is much better to equip principals with a 'tool kit' of skills and the wisdom to know which approaches should be applied in the particular circumstances they are required to manage.

The contingent model provides an alternative approach recognizing the diverse nature of institution contexts and the advantages of adapting leadership styles to the particular situation, rather than adopting a 'one size fits all' stance (Bush,2009).Principals require effective diagnosis of problems, followed by adopting the most appropriate response to the issue or situation. During times of crisis principals need to be able to assess the situation carefully and react as appropriate rather than relying on a standard leadership model.

The educational leadership models reviewed above clearly suggests that TVET institutions need leadership that can effectively coordinate important changes to take education and training to greater heights in Kenya

2.4 Technical and Vocational Colleges

Technical and Vocational Colleges (TVCs) these are colleges which offer programmes up to Diploma level. According to the TVET Act,2013 institutions are now organized in three categories: Vocational Training Centres, which offer courses up to Artisan Certificate; Technical and Vocational Colleges, Teacher trainer colleges, and National Polytechnics, which offer up to higher Diploma.

TVET institutions are intended to offer school leavers, both from primary and secondary schools, opportunities to acquire quality knowledge and skills for gainful employment TVET Act (2013). According to UNESCO (1997) International Standard Classification of Education definition, TVET is education and training to "acquire the practical skills, know-how and understanding necessary for employment in a particular occupation, trade or group of occupations or trades.

TVET institutions have the mandate: to conduct training at tertiary level in technical, applied science and business studies, to determine curriculum appropriate for training of various man power categories and specialization selection of available syllabi from local and international institutions recognized by the ministry responsible for TVET, to foster linkages with industry and other institutions for the promotion of quality and relevance training, to promote and inculcate entrepreneurial skills and culture within the institute's staff trainees and, to conduct applied research, and to undertake income generating activities through production, consultancy and tailor made short courses ; in-service courses, equipment and facility hiring and hospitality services to compliment government support and fees collection.

Kerre (2010) argues that in order to meet the aspirations of the 21st century, institutions of learning in Kenya are being asked to prepare young people for the jobs of tomorrow, and Technical and Vocational Education and Training (TVET) has an important role to play in this process. He argues that multidisciplinary nature of TVET and its close links to the world of work makes it one of the education sectors that contribute greatly to the training of skilled labour, whether school-leavers or older adults, and supplies the knowledge required applying in a trade. Indeed, for many it is a pathway to employment and an opportunity for social advancement. Technical and Vocational Education is therefore essential in a country's economic and social development which cannot be achieved without a skilled, productive labour force that meets the changing needs of its environment.

TVET is steadily emerging as a winner in the 'race to the top' of global debates and government priorities for education and national development agenda, (UNDP, 2009). According to UNDP,(2009),there has been poor technical and institutional capacity in

TVET; divesting from formal TVET translated into the sluggish development of institutional capacity needed by TVET systems to deliver on expectations, which later soared. Relative to general basic and higher education and training, formal TVET were generally placed as a poorly not only in material resources but also in human resources. Among others, under-resourcing led to the poor technical capacity of TVET systems, as they could generally not attract the best national brains, up-to-date equipment, the latest technologies and all other enablers of effectiveness. Furthermore, public policy did not enable a build-up of technical or administrative capacity as TVET was not a policy priority in education and training.

The UNDP sees capacity development as: the process through which individuals, organizations and societies obtain, strengthen and maintain the capabilities to set and achieve their own development objectives over time. Simply put, if capacity is the means to plan and achieve, then capacity development describes the ways to those means. An essential ingredient in the UNDP capacity development approach is transformation. For an activity to meet the standard of capacity development as practiced and promoted by UNDP, it must bring about transformation that is generated and sustained over time from within. Transformation of this kind goes beyond performing tasks instead; it is more a matter of changing mind-sets and attitude(UNDP, 2009).

2.5 The Principal

The Principal is the chief executive officer of the institution, and serves as the secretary of the BOG which is the principal organ that governs a public institution registered under the TVET Act 2013. According to Onduru (2012), the BOG is an internal stakeholder which is established to govern and manage an institution on behalf

of the government. The principal runs the institution, and confronts the many challenges that they encounter in the day to day activities. A principal has to be present in school, organized and a good communicator making sure that all the stakeholders get the right information concerning the institution's progress, achievements, challenges and strategies being undertaken to take the institution to greater stature Mutwol(2012).

Onduru (2012), contends that BOGs are responsible for operational guidance; infrastructural and institutional development, enabling environment for teaching and learning, resource mobilization, and accountability. This study is silent on how and what the principals do in terms of strategic plan implementation, policy implementation, benchmarking, partnership, and motivation of staff, for quality and relevance of training in the institutions as outlined by the appointing Authority(TVETAct,2013).

Simiyu(2009), claimed the principal should adopt the institution's vision and mission, to aid achieve its goals; build an environment whereby trainees and staff carry out their roles to achieve the goals of the institution. He further notes that the administration of rules and regulations is the functional part of the principal's administrative role, can extend beyond the given Government policies, going the extra mile to accomplish the day's work. The principal consults and liaises freely with other people to find out about the corporate image of the institution and must undertake corporate social responsibility.

Leadership will never be effective if there are no clear rules and regulations to shape the intended governance. Onderiand Makori (2012) found that while BOGs and PTAs were considered part of the school leadership team, they perceived their respective

roles differently and operated in an environment characterized by contradictions, challenges, tensions and conflicts which were attributed to role overlap and lack of clear guidelines. They also identified lack of training and appropriate induction programme and induction pack as challenges that impeded the roles of the BOGs and PTAs. Also, a majority of the BOGs and PTAs lacked confidence in their roles. The results of this study clearly demonstrate leadership is complex. However, is it teachable, learnable and measurable, those who get to position of leadership must learn the rules of the game for effective leadership.

2.6 Leadership Practices

This study sought to examine impact of the leadership practices of the principals in TVCs, in relation to the quality and relevance of training. The TVET Act,2013has outlined about twenty-four (24) functions of the BOG, which have been studied and summarized into five areas: policy implementation, strategic plan implementation, benchmarking, partnership, and motivation of staff. These five areas have been adopted as the specific objectives of the study.

2.6.1 Policy Implementation.

Policies are guidelines for reaching goals and controlling behavior, (Umiker,1999).Umiker, further observes that when practices stray from policies and procedures or turn into unwritten policies, problems arise. Policies once written must be implemented, linking the policies to other systems in the organization.

Effective organizations have policies to guide and enable organizational goals to be achieved. Principals are expected to lead by example by projecting an all embracing attitude towards all internally generated polices and those from both levels of

Government teaching and training being fair and respectful to all stakeholders this then will result in effective leadership. Mutwol(2012) says that a principal must never be discouraged by challenges, must be ready to press forward regardless of the circumstances that prevail in the institution.

A principal can lead his or her institution to develop internal policies. Sambu and Simiyu(2009)say that in RVTTI, the ODL internal policy was in its completion stage and they intend to roll out programmes immediately the formal policy is approved. The institution intends to start short courses using this mode of learning. They proposed that TVET institutions in Kenya need to introduced ODL programs to cater for the needs of the youth who have been locked out of the formal system for various reasons. They further say TVET with an integration of ODL is an asset in terms of availability, accessibility, acceptability and adaptability all of which are characteristic of flexible learning. TVET through ODL can design programmes to cater for those who may not have the qualifications to assess the funds because of lack of appropriate technical and life skills which can help them carry out business activities. Onduru (2012)observes that BOGs in institutions of higher learning, such as TVCs, have a responsibility to formulate and guide policy.

Sessional paper NO.14 Republic of Kenya (2012) is a policy framework for education and training in Kenya. The main focus of this policy is to realize a Kenyan workforce trained and certified international standards, stimulating employment, creating investments, contributing to the improved productivity, competitiveness and prosperity of individuals, enterprises and the nation. The policy further seeks to provide quality, standards and inclusive TVET, especially to disadvantaged groups including learners with disabilities and marginalized and rural populations, improve gender equality. The

policy also seeks to develop and strengthen TVET teaching standards at all levels to reflect realities in industry. On leadership, the policy states that Leadership within TVET Structure and organs shall be based on the principles of serving people with integrity, ethical practices, respect for the people and fairness.

The TVET philosophy, which focus on providing skills that meet the workplace as well as self-employment is based on national development agenda and in particular vision 2030 focused on providing skills that meet the needs of the workplace as well as self-employment. Tertiary education, including TVET, is premised on the principle: “education and training for the workplace”.

TVETA, established by the TVET Act 2013, to publicize policies, plans, programmes and guidelines for the effective implementation of the TVET Act, now requires all TVET institutions upon registration with them to have the following 12 legal documents; sessional paper NO.14 of 2012,TVET Act 2013,basic education Act,2013,Universities Act,2012,Teachers service Commission Act of 2012,Code of Regulations for Teachers, KNEC Act 2012,Occupation Safety &Health Act(OSHA), Labour Relations Act,2007, Employment Act,2007,and Gender Act,2012.The principal as the chief executives and government agents in the institutions receives on behalf of the BOG the policies and legal documents.

Kouzes and Posner (1995), analyzed more than 1200 “personal best leadership experiences” of managers’ executives from various industries in the United States. Based on extensive case studies and interviews, they identify five practices that are common to successful leaders. In line with guiding policy is modeling the way, they argue that Leaders model the way by finding their voice and setting an example. They further said modeling means being prepared to go first, living the behaviors you want

others to adopt before asking them to adopt. People will not believe what they hear leaders say, but what they see their leaders consistently do. For purposes of this study the argument is quite valid because great leaders should serve as an example to others. Set an example for others by behaving in ways that are consistent with your stated values and plan small wins that promote consistent progress unfortunately no such study has been done on principals in TVET institutions.

The Principal must bring enthusiasm, confidence, and assurance to the institution that they are leading. Principals find answers to problems that occur in the institution. Leaders find solutions to challenges for their followers as well as for themselves (Kouzes and Posner, 1995). Leaders achieve small wins that promote consistent progress and build commitment (Kouzes and Posner, 1995). Leaders experiment and allow others to experiment without risks. Kouzes and Posner allege leaders must be willing to admit when they have made a fault. Leaders should not be afraid to admit they were wrong. Leaders give others opportunities to achieve success in small increments. According to Maxwell (2002) the goal is about building solid relationships and empowering others.

2.6.2 Strategic plan implementation

In this study it is important to that note strategic plans are plans for achieving long-range goals and living up to the expectations in statements of vision, mission and values (Umiker1998). Strategic plans have a strong external orientation and cover major portions of the organization, (Bateman and Snell,1999). The best plans are useless unless implemented, have to be understood and have the resources to implement and be motivated to do so. For Successful implementation, the plan has to be linked to other systems of the organization like budgets and reward systems.

Institutions lead by the principals requires strategic planning, which involves making decisions about the institution's long-term goals and strategies. The foregoing arguments clearly suggest that strategy is a pattern of actions and resource allocations designed to achieve the goals of the organization. One important mandate of the BOG is to develop the strategic plan for the institution as required in the TVET Act 2013.

The second leadership practice identified by Kouzes and Posner(1995) was vision inspiration. They suggested that leaders inspire a shared vision by envisioning the future and enlisting others in a common vision. Kouzes and Posner (2003b) found in their research that people are motivated most not by fear or reward, but by ideas that capture their imagination. This is not so much about having a vision, but communicating it effectively so that others understand and own. Great leaders are future orientated and seek to energize others by passion, enthusiasm and emotion. They want to bring people on board with this sense of shared purpose. They will envision an uplifting and enabling future and enlist others in a common vision by appealing to their values, interests, hopes and dreams communicating it.

Principals have to get clearly the vision of the institution to enable him or her to have a realistic picture of where they want to take the institution in the next five or ten years, they have to rally all the stakeholders round the institution vision and communicate the shared vision effectively. Vision becomes a driving force behind all the effort the stakeholders put in toward the realization of the institution goals. Gabriel (2005) claims that an effective leader is a communicative leader. If a leader cannot communicate the vision with his or her staff, the mission may never be accomplished. Vision gives guidance and direction to all who are involved. Principals have to

transmit vigor to the stakeholders to give them confidence, build a cordial working relationship with all stakeholders (Mutwol2012).

2.6.3 Benchmarking

Benchmarking is a technique used for identifying best practice and improving performance, proponents of benchmarking. Witzel (2003), argues that benchmarking, through learning from others' success and failures diffuses best practice and innovation. Benchmarking leads to some form of process, system or structural reengineering. It is an essential tool for cost control and quality improvement, after thoroughly understanding the best practices of other organization and undertaking actions to achieve better performance and lower costs (Bateman and Snell, 1999).

According to Mutwol (2012), heads of institutions should be able to analyze the institution and figure out the kind of practices, beliefs, values and physical structures, which no longer serve the institution's vision and have to be pulled down. They must have the passion to seek greater challenges to develop a competitive spirit, plan a head seeking opportunities to turn around the institution for better. In the study by Kouzes and Posner(1995) a third leadership practice was identified; challenging the process, searching for challenging opportunities, questioning the status quo, experimenting, taking risks, and learning from mistakes.

The research found that leaders thrive on and learn from adversity and difficult situations. Leaders are risk takers who regard failure – where not caused by poor performance – as a useful chance to learn and innovate. They are also early adopters of innovation. They seek out things that appear to work and then insist that they are improved. As a leader you need to seek challenging opportunities to change, grow,

innovate, and improve and experiment, take risks, and learn from the associated mistakes. Kouzes and Posner (1995) points out leaders have to be willing to admit when they have made mistakes. They should not be afraid to admit they were wrong. Fullan (2008) agreed saying that effective principals should practice fearlessness and other forms of risk taking.

The principal ought to guide the BOG accordingly, the TVET Act 2013 is very clear that BOG's are expected to raise queries on critical issues affecting the institution low enrollment, poor staffing, curriculum, equipment, infrastructure (water and electricity) funding and others that would go a long way to support a 21st century TVET institution.

2.6.4 Partnership

Institutional networking, usually benefit from the process of building capacity in thematic areas among the partnering and collaborating institutions. The drive towards collaboration and networking in TVET institutions should be aimed at ensuring quality of education and training while both staff and trainees acquire latest and modern skills that are required in the industry.

However, Onduru (2012) observes that in practice, there is an insufficient number of active collaborative mechanisms are in place in Kenya. He suggested that more active collaborative mechanisms between the industry and training institutions should be put in place to ensure the relevance of training. Emphasized that the technical training institutions need to develop direct linkages with the world of work, to solicit industry support in the enhancement of practical training through such initiatives as donating equipment, staff exchange programmes. Placement of trainees and staff for internship.

Nyerere (2009) suggested that there is need to create linkages between TVET institutions, labour market and donor organizations. Some of the linkages should be designed between training institutions and the private sector to enhance transition from learning to work through NGOs already supporting placement programmes; develop training institutions in rural areas and the marginalized parts of the country enhance sector research and documentation; and coordinate implementation of policy reforms and restructuring of the informal sector to make it more aggressive in the realization of poverty reduction in the country.

African Union (AU) (2015), Heads of State and Government, adopted Agenda 2063 Framework (Technical) Document together with its popular version emphasizing the importance of partnerships and agreed on the following actions to be undertaken to maximize benefits from AU partnership relations preparation of AU policy framework on partnership developing / implementing strategies for partnership benefits maximization; deepening transformational benefits from partnerships.

Nyerere (2009) contends that TVET institutions can benefit by partnering with the private sector institutions, he cited Philippines that showed the highest partnership between Universities and colleges with firms in innovation. He further suggested that there is need to promote partnerships with the private sector and development partners in TVET institutions to enhance Education and Training programmes such partners include: UNDP, curriculum developers, Petroleum Institute of E.A – curriculum development; Catering & T Levy – curriculum development and implementation, business plan competition – KCB, UNIDO, UNDP, KIE, Providing construction infrastructure – GOK, Italian Government, KIDDP; Construction of workshops, classrooms – GOK, KIDDP, Training of instructors – Italian Government, Supply of

tools and equipments – GOK, Italian government, preparation and launch of ICT plan, supply of computers – Microsoft.

MOYAS, Republic of Kenya (2010) identified and worked in close collaboration with United Nations Development Programme (UNDP), United Nations Children's Nations Education Fund (UNICEF), United Nations Fund for Population Activities (UNFPA), Japan International Cooperation Agency (JICA), United Nations Education Social and Cultural Organization (UNESCO). These development partners have continued to provide technical assistance and funding to implement and support youth life skills and leadership development in Kenya.

Quite significant to this study is the forth leadership practice enabling others to act identified by Kouzes and Posner (1995), they argued that, leaders enable others to act by fostering collaboration and strengthening others. Leaders do not seek to achieve it all themselves – they achieve results through others. But they do this not by simply repeating the vision song – encouragement and exhortation is not enough, people must feel able to act and then must be supported to put their ideas into action. Collaboration and relationship-based work is central to success. As a leader the principal need to foster collaboration by promoting co-operative goals and building trust; strengthen others by sharing information and power and by increasing their discretion and visibility. Principals must seek to engage development partners in serious collaboration to help build capacity in the institution for quality and relevance of training.

2.6.5 Staff Motivation

The institution leadership has got to take seriously the motivation of the staff. The institutions have to recognize the contribution made by people in organization, as noted by (Umiker1998), he argues that the philosophical core of recognition is to develop self-esteem, confidence, willingness to take on new challenges, and more eagerness to contribute new ideas and improve quality and productivity.

Principals should motivate their staff by rewarding them accordingly. What gets rewards informs people of what kind of performance is valued. Verbal or material recognition through the award of gifts are powerful incentives which can easily fuel the desire for more recognition. Principals should not steal credit from excellent performance of their staff, successful institutions are built on traditions, values and systems (Mutwol,2012). However, for the purposes of this study recognition must be earned, consistent, timely, frequent, and free of controversy, valued by recipient, and offered as soon as possible for it to be effective.

Kouzes and Posner(1995)identified the fifth leadership practice: encouraging the heart. Kouzes and Posner argued that recognizing contributions made by people, celebrating values and victories within institutions is one great way of encouraging people to be committed. They established that people act best of all when they are passionate about what they are doing. Leaders set free the enthusiasm of their followers by celebrating successes – even small ones – and will tend to tackle difficult projects by recognizing others' contributions. Leaders ought to recognize individual contributions to the success of every project and celebrate team accomplishments regularly(Kouzes and Posner, 1995).

Though no such study has been conducted locally, it is becoming clear that principals are required to find ways to recognize big and small contributions made collectively or individually by the stakeholders in the institution in the course of service. Principals should create a work environment where every individual feels valued and knows that his or her contributions are appreciated.

2.7 Quality and relevance in training

Standards, quality, and relevance in training in TVET institutions is a great requirement in TVET Act 2013, and as institutions, organizations, and individuals plan and work expecting best results or outcomes that are relevant to serve the intended purpose, it is important to note that it can only be achieved if there is an effective leadership. Tichy (1997) defines effective leadership as a means of producing results or output originally planned and intended. It can also be termed as the ability to achieve a set objective by reaching the organizational target.

Gill (2006), in his integrative, holistic model of leadership contends that effective leadership requires vision and a sense of mission, shared values, strategy, empowerment, influence, motivation and inspiration. He further claims effective leaders define and communicate a meaningful and attractive vision of the future and a mission or purpose through which the organization will identify, pursue, and reinforce values that support the vision and mission and followers share, develop, get commitment to and ensure the implementation of rational strategies that enable people to pursue the vision and mission, and that reflect the values they share; empower people to be able to do what needs to be done; influence, motivate and inspire people to want to do also what needs to be done.

To support the Gill (2006) model Kreitner and Kinichi (1998) identified vision, values, and empowerment as the new leadership paradigm:

Traditional organizations and the associated organizational behavior they created have outlined their usefulness. Management must seriously question and challenge the ways of thinking that worked in the past if they want to create a learning organization for, example, the old management paradigm of planning organization and control might be replaced with one vision, values and empowerment. (Gill,2006:91)

Therefore, TVET institutions should be distinguished by visionary and inspirational leadership, a clear strategic direction and supportive institution culture, and staff who are empowered to make decisions to act. Yeung and Ready (1995) found that expressing tangible vision, values and strategy ranks in top three globally valued leadership capabilities. Also, Zaccaro and Banks (2001) suggest that most models of leadership effectiveness specify setting the direction, defining the organizational purpose and a vision of the future as a means of collective action.

TVET Act 2013, has given BOG the supreme organ of the TVCs a comprehensive list of functions, however, for them to be effective in governance, they have to develop vision and mission statements of the institutions and communicate to stakeholders. Set direction and develop strategies, facilitate or enable people in the institution to achieve the organizational goals and plans. Consistently recognizing collective and individual contributions, and learning to celebrate victories.

2.8Summary of the chapter

Leadership is a worldwide phenomenon, experienced from early days in families, school and government and politics; however, it has never had a clear definition. This study adopted the definition of leadership. Four models of educational leadership and management were reviewed to shade light on the difference been leadership practices

and leadership styles; Transformational, transactional, moral, instructional and contingency leadership.

TVCs are a category of TVET institutions that offer training up to diploma. TVET provide Education training to acquire the practical skills. The principals are the executive officers who oversee the day to day activities in the institution, must be organized, good communicators, and make sure that all stakeholders get right information concerning the challenges facing the institution, must trained, and should adopt the vision and mission as well as core values of the institution. In this study the leadership practices of the principals were reviewed in terms of policy implementation, strategic plan implementation, benchmarking, partnership, and staff motivation.

On quality, and relevance in training as demanded by the TVET Act 2013 can only be assured by effective leadership by the principals who are responsible for the day to day affairs in the TVET institution.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter constitutes the research methods and procedures that were used during this study. It covers research design, study area, population and sample, sampling procedures and research instruments, validity and reliability of test instruments, data collection procedures, data analysis techniques, ethical considerations.

3.2 Research Design

3.2.1 Philosophical worldview of the study

This study was anchored on the pragmatic worldview, as a philosophical underpinning, it focuses its attention on the research problem. It is concerned with application of what works and solutions to problems (Patton, 1990) as cited in Cresswell (2014). It also allows the use of both quantitative and qualitative data to provide the best understanding of a research problem Cresswell (2014) hence this pragmatic worldview was found suitable for this study.

The concerns at hand were the challenges facing TVET in TVCs, the principals, who are the executive officers according to TVET Act 2013, are responsible for the daily running and management of the institutions, and are expected to exercise their full leadership potential to implement decisions by all stakeholders to solve problems facing the institutions. If not addressed, these challenges will affect the standards, quality, and relevance in training. The reviewed literature indicates that studies have been done extensively in TVET sector and similar challenges reported on equipment,

mismatch of skills. However, no study had been extended to the leadership practices of the principals in TVET institutions.

This study examined the leadership practices of the principals of TVCs particularly on policy implementation, strategic plan implementation, benchmarking, partnership, and staff motivation. The study was in line with the policy framework for education and training reforming education and training in Kenya (Republic of Kenya, 2012) which envisage a curriculum that will successively develop the knowledge, skills, competencies as well as lifelong learning and training dispositions of its citizens to meet the human capital needs of the country. This study assumed that the researcher could carry out collaboratively with the potential beneficiaries of the research findings. Transformative study provides a right to be heard for the participants, raising their awareness, and possible stir up of plans for change to perfect on what they have not been practicing as required, thus help pave way for reorganization, and transformation.

The researcher was also fully aware that there are great disparities in the TVET institutions caused by external factors. Mertens (2010) as cited in Cresswell,(2014) argues that the transformative worldview or paradigm, research must spotlight on inequities that may be as a result of political associations and/ or social conflict.

This study used a descriptive survey design. This design facilitated the accomplishment of the objectives of the study. Descriptive statistical techniques were used to describe the frequency distribution of the leadership practices of the principals in relation to the independent variables of the study. Descriptive surveys usually focus on determining the statuses of defined population with respect to certain variables, flexible and use questionnaires or interviews(Mcmillan,2004).Surveys are useful when large quantitative data from a large group of people with minimal cost (Borg

andGall,2007).A descriptive survey was preferred as a method of collecting data because many questions could be asked and it was possible to reach a large enough group of respondents within a short time(Fowler,2002).

3.2.2 Research Method

This study adopted a mixed method, which entailed blending or incorporation of quantitative and qualitative inquiries in the study. The mixed method approach is more than simply collecting and analyzing both qualitative and quantitative data. It involves the use of both approaches in tandem so that the overall strength of the study is greater than either qualitative or quantitative research (Creswell, 2003).

In this study, quantitative data are responses found in questionnaires while qualitative data are responses from an interview. A convergent mixed method was used in which qualitative and quantitative data were collected concurrently, analyzed independently, and then combined by (convergence) triangulating data.

Educational and social science investigators have combined research methods of data collection in their studies (Sieber, 1973). Sieber suggested the combination of in-depth case studies with surveys, creating anew style of research and the integration of research technique within a single study. Also Jick (1979) used the combination of surveys, semi structured interviews, observations and archival materials to provide a 'rich and comprehensive picture'. He used a merger study to illustrate the procedure of triangulating data. Triangulation, a term drawn from Naval military science, is a process where sailors use multiple reference points to locate an object's exact position at sea (Jick, 1979). Applied to research triangulation is a mixed method design which collects both quantitative and qualitative data, analyzes, merges the data and uses the

results to explain the research problem. Understanding of a problem emerges from both quantitative (generalizable data) as well as qualitative (in-depth, contextual data), it means that investigators can improve their inquiries by collecting and converging or integrating different kinds of data on the same observable fact (Creswell,2002).

This mixed methods study addressed the leadership practices of the principals in the TVCs. Quantitative data was used to test the leadership practice theory that predicts modeling the way, challenging the process, inspiring shared vision, enabling others to act, and encouraging the hearts of people, positively influenced the leadership of the principals in TVCs. The qualitative data explored the leadership practices of the principals. The reason for collecting quantitative and qualitative data was because both data neutralize the weaknesses of each form of data.

A visionary or leadership practices theory provided a lens for looking at leadership practices of the principals in the TVET institutions. The study findings will assist to make better people, leaders, organizations, institutions and society. In the study of the leadership practices of the principals, it was possible to augment qualitative interviews, and observation, with a quantitative survey that provides confidence in the generalization of results on the other hand, qualitative observations can provide the context in which these leadership practices reacted (Creswell, 2002).

3.3 Study Area

Table 3.1 shows the list of TVCs in respective regions and counties in Kenya (Republic of Kenya,2016).The study was carried out in Rift valley region. Purposive sampling was done to select Rift valley as the study area since it has some of the largest TVET institutions in the country.

Table 3.1 List of TVCs in Kenya

REGION	COUNTY	TVC
COAST	Mombasa,	Mombasa TTI,
NORTH EASTERN EASTERN	Taita-Taveta,	Coast IT
	Garissa,	NEP TTI
	Embu	Rwika IT
	Machakos	Kitine TTI
	Makueni	Wote TTI
NAIROBI	Meru	Meru TTI, Nkabune TTI, Kiirua TTI, Mukiira TTI,
	Nairobi	KabeteTTI, Nairobi TTI, PC Kinyanjui TTI
CENTRAL	Kiambu	ThikaTTI, Kiambu (KIST)
	Muranga	Michuki TTI
	Nyandarua	Nyandarua IT
	Nyeri	Mathenge TTI ,Nyeri TTI
RIFT VALLEY	Baringo	BaringoTTI, Emining TTI
	Kajiado	Masaii TTI
	Nakuru	Rift Valley Institute of Science and Technology(RVIST)
	Nandi	OllessosTTI, Kaiboi TTI
	Trans Nzoia	Kitale TTI
WESTERN	UasinGishu	Rift Valley TTI
	Bungoma	Kisiwa,Musakasa, Sang'alo IST
	Busia	Bumbe TTI
	Kakamaga	SigalagalaTTI, shambere TTI, Bushiang'alo TTI, Matili TTI
	Vihiga	Friends Kaimosi
NYANZA	Homa-Bay	Mawego TTI
	Kisii	Keroka,Gusii IT
	Kisumu	Ramogi –RIAT
	Siaya	Siaya IT

Source: Ministry of Education, Science and Technology 2016

In this region RVIST (Nakuru), Rift Valley TTI (Uasin –Gishu), Kaiboi TTI (Nandi), Emining TTI (Baringo), and Olelessos TTI, (Nandi) public tertiary institutions were purposively selected for the study. A part from Emining TTI, the other four

institutions have been in existence for over 30 years hence have rich experiences of the challenges facing TVET institutions in Kenya, hence they were suitable for study.

The five TVCs in Rift valley region were selected because they were established over thirty years ago hence old enough to have experienced the challenges facing TVET in Kenya. While the choice of TVCs was purposive because they are in one region and therefore were convenient to access.

3.4 Study Population

The population for this study consisted of all principals, HODs, HOS and trainee representatives in 41 registered TVCs at the time of study. However, because of homogeneity five TVCs from Rift Valley region with a target population of 82 people, which comprised of 5 principals, 42 heads of departments (Administration and academics), 30 heads of sections (Non -Academics), and 5 trainees' council representatives were picked for this study in Table 3.2 below.

Table 3.2 Target population

Institution	Principals	HODs	HOS	Trainee representatives
(RVIST)	1	11	7	1
Ollessos TTI,	1	7	7	1
Rift Valley TTI	1	10	8	1
Emining TTI	1	8	4	1
Kaiboi TTI	1	6	4	1
TOTAL	5	42	30	5

Source: Ministry of Education, Science and Technology 2016

Table 3.3 shows some of the common Departments and Sections in TVCs in Kenya

Table 3.3 Departments and sections in TVCs

DEPARTMENTS		SECTIONS	
1. Health and Applied sciences	9. E-Learning	1. Research & Development	9. Procurement
2. Business studies	10. Automotive	2. Examination & Time Table	10. Maintenance
3. Electrical	11. Building/Civil	3. Registra	11. Dean
4. Liberal studies	12. Agriculture Education & extension	4. Catering/Accommodation	12. ILO
5. Computer/ICT	13. Medical/Biological Sciences	5. Public Relation	13. Performance Contracting
6. Hospitality	14. Pharmacy/Chemical Science	6. Finance/Accounts	14. Quality Management system
7. Mechanical	15. Medical Lab. Science	7. Infrastructure and Development	15. Store
8. Agriculture		8. Library	16. Farm/Grounds

Source: Ministry of Education, Science and Technology 2016

3.5 Sample and Sampling procedures

In this study the respondents in the TVCs were the principals, heads of departments (Administration and academics), heads of sections (Non -Academics), and the trainees' council representatives.

Sampling may be described as measuring a small portion of something and can be used to represent the whole thing. According to Orodho (2009) Sampling enables the study of a large, heterogeneous population, because the population to be researched

will be small. To determine the sample size for this study the researcher used Sloven's formula:

$$n=N/(1+NE^2)$$

Where: n=Sample size

N=Population size

E=Margin of error* desired

Therefore, the sample size(n) for the TVCs; given N=82, was

$$n=82/ (1+82*0.05^2)$$

$$=68$$

The sample size for the study was 68 respondents, stratified random sampling technique was used to group HODs (Administration and academic) and HOS (non – academic) staff into strata of an average 8 HODs and 4 HOS per the 5 institutions according to the available departments and then random sampling technique was used to get an equal proportion of the 38 HODs (Administration and academics) and 20 HOS (non-academics) staff from each stratum. After deciding on the sample for each department and sections of representation, the random sampling technique was used to pick the respondents. The purposive sampling technique was used to get a sample from the principals and chairmen of the trainees' council, the principals (5), and the chairmen trainees' council (5) in the five TVCs made the sample as shown in Table 3.4 below.

Table 3.4 Sample data

Institution	Principals	HODs	HOS	Trainee representatives
(RVIST)	1	10	4	1
Ollessos TTI,	1	7	4	1
Rift Valley TTI	1	9	4	1
Emining TTI	1	8	4	1
Kaiboi TTI	1	6	4	1
Total	5	38	20	5

Source: Research Data 2017

3.6 Research instruments

In this study, two research instruments were developed to help in collecting data on the leadership practices of the principals in the TVCs. The instruments developed were questionnaires (Q) appendixes(B, D, F, H,) and interview schedule (IS).Appendixes(C, E, G, I) for the principals, heads of departments(Academic and Administration)heads of sections (Non-academic) and chairmen trainee council respectively.

3.6.1 Questionnaire

Questionnaires are the commonly used instruments to collect important information about each item in the questionnaire. Questions were developed to address a specific objective and questions were made appropriate for the targeted population with a

view not to discourage respondents to the extent of discarding the questionnaires or confuse respondents in terms of the nature of information required and finally omit important information which was critical for the study.

The advantages of using questionnaires are information can be collected from a large sample, confidentiality is upheld, saves time and since it is represented in paper format there is no opportunity for interviewer bias (Kombo and Tromp, 2006). This tool was used to collect data from principals, heads of departments (Academic), heads of sections (Non academic), and chairmen trainee council who in this study were considered well versed with the subject under study. The questionnaires had both close-ended items and open-ended items. Each respondent was to respond to the items by himself/herself, simple language was used in the questionnaires items.

The questionnaires had items that were adopted and modified from Leadership Practices Inventory (LPI) Posner and Kouzes (1995). The questionnaire consisted of demographic information section and parts 1-5 as shown in appendixes (D, F, H, J).

3.6.2 Interview Schedule

In this study, interview schedules were used to collect data for qualitative analysis. The key respondents for this study were the principals, heads of departments (Academic and Administration), heads of sections (Non academic), and chairmen of trainee council.

Structured interview was suitable for survey. This involved subjecting every respondent in the sample to similar questions given in appendixes (E, G, I, K). The advantages of using structured interview schedule are the reliability of information gathered is high because of subjecting respondents to the same questions, it gives in

depth information about a particular cases of interest to the researcher. It is time saving as the respondents simply answer what has been asked, researcher get a complete and detailed understanding of the issue from the respondent. Also it is comprehensive and systematic since the questions are formulated before the interview (Kombo and Tromp, 2006).

Face to face interviews were conducted. This type of interview helps to cater information in greater depth. It also helped the researcher to collect information (qualitative data) about the leadership practices of the principals both in terms of the professional training and the environment that was of great importance in interpreting the data.

3.7 Validity and reliability of the data collection instruments

It is important to note that any measure taken on an instrument needs to provide an accurate assessment of the variable (be reliable) and should enable the researcher to draw inferences to a sample or population (be valid).

3.7.1 Validity of Instruments

Validity refers to the extent to which researcher can draw meaningful and justifiable inferences from scores about a sample or population. It is important to note that the ability to draw valid conclusions from data can be affected by poorly designed questions or measures of variable, misunderstanding of questions on the instrument and information that has little use and application(Cresswel,2002). Sekaran (2006) argues that content validity of an instrument is a matter of verdict by professionals. The researcher consulted the supervisors for their professional views, read extensively

and intensively before constructing questions to ensure the validity of items in the data collection instruments.

In this study content validity was considered the extent to which the questions on the instrument and the scores from these questions are representative of all the possible questions that could be asked about the content was used to examine the specific questions on the instrument whether they were valid. The items in the questionnaires were given to the supervisors in order to check on content validity before producing sufficient questionnaires for use in this study.

3.7.2 Reliability of Instruments

Reliability means that the individual scores from an instrument should be nearly the same or stable on repeated administration of the instruments free from sources of measurement error and consistent Creswell (2002). To guarantee the reliability of the questionnaire a pilot was carried out and tested. Pilot study was done in Shamberere Technical Training Institute (STTI) in Kakamega County.

In this study, internal consistency reliability was considered, in which one version of the instrument was administered once and each respondent in the study completed the instrument. Coefficient alpha method was used to test for internal consistency. The coefficient Alpha method was suitable because the test items were constructed on a five point Likert scale (strongly agree to strongly disagree). The Cronbach Alpha coefficient is a model of internal consistency based on the average inter –item correlation (Frankel & Wallen, 2000)

The coefficient Alpha formula is:

$$\alpha = \frac{K}{K-1} \left[1 - \frac{\sum S_i^2}{S_x^2} \right]$$

Where

k = Number of items on the test

S_x^2 = Variance of the total test

S_i^2 = Sum of the variance of the individual items

Cronbachs Alpha coefficient reliability obtained from questionnaire was used to solicit data on the leadership practices of the principal the alpha should be between $0 \leq \alpha \leq 1$ any value of $\alpha > 0.7$ is commended as stable for research purposes and above considered suitable for a research study (Golafshani, 2003)

A coefficient Alpha $\alpha = 0.924$ was obtained for the impact of leadership practices of principals, $\alpha = 0.924$ was the combine value for; policy, strategic plan, benchmarking, partnership, and staff motivation. This value $\alpha > 0.7$ was sufficient to judge the reliability of the research instruments.

3.8 Research Variables

The independent variables for this study are principals' leadership practices on:

1. Policy implementation
2. Strategic plan implementation
3. Bench marking
4. Partnership
5. Staff Motivation

The dependent variables for this study are quality, and relevance in training.

3.9 Data Collection Procedures

The researcher obtained an introductory letter from the department of technology education, and used it to seek permission to carry out research from the National Commission for Science and Technology and Innovation before visiting the sampled TVCs.

The researcher visited each of the five TVCs twice. In the first round was introduction and permission from the principals to conduct the research. A total of 82 questionnaires were administered to 5 principals, 42 heads of academic departments, 30 heads of non-academic sections and 5 chairmen of students' council in the TVCs involved in the study. A two weeks' period for filling the questionnaires was agreed upon between the researcher, the research assistants and the respondents. After two weeks the research assistants picked the filled questionnaires from the respondents and a quick summary shown that the returned questionnaires were: (4)80% principals (31)62% heads of departments academic, (16)64% heads of non-academic sections and (5)100% chairmen of student council.

In the second round of visit, interview schedules were purposely arranged between the researcher and the respondents who responded to questionnaires, particularly the principals, chairmen of student council and some of the heads of departments (Academics) and heads of non-academic sections. The interviews took two weeks and had eight face to face sessions in each of the five institutions. During the sessions there searcher got accessed the respondents' opinions, views, and attitudes on the leadership practices of the principal and made a summary from the interviews.

3.10 Data Analysis procedure

The quantitative data collected was analyzed using the Statistical Package for Social Science, SPSS version 20 (Onunga, 1999 and Obure, 2000). Frequencies, means, standard deviations, tables and percentages of data relating to: policy implementation, strategic plan implementation, bench marking, partnership, and motivation of staff were determined and subsequently used to describe the leadership practices of the principals in the TVCs.

The significance level was set at $p < 0.05$. All statistical analyses were computed using statistical packages for social sciences, while data collected from the interview schedule was analyzed thematically.

3.11 Ethical Considerations

The researcher, reckon that ethical and legal issues are critical in research studies. Israel & Hay (2006) as cited in Creswell (2014) said ethical questions are apparent today in such issues as authenticity, and credibility of the research report and others. Therefore, great thought was directed toward ethical and legal issues before proceeding to conduct the study.

Therefore, it was appropriate to seek advice, obtain a copy of the code of ethics, and approval from postgraduate board of University of Eldoret, before going to NACOSTI for a research Authorization permit. NACOSTI, is the custodian of the research policy in Kenya. It regulates research activities in accordance with the relevant laws of the land, as provided in an Act, Chapter 250 (1977) of the laws of Kenya.

A leadership practice is a very sensitive area to study. The researcher had to guard the respondents, build up trust with them, upheld the honesty of research, watched against

misconduct and irregularity that could mirror on their organizations or institutions (Creswell (2014).

To clear doubts and misconceptions in the minds of the participants in this study. The researcher explained the purpose of the study to the participants as described in the introductory letter. Creswell, (2014) claims that deception occurs when participants understand one purpose but the researcher has a different purpose in mind. Assuring that confidentiality would be maintained and that the final report will be shared with the participants hence ruling out a possibility of exploitation.

The interactive sessions to collect qualitative data were handled with care by the researcher, because according to Creswell (2014) interviewing in qualitative study is more and more being seen as an ethical inquiry, this was confirmed during the interview the researcher noted with great concern that interview sessions were so demanding to the respondents particularly in how their declarations are taken to mean, further probing on same issues for clarity.

Therefore, in this study, face-to-face sessions commenced from the assertion that there was an authority difference between the researcher and the respondents. Finally, data, study findings, conclusions and recommendations have been done procedurally and accurately before release to the intended audience for public consumption.

3.12 Summary of the Chapter

This study was anchored on the pragmatic worldview which is concern with application of what works and solutions to problems. The concerns were the challenges facing TVET institutions; inferior to facilities, inadequate capacities, irrelevant skills, serious gender disparities, curriculum is weak, inadequate training

equipment and lack supervision during attachment. Dwindling enrolment in the traditional engineering and building courses, Weak collaboration/linkages. The researcher attributed this perennial persistence of challenges touched on the leadership practices of the principals, who are responsible for the day to day running and management of the institutions. Studies have been done and many challenges reported, however no research has been extended to the leadership practices of the principals of the institutions.

The study examined the leadership practices of the principals in TVCs in terms of: policy implementation, strategic plan implementation, benchmarking, partnership, and staff motivation in relation to quality, and relevance in training. The study assumed that the participants were collaborate with the researcher. Mixed method was applied, qualitative and quantitative were collected simultaneously analyzed independently then triangulated. Sloven's formula, cluster sampling, purposive sampling, simple random sampling, stratified random sampling, and random sampling were used. Simple questionnaires were used to collect quantitative data while interviews were used to collect qualitative data, data collecting instruments were administered and collected by the researcher, Permission was sought from NACOSTI to undertake this research.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter presents the research findings, analysis and interpretation on the leadership practices of principals of Technical and Vocational Colleges in Kenya. The study was concerned with the impact of leadership practices in relation to quality and relevance of training, the study sought to Examine how the principals strengthen the implementation of policies ,how the principals strengthen implementation of strategic plans, principals perceptions on benchmarking, principals collaboration and working with development partners to support capacity building ,and the principals perceptions on staff motivation, to encourage them to work to assure standards, quality and relevance in training, and research guide question were on: policy and strategic plan implementation, benchmarking, partnership, and staff motivation.

The data was collected through the use of questionnaires and interviews then were analyzed using the Statistical Package for Social Sciences (SPSS) version20 and presented using figures, and tables. The chapter begins by indicating the respondents' response rate, and then presents the analysis of data, corresponding to the five objectives of the study.

4.2 Respondents Profile Characteristics

This section covers the following: education level, experience, period of stay in current institution, training, and year of study and the response rate. The respondents were Principals, HODs, HOS and Trainee Council representatives.

4.2.1 Respondents Response Rate

A total of 68 questionnaires were given out to a total sample of 5 Principals, 38 heads of departments (Administration and academics), 20 heads of section (non-academics), and 5 Trainee Council representatives. Out of these, 31 questionnaires that had been filled in were collected from the HODs (Administration and academics), 16 questionnaires filled in were collected from the HOS, and 5 filled in questionnaires were collected from the trainee representatives while only 4 were received from the principals. This information is summarized in Table 4.1 below.

Table 4. 1 Response Rate

	Total Sample	Response	%
Principals	5	4	80.0
HODs	38	31	81.6
HOS	20	16	80.0
Trainee representatives	5	5	100
Total	68	56	82.4

N=56

The analysis in Table 4.1 shows that the highest response rate (5) questionnaires (100%) was from trainee representatives followed by 31 (81.6%) from the HODs, 4 (80%) from the Principals and 16 (80%) from the HOS. The overall response of 56 (82.4%) out of 68 questionnaires was considered sufficient for the study. This rate was achieved since the research instruments were administered in person; and the researcher and research assistants collected the filled questionnaires immediately.

4.2.2 Principals

The principals were asked to indicate their academic qualifications and the results are shown in Table 4.2 below.

Table 4. 2: Academic qualifications of the principals

Highest level of Education	Frequency	%
Doctorate	1	25.0
Masters	2	50.0
Bachelors	1	25.0
Diploma	0	0.0
Total	4	100.0

The Table 4.2 presents results regarding the principals' academic qualifications. Half of the respondents 2(50%) had masters, 1(25%) had bachelors while 1(25%) had doctorate degree. This is a hint that principals have improved their academic qualifications to higher levels. It therefore means that the respondents consisted of individuals with high educational achievement, professionally-trained and could understand the need for good leadership practices. This finding concurs with that of Riddelet *al.* (2005) who found that although principals are relatively busy, they consider professional development and self-education very important, however the number of the doctorate degrees is quite low owing to the time involved at doctoral level.

Further the principals were asked to indicate their experience as principals the results are presented and discussed below.

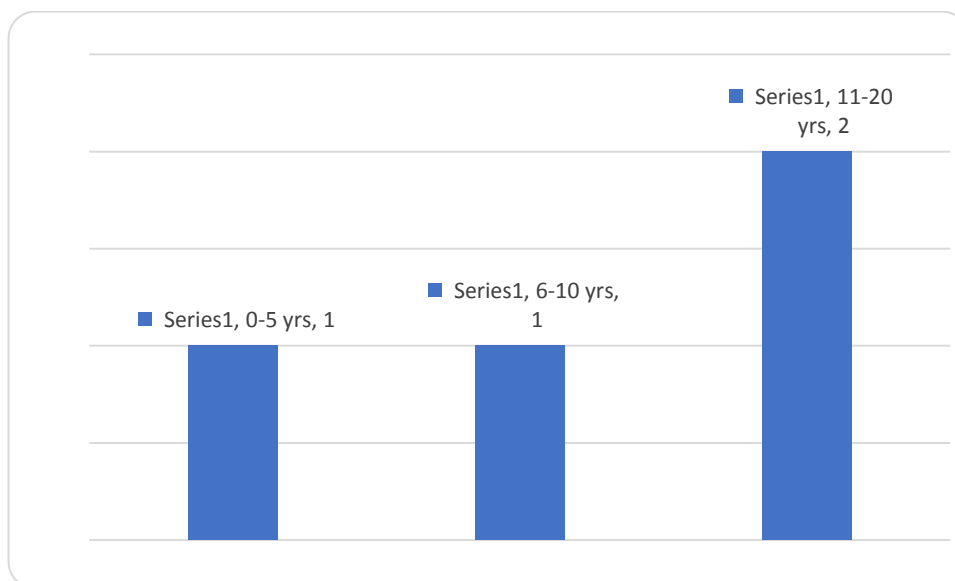


Figure 2: Experience as a principal

The study findings indicated that, half of the principals 2(50%) have been principals between 11-20 years, 1(25%) between 0- 5 years, and 1(25%) between 6-10 years, as indicated in figure 2. The results indicated that the study captured the information from the respondents across the year's experience, hence an apparent reflection of the opinion of the entire population. While on the principals' experience in the present TVC the results are given as shown in Table 4.3 below.

Table 4. 3: Principal in the current institution

Experience (years)	Frequency	Percentage
0-5	1	25.0
6-10	2	50.0
11-20	1	25.0
Total	4	100.0

The study findings show that, half of the principals 2(50%) have been principals in the current institution between 6-10years, 1(25%) between 0- 5 years, and 1(25%) between 11-20years, as indicated in Table 4.3. The results show that the study obtained sufficient information from the respondents across the years worked in the station, and thus give an evidence of the opinion of the principals.

Principals are the CEOs of the TVET institutions. They oversee curriculum implementation, Monitoring and Evaluation, supervise HR- Teaching and non-teaching, supervise infrastructure development, recruitment of staff, student well fare, responsible for creating a conducive learning environment and financial management. Also Principals are expected to submit results and reports on quality assurance to TSC (returns), finance document (Auditors), Ministry of Education, Science and Technology, KASNEB, KEBS, KNEC, BOG, Office of the President- performance contracting secretariat, the reports are meant to provide information on various developments projects, financial, academic performance, quality standard, staffing and trainee enrolment.

4.2.3 Heads of departments (Administration and Academics)

The HODs were asked to indicate their qualifications and the results are as indicated in Figure 3 below.

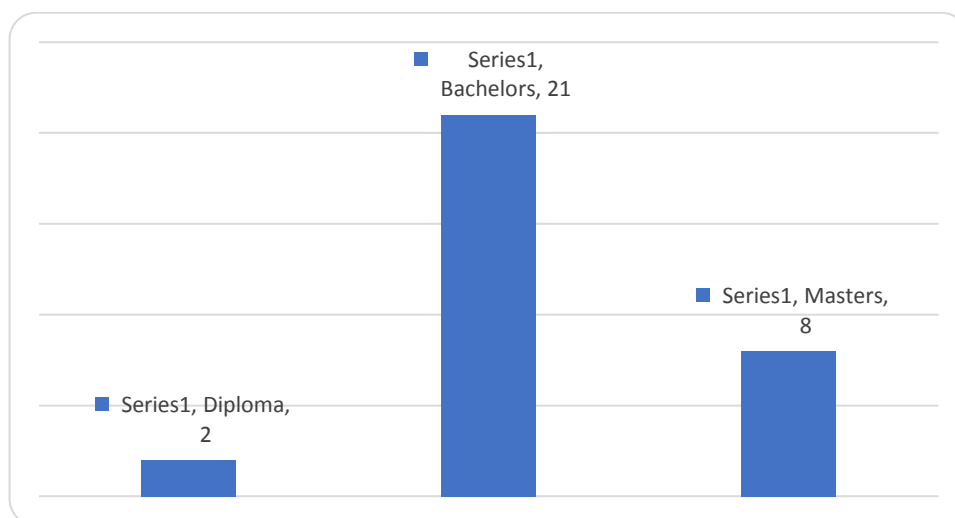


Figure 3: Academic qualifications obtained by the HODs

The study found that the highest academic qualification among the HODs is that of Masters Degree obtained by 8(25.8%) of the respondents. The largest group was that of Bachelors degree 21(67.7%) while minority of the respondents 2(6.5%) had Diploma certificates as shown in figure 3. This implies the respondents had sufficient capacity and knowledgeable enough to participate in the study.

The HODs' experience in responsibility position in the current institution were summarized as shown in Table 4.4.

Table 4. 4: Number of years served in a responsibility position in the present TVC

Period in years	Frequency	%
0-5 yrs	23	74.2
6-10	3	9.7
11-20	4	12.9
Over 20 yrs	1	3.2
Total	31	100.0

The study found out that HODs have spent considerable time in their present institutions. The data obtained indicated that 10(32.3%) of them had 0-5years, majority 12(38.7%) had 6-10 years' experience whereas 6(19.4%) had between 11-20years while the minority 3(9.7%) of the respondents had over 20 years experience in the current station as shown in Table 4.4.

In this study an interview was carried out and when HODs were asked about principalship as a leadership position,they all answered that it was and they also agreed that principal leadership has impact on quality and relevance of training as indicated in Table 4.5 below.

Table 4. 5: Impact of principal leadership

Impact	Frequency	%
Yes	30	96.8
No	1	3.2
Total	31	100.0

They had all attended training seminars and workshops related to leadership positions Table 4.5. According to them attending such courses, had varied frequency of attendance Table 4.7..

Table 4. 6: Training attendance

Training	Frequency	Percent
Yes	31	100.0
No	0	0.0
Total	31	100.0

Table 4. 7: Frequency of attendance

Attendance	Frequency	Percent
Many times	4	12.9
Occasionally	24	77.4
Rarely	3	9.7
Total	31	100.0

Courses attended by these HODs included financial, and procurement, leadership, skill development of students, ISO transition (ISO 9001:2015 KEBS). Student guiding and counselling, leadership and management, gender mainstreaming, HELB disbursement procedures, ISO audit, financial management books of accounts, complaints and handling procedures, Management course for polytechnic in Africa, and TVET

management. When asked on whether these courses were useful, they unanimously responded positively.

This study further found that, HODs are a central sector in TVET institutions. They are categorized into; HODs (Administration) and HODs (Academics) and play vital roles in their institutions that include:- Admissions of trainees, Curriculum Implementation and Examinations and HRM (registrars), revenue collection, payments, financial advice, expenditure and vote controls, budgets and HRM (Financial office), student affairs, conflict resolutions, governance, health, entertainment, sports, welfare, catering and accommodations, discipline, Academics and HELB (Deans of students), placement of trainees, procurement of insurance / tools, and assessment of students, and general industrial linkages (Industrial Liaison officer) (ILO). They also deal with performance in service delivery, statutory documents (ISO Procedures) quarterly reports on specific targets, target achievement, and time management.

Other functions include implementation/monitoring of curriculum procedures, organizational establishment, quality standards and maintenance and vocational improvement (Quality Management Systems (QMS)). These heads agree they are expected to submit their returns and reports on quality assurance.

The finance officers reported financial reports to the principal on daily basis, revenue collection on monthly and quarterly basis, budgeting, and financial control. The registrars reported on matters of advertisements, admissions, registration for national exams, work loaded of teachers, annual appraisal and other personnel appraisals. Monitor effectiveness of curriculum implementation and evaluation and assurance of

standards, fees and update of improvement in performance. The registrars report to Deputy Principal's Academics, and Administration and the Principal.

4.2.4 Heads of Sections (Non-Academic)

The heads of sections (non- academic) were asked to indicate their academic qualifications and the results are presented in Figure 4 below.

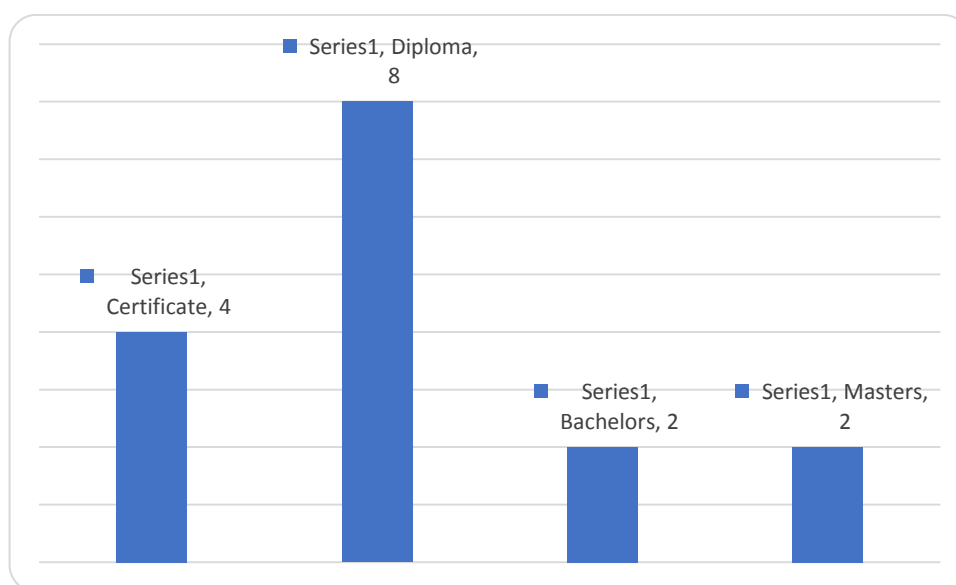


Figure 4: Academic qualifications of Heads of Sections

The study found that the highest academic qualification among the HOS is that of Masters Degree obtained by 2(12.5%) of the respondents. The largest group was that of Bachelors degree 2(12.5%) while minority of the respondents 8(50%) had Diploma and certificates 4(25%) as shown in Figure 4. This implied the respondents had sufficient capacity and knowledgeable enough to participate in the study.

The HOSs were further asked to indicate the time they have spent in the present institution the results are presented as shown

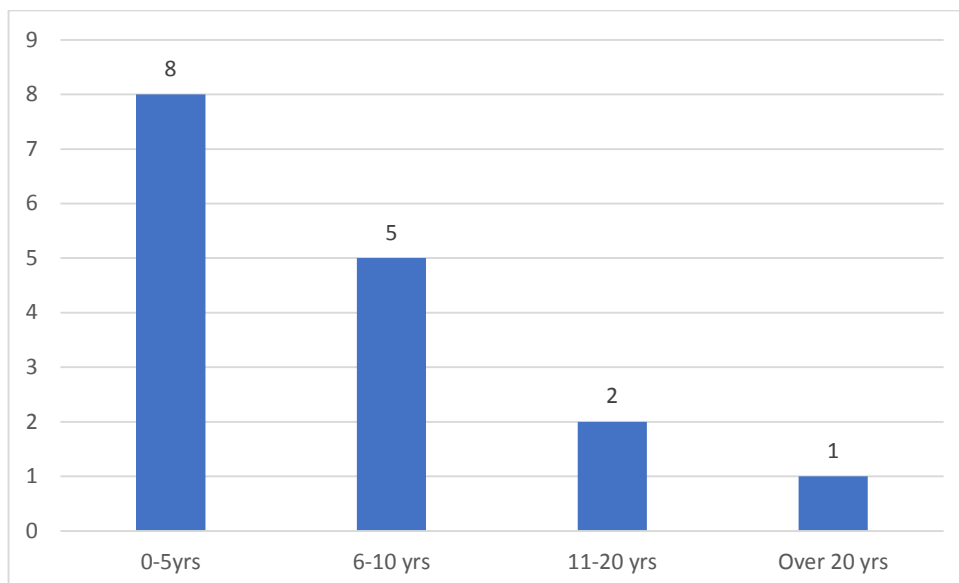


Figure 5: Number of years in the present institution

The study also found out that HOSs have spent considerable time in their present institutions. The data obtained indicated that 8(50%) of them having 0-5years, majority 5(31.25%) had 6-10 years' experience whereas 2(12.5%) had between 11-20 years while the minority 1(6.25%) of the respondents had over 20 years' experience in the current station. as shown in Figure 5.

In this study heads of sections were interviewed on impact of leadership practices of Principals in Technical and Vocational Colleges on quality and relevance in training in Kenya. Among those interviewed include public relations officers, accounts clerks, Librarians, Catering officers, Maintenance officers, Infrastructure development and maintenance, and Procurement officers.

4.2.5 Trainee council representatives

The study found that Trainee council representatives, support the administration on issues of concern touching on the students. The trainee participants were drawn from different departments as indicated in Table 4.8.

Table 4. 8: Chairmen trainee leaders’ departments

Department	Year of study	Frequency	Percent
Agriculture	2	1	20.0
Automotive	3	1	20.0
Medical	2	1	20.0
Electrical	2	1	20.0
Applied	3	1	20.0
Total		5	100.0

The trainee leaders provide an alternative leadership that oversee the day to day running of the TVET institutions.

4.3 Policy Implementation

The first objective of this study was to examine how the principals strengthen the implementation of policies to assure quality and relevance in training.

Principals, possess’ authority arising from their positions as the formal leaders of their institutions. They are the Chief Executive Officers, who run the institution and confront many challenges encountered in the day to day activities. They require

internal and external policies to guide in decision-making leading to relevant actions, therefore principals oversee the implementation of these policies.

To achieve the first objective, the four categories of respondents (Principals, Heads of departments, Heads of sections (Non-Teaching),and Chairmen of trainee councils) were presented with Likert scale questions (Strongly Disagree-SD, Disagree-D, Neutral-N, Agree-A, Strongly Agree -SA) the results were presented and discussed

4.3.1 Principals

The respondents specifically the principals were asked to respond to the statements and indicators in appendix IV part I in relation to principals showing the way, in strengthening the policy implementation in their institutions and the results are presented and discussed in Table 4.9 below.

Table 4. 9: Principals’ response on policy implementation

	Statement	SD		D		N		A		SA	
		F	%	F	%	F	%	F	%	F	%
1	Principal should be clear about his/her beliefs of leadership	0	0.0	0	0.0	0	0.0	3	75.0	1	25.0
2	Principal should institute ethics concerning the way goals should be pursued	0	0.0	0	0.0	0	0.0	2	50.0	2	50.0
3	Principal should build standards of quality	0	0.0	0	0.0	0	0.0	0	0.0	4	100.0
4	Principal should set an example for others to follow	0	0.0	0	0.0	0	0.0	3	75.0	1	25.0
5	Principal should use time and energy making sure his staff work adhering to the moral values and standards that have been agreed upon in the institution	0	0.0	0	0.0	0	0.0	2	50.0	2	50.0
6	Principal must follow through on promises relating to institution work	0	0.0	0	0.0	0	0.0	3	75	1	25.0
7	Principal should ask for comment on how his/her dealings influence other people and quality assurance	0	0.0	0	0.0	0	0.0	2	50.0	2	50.0
Indicators											
1	Principal making clear value and affirming common ideas in the institution	0	0.0	0	0.0	0	0.0	3	75	1	25.0
2	Principal setting example in the institution	0	0.0	0	0.0	0	0.0	2	50.0	2	50.0

Source: Research Data 2017

Table 4.9 shows that all the respondents agreed that they should be clear about their beliefs on leadership, as indicated by 3(75%) of the respondents who agreed 1(25%)

who strongly agreed. The statement on ethics concerning the way goals should be pursued came on strongly, as depicted by 2(50%) of the respondents who agreed and 2(50%) who strongly agreed. The principals strongly agreed 4(100%) that they should build standards of quality. On the statement of setting an example for others to follow, 3(75%) of the respondents agreed and 1(25%) strongly agreed. While on the statement that the Principal should use time and energy making sure his staff work adhering to the moral values and standards that have been agreed upon in the institution, 2(50%) agreed of the respondents agreed and 2(50%) strongly agreed. The study established that Principal must follow through on promises relating to institution work, as indicated by 3(75%) of the respondents who agreed and 1(25%) who strongly agreed. It was also established that Principals should ask for comment on how his/her dealings influence other people and quality assurance, as shown 2(50%) of the respondents agreed and 2(50%) strongly agreed. Two critical indicators on Principals' strengthening of implementation of policies were established. First, Principals are making clear value and affirming common ideas, as indicated 3(75%) agreed and 1(25%) strongly agreed. Secondly, Principals are setting examples in their institutions, as shown 2(50%) agreed and 2(50%) strongly agreed. The responses for appendix D part I are summarized in Table 4.9.

The study further sought Principals' responses through interview on their impact of leadership practices on quality and relevance in training in Kenya. They described varied experiences as principals they are public servants and more often interact with the public, have the opportunity to empower people, however they all agreed what it was challenging and cited cases of high cost of equipment, fees management, new technology, and public demands.

They all reported to be enjoying being principals and believed the position of the principal to be a leadership position and had good leadership profiles; one principal had served as HOD (7 years), Dean of students (8 years), principal (5 years) in previous station, and 9 years in the current station. The second principal; course tutor (20 years), Deputy Principal (6 years) Principal (4 years), the third Principal, (2 years) Dean (2 years), Principal (2 years), and the fourth Principal D/ Headmistress High School (8 years), Principal high school (3 ½ years) Deputy Guiding & counseling (2 years), Deputy Registrar 2 years, Ag. Registrar 6 months, Dean (2 years) and Deputy Principal (2 years).

Principals reported to have attended training, seminars, workshops or in-service courses related to leadership many times in the following areas procurement. Management improvement of technical in Africa, leadership and trends in technical training institute, Accreditation, process and quality assurance institutions and ISO, Auditors, training and confessed that the courses / training have been useful to their current position in relation to quality and relevance of training in their institutions. More so they agreed that principals' leadership has impact on quality and relevance.

As the CEO they oversee curriculum implementation, monitoring and evaluation, supervise HR- Teaching and non- teaching, supervise infrastructure development, recruitment of staff and student welfare, and responsible of creating a conducive learning environment and financial management. Also they are expected to submit results and reports on quality assurance to TSC (returns), finance document (auditor), Ministry of Education, science and technology, KASNEB, KEBS, KNEC, BOG, Office of the president, performance contracting secretariat, the reports are meant to

provide information updates on various developments projects, financial, academic performance, quality standard, staffing, and trainee enrolment.

However, all the principals agreed that policies both internal and external are intended to guide decision making leading to relevant actions and that they oversee the implementation of these policies, furthermore they said they had internally generated policies; Academic policy, HIV and drug and substance abuse, gender mainstreaming, ICT policy, knowledge management policy fee collection, and refund policy.

Interestingly, not all the principals were in possession of the prerequisite legal documents. However, the distribution was: TVET Act 2013(4), Basic Education Act 2013-(4),KNEC Act 2012(4), Sessional paper No. 14 of 2012(3), Labour relationship Act 2006(3),Teachers service commission Act 2012 (4),Universities Act 2012(2),Gender Act 2012(4),Employment Act 2007(4),Occupation safety and Health Act (OSHA) (4), and Code of regulation for teachers(4).

They all agreed that principals should lead by example in policy implementation particularly in time management- punctuality, presence, teaching dress code, show direction, consulting resource, management and ICT integration. Their experience on policy implementation in relation to quality and relevance of training in their respective institutions were varied: - one said, when policies are well understood by all stakeholders, it takes little time to execute and make the work of the principal easy to implement, and monitor.

Secondly, Principals experienced conflict of policy between the TSC and Ministry of Education making it difficult to implement policies. The principals also cited lack of

enforcement of the policies, funding, and time as serious impediment on the follow up on the implementation.

Thirdly, well implemented policies help to minimize problems/ challenges because they provide guidance for relevant decisions to be made and proper actions to be taken at the correct time.

Fourthly, policies enable institutions to realize targets objectives / goals, set and planned for they also had the following as the indicators for policy implementation follow up, committee set to give reports, meetings, ISO procedure, and performance contracting. The results indicate that principals are implementing policies in their institutions. The findings also indicate that the policy implementation must have indicators to show what the principals are doing in their particular institutions.

4.3.2 Heads of departments (administration and academics)

Heads of departments (administration and academics) were asked to respond to statements and indicators in appendix VI part I in relation to principals showing the way in strengthening the policy implementation in their institutions and the responses are presented and discussed as shown in table 4.10 below.

Table 4. 10: The responses from heads of departments on policy implementation

Statement	SD		D		N		A		SA	
	F	%	F	%	F	%	F	%	F	%
1 Principal should be clear about his/her beliefs of leadership	1	3.2	1	3.2	1	3.2	10	32.3	18	58.1
2 Principal should institute ethics concerning the way goals should be pursued	2	6.5	0	0.0	0	0.0	10	32.3	19	61.3
3 Principal should build standards of quality	2	6.5	0	0.0	1	3.2	4	12.9	24	77.4
4 Principal should set an example for others to follow	2	6.5	0	0.0	0	0.0	6	19.4	23	74.2
5 Principal should use time and energy making sure his staff work adhering to the moral values.	2	6.5	0	0.0	5	16.1	8	25.8	16	51.6
6 Principal must follow through on promises relating to institution work	2	6.5	0	0.0	2	6.5	9	16	18	58.1
7 Principal should ask for comment on how his/her dealings influence other people and quality assurance	2	6.5	3	9.7	4	12.9	12	38.7	10	32.3
Indicator(s)										
1 Principal making clear value and affirming common ideas in the institution	2	6.5	2	6.5	1	3.2	13	41.9	13	41.9
2 Principal setting example in the institution	2	6.5	1	3.2	2	6.5	7	22.6	19	61.3

Source: Research Data 2017

The analysis in Table 4.10, indicate there were 31 Heads of Departments (HODs) who participated. Most of the respondents agreed that principals should be clear about their beliefs of leadership, as indicated by 10 (32.3%) of the respondents who agreed 18(58.1%) who strongly agreed and 2(6.4%) disagreed while 1(3.2%) were neutral.

The statement on ethics concerning the way goals should be pursued came on strongly, as depicted by 10(32.3%) of the respondents who agreed and 19(61.3%) who strongly agreed, 2(6.5%) declined the statement as shown. 4(12.9%) agreed and 24(77%) strongly agreed that principals should build standards of quality, 2(6.5%) dissented and 1(3.2%) was neutral. On the statement on principal setting an example for others to follow, 4(12.9%) of the respondents agreed and 23(74.2%) strongly agreed, however 2(6.5%) disagreed. While on the statement that the Principals should use time and energy making sure his staff work adhering to the moral values and standards that have been agreed upon in the institution, 8(25.8%) agreed of the respondents agreed and 16(51.6%) strongly agreed, 5 (16.1%) were neutral, and 2(6.5%) disagreed.

The study established that Principals must follow through on promises relating to institution work, as indicated by 9 (16%) of the respondents who agreed and 18 (58.1%) who strongly agreed, 2 (6.5%) disagreed and 2 (6.5%) neutral. It was also established that Principals should ask for comment on how his/her dealings influence other people and quality assurance, as shown 12(38.7%) of the respondents agrees and 10(32.3%) strongly agreed,(4) 12.9% were non- committal, 3(9.7%) disagreed, while 2(6.5%) strongly disagreed. Based on the indicators it was established according to the HODs, Majority of the Principals are making clear value and affirming common ideas, as indicated 13(41.9%) agreed and 13(41.9%) strongly agreed, 2 (6.5%) disagreed, 2(6.5%) strongly disagreed, and 1(3.2%) neutral. Secondly, not all Principals

are setting examples in their institutions, as shown 7(22.6%) agreed and 19(61.3%) strongly agreed, 2(6.5%) strongly disagreed, 2(6.5%) disagreed, and 1(3.2%) were neutral. The responses for appendix F part I are summarized in Table 4.10.

During the face to face interaction, all the HODs agreed that policy implementation helps strengthen organization leadership and that they all have internally generated policies in their colleges which included the following; ILO policy, Academic policy, Drug and substance abuse ,ICT policy, Gender mainstreaming policy, Fee policy, E-waste policy, Quality management standards (QMS), Safety Health and environment (SHE), Energy policy, ICT / ODL Policy, Production unit policy, Anti- corruption policy, Human Resource policy, ISO policy, Attachment policy, Procurement policy, and HIV/ AIDS Policy

On the following external legal documents expected in their institutions, those who were aware of and had the documents were as shown: TVET Act 2013 (22), Basic Education Act, 2013(11), Sessional paper No. 14 OF 2012(10), TSC Act of 2012(21), Code of regulations for Teachers – 2006(21), University Act, 2012(6), KNEC Act, 2012(19), Gender Act, 2012(18), Labour Relations Act, 2007(17), Employment Act, 2007(22), Occupational safety of Health Act 2007 (OSHA)- (23), Procurement Act, 2006(1), and Public officers Ethics Act- 2003(1). From the above findings of the interviews, the following Acts were highly rated; TVET Act, TSC Act, Code of Regulations, KNEC Act, Employment Act, and OSHA.

However, the most critical Acts which were lowest rated are the universities Act, procurement Act and public officers' ethics Act. Apparently, these three Acts touches on the integrity and morals of public officers and the general society at large.

On the issue of whether the principals were keen on policy implementation, (19) respondents accepted while (2) rejected as (4) of them were neutral, while on their experience on policy implementation in relation to quality and relevance of training in their institutions there were varied responses. (20) Said it enhanced procedures, (25) said national policies guides' internal policies giving better results. They said policies are always guidelines towards achieving targets. Others said that policy once implemented improves the quality of training and performance in external exams policy implementation guides actions and datelines plus decision making hence yielding good results.

The HODs, further said that proper policy implementation make management and monitoring of work easy because no arguments are involved. Also some heads said that proper implementation leads to enhancement of both efficient and effective training because policies are always none personalized and requires proper orientation.

Specifically, one of them cited the 75% attendance rule whereby pass rates of students in exam has always been rated highly. They said that without implementations of policies, targets can never be achieved saying that policies show the way and help in setting targets.

However, others reported some challenges in policy implementation in relation to quality and relevance of training in some institutions like financial issues, HRM issues and sensitization. At the same time, some HODs reported cases of actions taken only on internal policies and no communication done on external policies.

From the statistical findings presented it was deduced that some Principals are putting effort making clear value and affirming common ideas, and setting example in the institutions, as raised by the heads of departments.

4.3.3 Heads of Sections (non -academics)

The heads of sections(non-teaching were asked to respond to statements and indicators in appendix VIII part I in relation to principals showing the way in strengthening the policy implementation in their institutions and the responses are presented and discussed in table 4.11 below.

Table 4. 11: Heads of Sections responses on policy implementation

	Statement	SD		D		N		A		SA	
		F	%	F	%	F	%	F	%	F	%
1	Principal should be clear about his/her beliefs of leadership	0	0	0	0	1	6.3	8	50.0	7	43.8
2	Principal should institute ethics concerning the way goals should be pursued	0	0	0	0	2	12.5	6	37.5	8	50.0
3	Principal should build standards of quality	0	0	1	6.3	0	0	9	56.3	6	37.5
4	Principal should set an example for others to follow	0	0	0	0	1	6.3	4	25.0	1	68.8
5	Principal should use time and energy making sure his staff work adhering to the moral values.	0	0	0	0	2	12.5	7	43.8	7	43.8
6	Principal must follow through on promises relating to institution work	0	0	0	0	0	0	7	43.8	9	56.3
7	Principal should ask for comment on how his/her dealings influence other people and quality assurance	0	0	1	6.3	3	18.8	9	56.3	3	18.8
Indicator(s)											
1	Principal making clear value and affirming common ideas in the institution	0	0	0	0	2	12.5	6	37.5	6	37.5
2	Principal setting example in the institution	0	0	1	6.3	2	12.5	3	18.8	0	62.5

Source: Research Data 2017

Table 4.11, indicates that the non-teaching staff 8 (50.0%) agreed and 7(43.8%) strongly agreed that principals should be clear about their beliefs of leadership, as indicated, however 1(6.3%) of the respondents was neutral. The statement on ethics concerning,6(37.5%) of the respondents agreed and 8(50%) strongly agreed that the principal should institute the way goals should be pursued, as depicted and 2(12.5%)

were neutral. 9(56.3%) agreed and 6(37.5%) strongly agreed that principals should build standards of quality, however 1(6.3%) dissented the statement. On the statement on principals setting an example for others to follow, 4(25.0%) of the respondents agreed and 11(68.8%) strongly agreed. While on the statement that the Principal should use time and energy making sure his staff work adhering to the moral values and standards that have been agreed upon in the institution, 7(43.8%) agreed of the respondents agreed and 7(43.8%) strongly agreed, while 2(12.5 %) neutral. The study established that Principal must follow through on promises relating to institution work, as indicated by 7(43.8%) of the respondents who agreed and 9(56.3%) who strongly agreed. It was also established that Principals should ask for comment on how his/her dealings influence other people and quality assurance, as shown 7(56.3%) of the respondents agrees and 3(56.3%) strongly agreed, 3(18.8%) were neutral, and, (6.3%) disagreed. However, the study also established that principals are making clear value and affirming common ideas, as indicated, 6(37.5%) of the respondents agreed, and 6(37.5%) strongly agreed, 2(12.5%) neutral. Secondly, Principals are expected to set examples in their institutions, but this was seriously contested, 3(18.8%) of the respondents agreed and 10(62.5%) strongly agreed, 2(12.5%) were neutral and 1(6.3%) disagree.

Further, in this study the heads of sections were interviewed, these heads interviewed included: public relations officer (1), accounts clerk (1), librarian (2), catering officer (1), Maintenance officer (1), infrastructure development and maintenance(1), procurement(8).

During the face to face interaction all the respondents involved reported to be enjoying their work and had attended training seminars and workshop intended to equip them

perform better in their respective areas of leadership. However, their frequency of attendance varied their response as follows; Many times – 1, occasionally- 5, rarely- 0, and never- 1

Their areas of assessment responsibility included students' service such as closing opening time, good time management, neat environment and total relevance (librarians). Infrastructure maintenance, cleaning, and paintwork (maintenance officer) and service of meals to students and staff (catering). Cash flow and book keeping / revenue collection expenditure controls and budgets monitoring (Accounts clerks). Work and service acquisition of materials and tenders (procurement) development of building/service water, electricity and road (infrastructure development and maintenance (IDM) and customer satisfaction complain handling mechanisms public relation (PR).

All the officers interviewed were required to submit reports on quality assurance to the principal, and the Deputy Academic and Administration accordingly. They reported that information updates on customer satisfaction both internal and external linkages media and cooperate event organization (PR), materials acceptance and rejection and project status (IDM). Revenue and expenditure audit books (Accounts clerk), library standards and requirements, complains and challenges (librarian),and infrastructure maintenance (Maintenance officers).

All officers agreed that implementation of policies lead to better quality and relevance training and were aware of internally generated college policies; customer policy, academic policy, QMS policy, maintenance policy, performance contracting policy, and library policy.

On experience on policy implementation they cited that good time management, good work schedule, targets achievement, and lack of consultation and poor funding remain a challenge in policy implementation.

4.3.4 Chairmen Trainee Councils' representatives

The Chairmen Trainee Councils' representatives were also asked to respond to statements and indicators in appendix X part I in relation to principals showing the way in strengthening the policy implementation in their institutions and the findings are presented in Table 4.12 and discussed below.

Table 4. 12: Chairmens' response on policy implementation

	Statement	SD		D		N		A		SA	
		F	%	F	%	F	%	F	%	F	%
1	Principal should be clear about his/her beliefs of leadership	0	0.0	0	0.0	0	0.0	0	0.0	5	100.0
2	Principal should institute ethics concerning the way goals should be pursued	0	0.0	0	0.0	1	20.0	0	0.0	4	80.0
3	Principal should build standards of quality	0	0.0	0	0.0	0	0.0	0	0.0	5	100.0
4	Principal should set an example for others to follow	0	0.0	0	0.0	0	0.0	0	0.0	5	100.0
5	Principal should use time and energy making sure his staff work adhering to the moral values and standards that have been agreed upon in the institution	0	0.0	0	0.0	0	0.0	1	20.0	4	80.0
6	Principal must follow through on promises relating to institution work	0	0.0	0	0.0	0	0.0	1	20.0	4	80.0
7	Principal should ask for comment on how his/her dealings influence other people and quality assurance	0	0.0	0	0.0	0	0.0	0	20.0	5	100.0
Indicators											
1	Principal making clear value and affirming common ideas in the institution	0	0.0	0	0.0	2	40.0	1	20.0	2	40.0
2	Principal setting example in the institution	0	0.0	0	0.0	0	0.0	1	20.0	4	80.0

Source: Research Data 2017

As shown in Table 4.12, all the respondents 5(100%) strongly agreed that Principals should be clear about their beliefs on leadership while 4(80%) of the respondents said,

Principals should institute ethics concerning the way goals should be pursued. On standards, all of the respondents, approved that Principals should encourage standards of quality, while setting example for others to follow. And 4(80%) of the respondents strongly agreed that Principals should use time and energy making sure his staff work adhering to the moral values and standards that have been agreed upon in the institution. Similarly,4(80%) of the respondents strongly agreed that Principals must follow through on promises relating to institution work. The respondents 5(100%) agreed that Principals should ask for comment on how his/her dealings influence other people and quality assurance. The study established that 2(40%) of the respondents strongly agreed that Principals were making clear value and affirming common ideas in the institution, however 2(40%) were neutral. Also from this study all principals are setting example in the institution, 1(20%) of the respondents agreed, while 4(80%) strongly agreed as indicated.

The chairmen of the trainee representation were interviewed and when asked to outline their roles as leaders, they responded that they link the administration and trainees, addresses issues of concern on the part of the students' discipline, academic fees, welfare, social affairs and general rights of all students. Their views on the institutions' principals as the CEOs, overseer and organization's head, the in charge, links the staff, students, and the general public, and they also supervisors of projects in their respective institutions.

Trainee representatives agreed that the Principal's leadership has a great impact on quality and relevance. One principal was commended to have facilitated role models (Google service providers) to the institutions to address them on how students could

benefit from social media. They noted that service delivery, and resolution of issues affecting students are best addressed by the principal.

When asked on existence of internally generated policies at the institution, their response was positively yes and cited the following guidelines; Code of conduct, dressing code, academic policy, drug and substance abuse and Peer teaching / guiding and counseling.

On their own experience in policy implementation, they said that the institutions can only run well if policies are fully implemented. Implementation of both internal and external policies make students attend lessons, hence improving quality and reduces failure in exams.

They further stressed that both internal and external policies intended to guide decision- making leading to relevant actions to improve quality and relevance of training are always communicated and followed up for implementation by the principal. They cited a case where principals emphasized on 75% class attendance, which if not met trainees are not be allowed to sit for examinations.

4.4 Strategic plan Implementation

The second objective of this study was to examine how the principals strengthen the implementation of strategic plans to assure quality and relevance in training. To achieve this objective, the principals, heads of departments (administration and academic), heads of sections (non-academic), and chairmen of trainee representatives, were asked to respond to statements and indicators relating to strategic plan implementation.

4.4.1 Principals

The responses from principals for appendix IV part II are summarized in Table 4.13 and discussed below.

Table 4. 13: Principals' response on strategic plan implementation

	Statement	SD		D		N		A		SA	
		F	%	F	%	F	%	F	%	F	%
1	The principal should ensure everyone understands the TVCs vision, mission, and core value.	0	0	0	0	0	0	1	25.0	3	75.0
2	The principal should speak about the future of the TVC that will influence how work gets done.	0	0	0	0	0	0	1	25.0	3	75.0
3	The principal should paint the life-size of what the TVC aspire to achieve.	0	0	0	0	0	0	2	50.0	2	50.0
4	The principal should urge others in the TVC to share an exciting vision of the future	0	0	0	0	0	0	2	50.0	2	50.0
5	The principal should describe a persuasive picture of what the future TVC could look	0	0	0	0	0	0	2	50.0	2	50.0
6	The principal should speak with confidence about the meaning and purpose of work in TVC.	0	0	0	0	0	0	3	75.0	1	25.0
Indicators											
1	The principal enlisting staff in a common vision.	0	0	0	0	0	0	2	50.0	2	50.0
2	The principal envisioning the future.	0	0	0	0	0	0	1	25.0	3	75.0

Source: Research Data 2017

Table 4.13 shows that on the TVCs vision, mission, and core value, 1 (25.0%) of the respondents agreed, while 3(75.0%) strongly agreed, that principals should ensure everyone understand as indicated. About The future of the TVC, 1(25%) of the respondents agreed, and 3(75.0%) strongly agreed, that it is the responsibility of the principal to speak about what will influence how work gets done. The principal should paint the full-scale of what the TVC aspire to achieve, as shown by 2(50.0%) of the respondents who agreed and another, 2(50.0%) who strongly agreed. It came out very clearly that the principal should urge others in the TVC to share an exciting vision of the future, as indicated by 2(50.0%) of the respondents who agreed and an equal number, 2(50.0%), who strongly agreed. Principals should describe an influential picture of what the future TVC could look, as indicated by 2(50.0%) of the respondents agreed and 2(50.0%) strongly agreed. The principals should speak with confidence about the meaning and purpose of work in TVC as indicated by 3(75%) of the respondents who agreed and 1(25%) who strongly agreed. The study established that principals are enlisting staff in a common vision, 2(50.0%) of the respondents agreed, and 2(50.0%) strongly agreed. Also it was established that the principals are envisioning the future as indicated by 1(25.0%) of the respondents agreed, while 3(75%) strongly agreed.

The study established through face to face interviews, that according to the principal strategic plan they provide the inspiration and set the direction, transmitting energy to the stakeholders giving them confidence, building a cordial working relationship with all stakeholders. Institutions'; vision, mission and core values are contained in the strategic plan and though all the principals agreed on the importance of strategic plan, only two were able to clearly cite and explain their institutions', vision, mission

and core values, however, they all agreed that it was the principal's role to strengthen the implementation of the strategic plan, because it sets the direction (road map), of the institution.

The principals were also quite clear on the life, and period of their strategic plans and all agreed that strategic plans are useless unless implemented and also were categorical that lack of strategic plan implementation affects quality and relevance of training because the strategic plan gives the picture of where the institution is and where it intends to be by when and how, it gives the time frame. They agreed without strategic plan cannot be any development and systems to do the agenda of the institution and targets will not be achieved.

The strategic plan implementation indicators cited by the principals include annual committee review on strategic plan, strategic plan targets factored in PCs, reported quarterly and signed with BOG, and the natural government of the president planning secretariat, and QMS Management representative is in charge of strategic plan.

4.4.2 Heads of departments (administration and academics)

The responses from the heads of department for Appendix VI part II are summarized in Table 4.14 discussed below.

Table 4. 14: Heads of Departments response on Strategic plan implementation

Statement	SD		D		N		A		SA	
	F	%	F	%	F	%	F	%	F	%
1 The principal should ensure everyone understands the TVCs vision, mission, and core value	1	3.2	0	0.0	1	3.2	8	25.8	21	67.7
2 The principal should speak about the future of the TVC that will influence how work gets done	1	3.2	0	0.0	0	0.0	13	41.9	17	54.8
3 The principal should paint the life-size of what the TVC aspire to achieve	1	3.2	1	3.2	3	9.7	11	35.5	15	48.4
4 The principal should urge others in the TVC to share an exciting vision of the future	1	3.2	2	6.5	2	6.5	11	35.5	17	54.8
5 The principal should describe a persuasive picture of what the future TVC could look	1	3.2	2	6.5	3	9.7	13	41.9	12	38.7
6 The principal should speak with confidence about the meaning and purpose of work in TVC	1	3.2	0	0.0	1	3.2	5	16.1	24	77.4
Indicators										
1 The principal enlisting staff in a common vision	2	6.5	0	0.0	5	16.1	11	35.5	13	41.9
2 The principal envisioning the future	2	6.5	0	0.0	4	12.9	8	25.8	17	54.8

Source: Research Data 2017

Analysis in Table 4.14, shows that about the vision, mission, and core values of TVCs, 8 (25.8%) of the respondents agreed, while 21 (67.7%) strongly agreed, that principals should ensure everyone understands, however 1 (3.2%) of the respondents were neutral, while 1 (3.2%) strongly disagreed as indicated. Regarding the future of the TVC, 13 (41.9%) of the respondents agreed, and 17 (54.8%) strongly agreed that it is the responsibility of the principal to speak about what will influence how work gets done, nevertheless 1 (3.2%) strongly disagreed as indicated.

Concerning what the TVCs' aspire to achieve, it was said that it is the responsibility of principal to paint the life-size of the institution, but this view was highly contested as shown by 13 (41.9%) of the respondents agreed, 17 (54.8%) strongly agreed, 3 (9.7%) were neutral, on the other hand 1 (3.2%) of the respondents disagreed, while 1 (3.2%) strongly disagreed. About the principal expectation to urge others in the TVC to share an exciting vision of the future, 11 (35.5%) of the respondents agreed, 17 (54.8%) strongly agreed still 3 (9.7%) were neutral, 1 (3.2%) disagreed, and 1 (3.2%) strongly disagreed as indicated. Principals should describe a persuasive picture of what the future TVC could look, as indicated by 13 (41.9%) of the respondents agreed and 17 (54.8%) strongly agreed in spite of this 3 (9.7%) were neutral, 2 (6.5%) disagreed, and 1 (3.2%) strongly disagreed.

The principals should speak with confidence about the meaning and purpose of work in TVC as indicated by 5 (16.1%) of the respondents who agreed while 24 (77.4%) who strongly agreed. The study established that though the majority principals are enlisting staff in a common vision, in 11 (35.5%) of the respondents agreed, and 13 (41.9%) strongly agreed, there were others of contrary opinion, 5 (16.1%) were nonaligned while 2 (6.5%) strongly disagreed. Moreover, it was established that not all principals

are envisioning the future as indicated by 8(25.8%) of the respondents agreed, while 17(54.8%) strongly agreed, while 2(6.5%) strongly disagreed.

All the HODs agreed on the statement that strategic plan provide the inspiration and set the direction However, on the vision, mission and core value supposedly contain the strategic plan, only 6 (19.4%) knew and had internalized well the vision, mission and core values of their institutions while the rest 25(80.6) simply referred the researcher to their office notice boards

When asked about the life of their strategic plans, the HODs knew the life (5years) and period (2012- 2017) of their strategic plans and all agreed that strategic plans remain useless unless implemented. However, on whether the principals strengthen the implementation of strategic plan, 28(90.3%) of them were in agreement while 3(9.7%) disagreed. Those in a agreement cited the following indicators; ongoing projects, regular information flow from principals, memos, review meetings, performance contracting (PC), reports, stewardship, focus during budgeting, follows-up on targets, delegation, Work plans, expansion of courses, equipment in workshops, graduation, monitoring and evaluation.

The HODs established that if strategic plans were not implemented, quality and relevance of training will be seriously affected. By giving the following explanations; no direction, wastage of resources, impulse decision making, lack of accountability, poor deliver of service, no coordination. Poor utilization of both human and capital resources, goals, and targets will not be achieved. No mobility i.e promotions of staff, no purchase of equipments/facilities, miss on priorities and misdirection of funds. Time wasting, disorganization, Lack of inspiration, and focus effort.

4.4.3 Heads of Sections (non-academics)

The responses from the heads of sections for appendix VIII part II are summarized in Table 4.15

Table 4.15: Heads of Sections response on Strategic plan implementation

Statement	SD		D		N		A		SA	
	F	%	F	%	F	%	F	%	F	%
1 The principal should ensure everyone understands the TVCs vision, mission, and core value	0	0.0	0	0.0	1	6.3	4	25.0	11	68.8
2 The principal should speak about the future of the TVC	0	0.	0	0.0	0	0.0	9	56.3	7	43.8
3 The principal should paint the life-size of what the TVC aspire to achieve	0	0.0	0	0.0	1	6.3	9	56.3	6	37.5
4 The principal should urge others in the TVC to share an exciting vision of the future	0	0.0	0	0.0	3	18.8	8	50.0	5	31.3
5 The principal should describe a persuasive picture of what the future TVC could look	0	0.0	0	0.0	2	12.5	8	50.0	6	37.5
6 The principal should speak with confidence	0	0.0	0	0.0	3	18.8	4	25.0	9	56.3
Indicators										
1 The principal enlisting staff in a common vision	0	0.0	0	0.0	2	12.5	5	31.3	9	56.3
2 The principal envisioning the future	0	0.0	1	6.3	1	6.3	7	43.8	5	31.3

Source: Research Data 2017

Table 4.15 shows that pertaining to the vision, mission, and core values of the TVCs, 4 (25.0%) of the respondents agreed, while 11 (68.8%) strongly agreed, that principals ought to make sure everyone comprehend the vision, mission, and core values, not taking sides 1 (6.3%), as shown. In relation to the future of the TVC, 9 (56.3%) of the respondents agreed, and 7 (43.8%) strongly agreed that the principal should articulate about what will influence how work gets done.

On what the TVC aspire to achieve, the head of the institution must paint the time within which to achieve as indicated by 9 (56.3%) of the respondents who agreed and another, 6 (37.5%) who strongly agreed. A majority of the respondents 8 (50.0%) agreed and 6 (37.5%) strongly agreed that the principal share an exciting vision of the future of the TVC to stakeholders. However 3 (18.8%) stood on the fence as indicated.

Describing a persuasive picture of what the future TVC could look is the work of the head of the institution, as indicated by 8 (50.0%) of the respondents agreed and 6 (37.5%) strongly agreed, nevertheless 2 (12.5 %) were undecided. Despite the non-commitment of 3 (18.8%) of the respondents' principals remain key in speaking with confidence about the meaning and purpose of work in TVC as indicated by 4 (25.0%) of the respondents who agreed while 9 (56.3%) who strongly agreed.

The study found that majority of the principals are enlisting staff in a common vision, 5 (31.3%) of the respondents agreed, and 9 (56.3%) strongly agreed, though 2 (12.5%) were not decided. Furthermore, it was found that not all the principals are envisioning the future as indicated by 7 (43.8%) of the respondents agreed, 5 (31.3%) strongly agreed, and 1 (6.3%) disagreed.

In addition, during the interview sessions the study found that the heads of sections were aware of strategic plans of their institutions, however, only 2(12.5%) were able to tell about vision, mission and core values of their respective colleges. They all accepted that their principals were emphasizing and strengthening strategic plans implementation. Indicators cited were; principals monitoring, strategy plans linked with the performance contractor and frequent follow up by the principals.

They also unanimously agree that lack of strategic plan implementation affects quality and relevance of training and cited the following; strategic plans guide on what is to be done, contain major targets and goals, sets direction, will be costly and ensures plans are achieved.

Therefore, according to them without implementation of strategic plans, nothing can

4.4.4 Chairmen of trainee council representative implementation that some heads of sections need to be sensitized on the importance of vision, mission and core values of their institutions as they give focus on the direction and where the institution is heading to.

4.4.4 Chairmen of trainee council representatives

The responses from the chairmen of trainee council representatives for appendix X part II are summarized in Table 4.16 and discussed.

Table 4. 16: Chairmen response on Strategic plan implementation

	Statement	SD		D		N		A		SA	
		F	%	F	%	F	%	F	%	F	%
1	The principal should ensure everyone understands the TVCs vision, mission, and core value	0	0.0	0	0.0	0	0.0	2	40.0	3	60.0
2	The principal should speak about the future of the TVC that will influence how work gets done	0	0.0	0	0.0	0	0.0	2	40.0	3	60.0
3	The principal should paint the life-size of what the TVC aspire to achieve	0	0.0	1	20.0	0	0.0	1	20.0	3	60.0
4	The principal should urge others in the TVC to share an exciting vision of the future	0	0.0	0	0.0	0	0.0	1	20.0	4	80.0
5	The principal should describe a persuasive picture of what the future TVC could look	0	0.0	0	0.0	0	0.0	2	40.0	3	60.0
6	The principal should speak with confidence about the meaning and purpose of work in TVC	0	0.0	0	0.0	0	0.0	2	40.0	3	60.0
Indicators											
1	The principal enlisting staff in a common vision	0	0.0	0	0.0	0	0.0	2	40.0	3	60.0
2	The principal envisioning the future	0	0.0	0	0.0	0	0.0	1	20.0	4	80.0

Source: Research Data 2017

The results in Table 4.16 shows that training council representatives agreed that principals ought to make sure everyone comprehend; the vision, mission, and core values of the TVCs, 2(40.0%) of the respondents agreed, while 3(60%) strongly agreed, as indicated. Concerning the future of the TVC, 2(40.0%) of the respondents agreed, and 3(60%) strongly agreed, that the principal should articulate what will influence how work gets done.

On what the TVC aspire to achieve, the head of the institution must paint the time within which to achieve as indicated by 1(20.0%) of the respondents who agreed and another, 3 (60%) who strongly agreed. The principal should share an exciting vision of the future of the TVC to stakeholders, of the respondents as indicated by 1(20.0%) agreed, and 4(80%), strongly agreed. About what the future of TVC it is the work of the head of the institution, to describe a persuasive picture as indicated by 2(40.0%) of the respondents agreed and 3(60%), strongly agreed.

The principals must speak with confidence about the meaning and purpose of work in TVCs as indicated by 2(40%)of the respondents who agreed while 3(60%) who strongly agreed. The study found that according council representative the principals are enlisting them and staff in a common vision, 2(40%) of the respondents agreed, and 3(60%) strongly agreed. In addition, it was found that according to council representatives the principals are envisioning the future as indicated by 1(20%)of the respondents agreed, 4(80%) strongly agreed.

The trainee leaders not only agreed that the strategic plan provide the inspiration, direction, but also contain vision, mission, and core values of the institution. One of them said that his institution's vision is to be a centre of excellence in technical training and research. The mission is to train competent and innovative manpower

while core values are the RVTTI: R- Responsiveness- Versatility, T- Team work, T- Transparency, I- Integrity

When asked on effects of lack of implementation of strategic plan, the trainee representatives were of the view that little would be attained. However, it was noted that out of the five students' council interviewed only one chairman was fully conversant with his institutions vision, mission and core values.

About the attainments of strategic plan, targets, one student leader explained that there would be lack of infrastructure development; classrooms, workshops and learning materials which would affect quality and relevance of training.

4.5 Benchmarking

The third objective of this study was to examine how the principals perceived benchmarking, as a means to assure quality and relevance in training. To achieve this objective, the principals, heads of departments (administration and academic), heads of sections (non-academic), and chairmen of trainee representatives, were asked to respond to statements and indicators relating to benchmarking.

4.5.1 Principals

The principals' responses for appendix IV part III are summarized in Table 4.17 and discussed.

Table 4. 17: Principals' response on benchmarking

	Statement	SD		D		N		A		SA	
		F	%	F	%	F	%	F	%	F	%
1	Benchmarking leads to process system reengineering it is an essential tool for cost control and quality improvement.	0	0.0	0	0.0	1	25.0	2	50.0	1	25.0
2	The principal should analyze the institution and outline the kind of practices; believe and values and physical structure which no longer serve the institution's vision.	0	0.0	0	0.0	0	0.0	4	100.0	1	25.0
3	Principal should plan a head and seek opportunities to turn around the institution for better.	0	0.0	0	0.0	0	0.0	3	75.0	1	25.0
4	The principal should seek out challenging opportunities that test their leadership skills and abilities.	0	0.0	0	0.0	0	0.0	3	75.0	1	25.0
5	The principal should challenge his / her staff to attempt new and original ways to do work.	0	0.0	0	0.0	0	0.0	2	50.0	2	50.0
6	Do the principal search outside the formal boundaries of the institution for innovative ways to do things.	0	0.0	0	0.0	0	0.0	1	25.0	3	75.0
Indicators											
1	The principal looking forward for innovative ways	0	0.0	0	0.0	0	0.0	2	50.0	2	50.0
2	The principal experimenting, taking risks, and learning from experience	0	0.0	0	0.0	0	0.0	1	25.0	3	75.0

Source: Research Data 2017

The results in Table 4.17 above indicate that the statement on benchmarking as a reengineer system, a tool of cost control, and quality improvement, 2 (50.0%) of the respondents agreed, and 1(25.0%) strongly agreed, nonetheless,1(25.0%) was non-committal, as indicated. All 4(100%) of the respondents agreed that principals should analyze the institution and outline the kind of practices beliefs and values and physical structure which no longer serve the institution's vision. Planning a head, and seeking opportunities to turn around the institution for better, is the work of the principal as indicated by 3(75.0%) of the respondents who agreed and 1(25.0%) who strongly agreed.

Also principals ought to seek out challenging opportunities that test their leadership skills and abilities as shown by 3(75.0%) of the respondents who agreed, and 1(25.0%) who strongly agreed. About the principal challenging his / her staff to attempt new and original ways to do work got equal response,2(50%) agreed and 2(25.0%) strongly agreed. The principals were said to be reaching out for innovative ways to do things as shown 1(25.0%) who agreed, along with 3(75.0%) who strongly agreed. The study established that 2(50%) of the respondents agreed and 2(50%) strongly agreed, that principals are looking forward for innovative ways, as well as experimenting, taking risks and learning from experience, as indicated by 1(25%) who agreed and 3(75%) who strongly.

All the principals were not satisfied with current processes in their institutions and were all actively involved in both internal and external benchmarking, because they all agreed that benchmarking especially when it adds value enhances quality and training in an institution.

To promote benchmarking only two principals had strategies one had allowed department to budget and plan for external benchmarking and the second had allowed departments to plan for benchmarking and include in the college Almanac, at the same time had provisions to attach lectures in various collaborating/ partnering institutions within and outside the country, in countries like China, Canada, Korea and Netherlands. The indicators of benchmarking included reports, departmental budgets and work plans.

4.5.2 Heads of departments (administration and academics)

The responses from the heads of departments for appendix VI part III are summarized in Table 4.18 and discussed below.

Table 4. 18: Heads of departments responses on benchmarking

Statement	SD		D		N		A		SA	
	F	%	F	%	F	%	F	%	F	%
1 Benchmarking leads to process system reengineering .	1	3.2	0	0.0	0	0.0	14	45.2	16	51.6
2 The principal should analyze the institution and outline the kind of practices;	1	3.2	0	0.0	2	6.5	11	35.5	17	54.8
3 Principal should plan a head and seek opportunities to turn around the institution for better	1	3.2	0	0.0	0	0.0	7	22.6	23	74.2
4 The principal should seek out challenging opportunities	1	3.2	0	0.0	2	6.5	9	29.0	19	61.3
5 The principal should challenge his / her staff to attempt new and original ways to do work	1	3.2	0	0.0	2	6.5	8	25.8	20	64.5
6 Do the principal search outside the formal boundaries .	1	3.2	3	9.7	5	16.1	9	29.0	13	41.9
Indicators										
1 The principal looking forward for innovative ways	2	6.5	0	0.0	0	0.0	14	45.2	15	48.4
2 The principal experimenting, taking risks, and learning from experience	3	9.7	3	9.7	5	16.1	8	25.8	12	38.7

Source: research Data 2017

As shown in Table 4.18, benchmarking, help refresh systems, enhance quality and a good instrument of cost control, 14(45.2%) of the respondents agreed, and 16(51.6%) strongly agreed, nonetheless, 1(3.2%) strongly disagreed, as indicated. Principals are supposed to analyze the institution and outline the kind of practices, physical structure which no longer serve the institution's vision, 11(35.5%) of the respondents agreed, 17(54.8%) strongly agreed, 2(6.5%) were undecided, and a minority 1(3.2%) strongly disagreed.

On planning ahead, seeking opportunities to turn around the institution for better is the work of the principal as indicated by 7(22.6%) of the respondents who agreed and 23(74.2%) who strongly agreed, while 1(3.2%) had dissenting opinion. Also principals ought to seek out challenging opportunities that test their leadership skills and abilities as shown 9(29.0%) of the respondents who agreed, and 19 (61.3%) who strongly agreed.

Principals must challenge their staff to attempt new and original ways to execute their work. 8(25.8%) agreed and 20(64.5%) strongly agreed, 2(6.5%) were neutral, while 1(3.2%) strongly disagreed. Not all principals were reaching out for innovative ways to do things, as shown 9(29.0%) agreed, along with 13 (41.9%) who strongly agreed, 5 (16.1%) became neutral, 3(9.7%), disagreed, while 1(3.2%) strongly disagreed.

The study established that 14 (45.2%) of the respondents agreed, and 15(48.4%) strongly agreed, however 2(6.5%) strongly disagreed, that principals are looking forward for innovative ways. About the principals experimenting, taking risks, and learning from experience, it was contested as indicated by 8(25.8%) who agreed, and 12(38.7%) who strongly, conversely 5(16.1 %) were neutral, 3(9.7%) agreed, and 3(9.7%) strongly disagreed.

All the HODs in administration agreed to the statement that benchmarking in departments help to get and find out what others are doing better and that their department / institution are involved in both internal and external benchmarking. However, one respondent became neutral on this statement:

When asked about their principals, attitudes on benchmarking, all HODs gestured positively. They further cited the following indicators of benchmarking; reports, frequent checks on departments, team spirit. Admissions went up, ISO implementation, ICT integration, KNEC results raised. Face lifting- physical facilities, department- competition emerged, meetings, committees for implementation of findings. Created awareness, photographs, almanac of external visits, and commitment register.

However, these administrators gave the following explanations over strategies put in place to promote benchmarking in their institutions departmental budgets include benchmarking, Fridays set aside for benchmarking, department empowered to identify aids of improvement and places to benchmark, funds for benchmarking set aside, Vote head for benchmarking, and Open policy- department can discuss and request to go out. However, dissenting voices cited the following: Not visible, and Recreational.

4.5.3 Heads of Sections-Non-Teaching

The responses from the heads of sections for appendix VIII part III are summarized in Table 4.19 and discussed.

Table 4. 19: Heads of Sections response on benchmarking

Statement	SD		D		N		A		SA	
	F	%	F	%	F	%	F	%	F	%
1 Benchmarking leads to process system reengineering it is an essential tool for cost control and quality improvement	0	0.0	0	0.0	1	6.3	10	62.5	5	31.3
2 The principal should analyze the institution and outline the kind of practices; believe and values and physical structure which no longer serve the institution's vision	0	0.0	0	0.0	1	6.3	12	75.0	3	18.8
3 Principal should plan a head and seek opportunities to turn around the institution for better	0	0.0	0	0.0	1	6.3	8	50.0	8	50.0
4 The principal should seek out challenging opportunities that test their leadership skills and abilities	0	0.0	0	0.0	2	12.5	12	75.0	2	12.5
5 The principal should challenge his / her staff to attempt new and original ways to do work	0	0.0	1	6.3	10	62.5	10	62.5	4	25.0
6 Do the principal search outside the formal boundaries of the institution for innovative ways to do things	0	0.0	0	0.0	3	18.8	9	56.3	4	25.0
Indicators										
1 The principal looking forward for innovative ways	0	0.0	0	0.0	1	6.3	7	43.8	8	50.0
2 The principal experimenting, taking risks, and learning from experience	0	0.0	0	0.0	1	6.3	10	62.5	5	31.3

Source: Research Data 2017

Table 4.19 shows that on benchmarking, as a tool of cost control, and quality improvement, 10(62.5%) of the respondents agreed, and 5(31.3%)strongly agreed, however 1(6.3%) was reserved, as indicated. Also 12(75.0%) of the respondents agreed, and 3(18.8%) strongly agreed, that principals should analyze the institution and outline the kind of practices and physical structure which no longer serve the institution's vision.1(6.3%) were neutral.

Furthermore, planning a head, seeking opportunities to turn around the institution for better is the work of the principal as indicated by 8(50%) of the respondents who agreed and 8(50%) who strongly agreed. Also principals ought to seek out challenging opportunities that test their leadership skills and abilities as shown by the respondents who 12(75.0%) agreed, and 2(12.5%) who strongly agreed and though 2(12.5 %) were non-committal. At the same time, the principal must dare his / her staff to attempt new and original ways to execute work 10(62.5%) agreed and 4(25.0%) strongly agreed, however 10(62.5%) were undecided 1(6.3%) disagreed.

The principals were said to triumph for innovative ways to do things, as shown 9(56.3%) agreed, along with 4(25.0%) who strongly agreed, 3(18.8%) unsure. The study established that 7(43.8%)of the respondents agreed and 8(50%) strongly agreed that principals are looking forward for innovative ways as well as experimenting, taking risks and learning from experience, as indicated by 10(62.5%) who agreed, and 5(31.3%) who strongly.

All the heads of sections were not satisfied with the current state in their institutions. But when asked on whether their institutions were involved on any benchmarking both internally and externally, all responded positively. Indicators of benchmarking in

various institutions cited were; reports, outings, presentations, and meetings to discuss findings.

All HOS agreed that benchmarking helped improve quality and relevance of training citing their experiences as follows; improvement ever since the introduction of IFMIS contrary to previous use of manual financial processes. Implementations of findings would help improve quality of services.

4.5.4 Chairmen trainee council representatives

The responses from the chairmen trainee council representatives for appendix X part III are summarized in Table 4.20 and discussed.

Table 4. 20: Chairmen Responses on benchmarking

Statement	SD		D		N		A		SA	
	F	%	F	%	F	%	F	%	F	%
1 Benchmarking leads to process system reengineering it is an essential tool for cost control and quality improvement	0	0.0	0	0.0	0	0.0	1	20.0	4	80.0
2 The principal should analyze the institution and outline the kind of practices; believe and values.	0	0.0	0	0.0	0	0.0	0	0.0	5	100.0
4 Principal should plan a head and seek opportunities to turn around the institution for better	0	0.0	0	0.0	0	0.0	1	20.0	4	80.0
5 The principal should seek out challenging opportunities that test their leadership skills and abilities	0	0.0	0	0.0	0	0.0	2	40.0	3	60.0
6 The principal should challenge his / her staff to attempt new and original ways to do work	0	0.0	0	0.0	0	0.0	2	40.0	3	60.0
7 Do the principal search outside the formal boundaries of the institution for innovative ways to do things	0	0.0	0	0.0	1	20.0	2	40.0	2	40.0
Indicators										
1 The principal looking forward for innovative ways	0	0.0	0	0.0	0	0.0	1	20.0	4	80.0
2 The principal experimenting, taking risks, and learning from experience	0	0.0	0	0.0	.1	20.0	1	20.0	3	60.0

Source: Research Data 2017

The results presented in Table 4.20 shows that benchmarking, a tool of cost control, and quality improvement, 1(20%)of the respondents agreed, and 4(80.0%) strongly agreed, as indicated. All 5(100%) of the respondents agreed that principals should analyze the institution and outline the kind of practices, and physical structure which no longer serve the institution's vision.

The principal should plan ahead, seek, and opportunities to turn around the institution for better, as indicated by 1(20.0%) of the respondents who agreed and 4(80.0%) who strongly agreed. Also principals must seek out challenging opportunities to their leadership skills and abilities as shown by 2(40.0%) of the respondents who agreed, and 3(60%) who strongly agreed. Staff must be challenged to attempt new and original ways to do work 2(40.0%) agreed and 4(60.0%) strongly agreed.

According to trainee representatives' principals were reaching out for innovative ways to do things, as shown 2(40.0%) agreed, along with 2(40.0%) who strongly agreed, nonetheless 1(20%) disagreed. The study found that with 1(20%) of the respondents agreed and 4(80%) strongly agreed, that principals are looking forward for innovative ways, at the same time according to the trainee council principals are seen to be experimenting, taking risks, and learning from experience, as indicated by 1(20%) who agreed, and 3(60%) who strongly agreed, in spite of this1(20%) disagreed.

On the matter of benchmarking by departments / institutions on others, both internally and externally, the council representatives said that their institutions are allowed to go out and bench mark. One of the institutions had set every Friday every term as a special benchmarking day for innings.

4.6 Partnership

The third objective of this study was to examine how the principals collaborate and work with development partners to Support capacity building to assure quality and relevance in training. To achieve this objective, the principals, heads of departments (administration and academics), heads of sections (non-academics), and chairmen of trainee representatives, were asked to respond to statements and indicators relating to partnership. The findings are presented and discussed below.

4.6.1 Principals

The responses from principals for appendix IV part IV are summarized in Table 4.21 and discussed.

Table 4. 21: Principals' responses on partnership

No	Statement	SD		D		N		A		SA	
		F	%	F	%	F	%	F	%	F	%
1	Principals should seek to establish institutional partnership.	0	0.0	0	0.0	0	0.0	1	25.0	3	75.0
2	Principals should develop cooperative relationships.	0	0.0	0	0.0	0	0.0	2	50.0	2	50.0
3	Principals should treat his/her staff with dignity and respect	0	0.0	0	0.0	0	0.0	2	50.0	2	50.0
4	Principals should give staff independence	0	0.0	0	0.0	2	50.0	1	25.0	1	25.0
5	Principals should listen to diverse point of views	0	0.0	0	0.0	0	0.0	3	75.0	1	25.0
6	Principals should support the decisions that staff make on their own	0	0.0	0	0.0	1	25.0	0	0.0	3	75.0
7	People in a collaboration can grow in their jobs	0	0.0	0	0.0	0	0.0	2	50.0	2	50.0
Indicator(s)											
1	Principals fostering collaboration	0	0.0	0	0.0	0	0.0	1	25.0	3	75.0
2	Principals always strengthening other	0	0.0	0	0.0	0	0.0	2	50.0	2	50.0

Source: Research Data 2017

As shown in table 4.21, principals agreed it was their responsibility to search for collaboration/partnership for capacity building as indicated by 1(25.0%) of the respondents who agreed, and 3(75.0 %) strongly agreed. As well as develop cooperative relationships among staff internally and staff in collaboration /partnership, 2(50.0%) agreed, and 2(50.0%) strongly agreed. Also by the same measure principals agreed to treat their staff with dignity and respect. However, the Principals contested the statement that they should give staff freedom and choice in deciding how to do

work, 1(25.0%) agreed, 1(25.0%)strongly agreed, however 2(50%) uncertain. Principals should listen to diverse point of views,3(75%) agreed, and 1(25%) strongly agreed.

On supporting the decisions that staff make on their own,3(75%) strongly agreed nevertheless 1(25%) were undecided. In equal measure, 2(50%) agreed, and 2(50%) strongly agreed that people in collaboration can grow in their job by learning new skills and develop themselves. Principals are fostering collaboration as agreed by 1(25.0%), and 3(75%) who strongly agreed. Principals are always strengthening others, 2(50.0 %) agreed, and 2(50.0%) strongly agreed as shown.

All the principles reported to be on working collaboration/ partnership with other institutions basically in matters of academics, training, industrial attachment, culture and sport

Their views on collaboration in relation to quality and relevance in training in their institution were quite clear. Best practices bridge gaps in terms of training, laboratory equipment and other facilities, revenue, and exposure for trainees and staff. Agreed that the collaboration support them build, capacity for quality and relevance in training, particularly in terms of industrial attachment for both staff, and students training, equipment, new technology, and financial donations for infrastructure development.

Indicators to support were MOUs, regulator visits exchange with collaborating / partnering institutions and financial support from HELB, equipment donations, and established centres like UNEVOC.

4.6.2 Heads of Departments (administration and academics)

Shown are Table 4.22, are the responses of heads of departments on partnership.

Table 4. 22: Heads of Departments responses on partnership

No	Statement	SD		D		N		A		SA	
		F	%	F	%	F	%	F	%	F	%
1	Principals should seek to establish institutional collaboration/partnership for capacity building	1	3.2	0	0.0	0	0.0	7	22.6	23	74.2
2	Principals should develop cooperative relationships among staff internally and staff in collaboration /partnership	1	3.2	0	0.0	2	6.5	10	32.3	18	58.1
3	Principals should treat his/her staff with dignity and respect	1	3.2	0	0.0	1	3.2	7	22.6	22	71.0
4	Principals should give staff independence and option in deciding how to do work	3	9.7	2	6.5	1	3.2	15	48.4	10	32.3
5	Principals should listen to diverse point of views	1	3.2	1	3.2	1	3.2	11	35.5	17	54.8
	Principals should support the decisions that staff make on their own	2	6.5	3	9.7	9	29.0	9	29.0	8	25.8
6	People in a collaboration can grow in their job by learning new skills and develop themselves	2	6.5	0	0.0	1	3.2	10	32.3	18	58.1
Indicator(s)											
1	Principal fostering collaboration	2	6.5	0	0.0	1	3.2	13	41.9	15	48.4
2	Principal always strengthening others	2	6.5	0	0.0	7	22.6	10	32.3	12	38.7

Source: Research Data 2017

Analysis in Table 4.22, shows that HODs agreed 7(22.6%), and 23(74.2%) strongly agreed, that it was the responsibility of the principal to search for collaboration/partnership for capacity building, as indicated. Also should develop cooperative relationships among staff internally and staff in collaboration /partnership 10(32.3%) agreed and 18(58.1%) strongly agreed though 2(6.5%) were neutral. The HODs agreed 7(22.6%) and 22(71.0%) strongly agreed, that principals should treat their staff with dignity and respect However the HODs challenged the statement that principals should give staff freedom and choice in deciding how to perform work, 15(48.4%) agreed, 10(32.3%) strongly agreed, 1(3.2%) were unresolved, on the other hand 2(6.5%)disagreed, while 3(9.7%) strongly disagreed.

Again HODs seriously contested the idea that principals should listen to diverse point of views, 11(35.5%) agreed, and 17(54.8%) strongly agreed, on the other hand (3.2%) were neutral, (3.2%) disagreed and (3.2%) strongly disagreed. About supporting the decisions that staff make on their own, 9(29.0%) agreed 8 (25.8%) strongly agreed nevertheless 9(29.0%)were undecided.

A majority of the HODs, 10(32.3%) agreed, and 18(58.1%) strongly agreed that people in collaboration can grow in their job by learning new skills. The findings according to the respondents 13(41.9%) who agreed and 15(48.4%) who strongly agreed, however 2(6.5%) strongly disagreed, that Principals are fostering collaboration. The study established that 10 (32.3%) of the respondents agreed, and 12(38.7%) strongly agreed, Principals are always strengthening others, nonetheless 7(22.6%) were noncommittal and on the hand 2(6.5%) strongly disagreed as shown.

All HODs agreed that they were in partnership with other institutions and that the nature of their collaborations was on training, academic, sports and culture. The cited

collaborators/partners include National Youth Service (NYS), County Government, commonwealth of learning, KEBS, EDB Bank, POA, MTRH, Pharmaceuticals Board of Kenya, NAKAWA Institute, Uganda, Republic of China, UNEVOC and City and Guilds.

The indicators of these collaborations / partnerships were the MOUs, frequent trips, attachments for students and trainers. A majority of the HODs agreed that their principals had positive perception on collaboration/ partnership with development partners in relation to quality and relevance in training in the TVCs institutions. However, one dissenting voice raised an issue that one principal believed that his institution can stand on its own. While the rest agree that collaboration help to build capacity for quality training the support they get was on accessibility for training and equipment and new technology, staff development revenue, infrastructure development, ICT use in medicine.

4.6.3 Heads of Sections-Non-Teaching

The responses from heads of sections for appendix VIII part IV are summarized in Table 4.23.

Table 4. 23: Heads of sections responses on partnership

No	Statement	SD		D		N		A		SA	
		F	%	F	%	F	%	F	%	F	%
1	Principals should seek to establish institutional /partnership.	0	0.0	0	0.0	0	0.0	10	62.5	6	37.5
2	Principals should develop cooperative relationships.	0	0.0	0	0.0	0	0.0	9	56.3	7	43.8
3	Principals should treat his/her staff with dignity and respect	0	0.0	0	0.0	0	0.0	5	31.3	11	68.8
4	Principals should give staff independence and option in deciding how to do work	1	6.3	3	18.8	3	18.8	7	43.8	2	12.5
5	Principals should listen to diverse point of views	0	0.0	0	0.0	0	0.0	7	43.8	9	56.3
	Principals should support the decisions that staff make on their own?	0	0.0	1	6.3	6	37.5	8	50.0	1	6.3
6	People in a collaboration can grow in their job by learning new skills and develop themselves	0	0.0	0	0.0	1	6.3	9	56.3	6	37.5
Indicator(s)											
1	Principals fostering collaboration	0	0.0	0	0.0	0	0.0	10	62.5	5	31.3
2	Principals always strengthening others	1	6.3	0	0.0	0	0.0	7	43.8	7	43.8

Source: Research Data 2017

The results presented in Table 4.23 shows that HOS agreed 10(62.5%) and 6(37.5%) strongly agreed, that the principals have to search for collaboration/partnership for capacity building. Principals must also develop cooperative relationships among staff internally and staff in collaboration /partnership9(56.3%) agreed, and 7(43.8%) strongly agreed. HOS agreed 5(31.3%), and 11(68.8%) strongly agreed, that principals should treat staff with dignity and respect. But the HOSs contested the statement that principals should give staff freedom and choice in deciding how to carry outwork,7(43.8%)agreed, 2(12.5%) strongly agreed, 3(18.8%) undecided.

On the other hand, 3(18.8%) disagreed, while 1(6.3%) strongly disagreed. HOSs were of the idea that principals should listen to diverse points of views. 7(43.8%) agreed, and 9(56.3%) strongly agreed. Regarding the principals supporting the decisions that staff make on their own 8(50.0%) agreed 1(6.3%) strongly agreed nevertheless 6(37.5%) were undecided, 1(6.3%) disagreed.

A majority of the HOSs, 9(56.3%) agreed and 6(37.5%) strongly agreed that people in collaboration can rise in their job by learning new skills and develop themselves. The study established that according to the respondents 10(62.5%) who agreed and 5(31.3%) who strongly agreed, that principals are fostering collaboration. The study also established that of the respondents agreed, and 7(43.8%)strongly agreed, the principals are always strengthening others, nonetheless 7(43.8%)were noncommittal and on the hand 7(43.8%)strongly disagreed, as shown.

On partnerships, all the officers interviewed were aware of their respective institutions' existing working collaboration and partnership with other institutions. The nature of collaborations was in: academics, training, community social responsibility (CSR), were in agreement that collaborations help their institutions built capacity for

quality and relevance in training. The support mainly was reported to be in form of: equipment, infrastructure development income / revenue from sponsored students, specialized training, learning materials, and computers, attachment for both staff, and trainees.

They all reported that their principals were cooperating with development partners, each with a view to improve quality and cited the following indicators; infrastructure development e- learning, equipment, computers, MOUs for accommodation.

4.6.4 Trainee council representatives

The responses from trainee council representatives for appendix X part IV are summarized in Table 4.24 and discussed.

Table 4. 24: Chairmen response on partnership

No	Statement	SD		D		N		A		SA	
		F	%	F	%	F	%	F	%	F	%
1	Principals should seek to establish institutional collaboration/partnership for capacity building	0	0.0	0	0.0	0	0.0	1	20.0	4	80.0
2	Principals should develop cooperative relationships among staff internally and staff in collaboration /partnership	0	0.0	0	0.0	0	0.0	1	20.0	4	80.0
3	Principals should treat his/her staff with dignity and respect	0	0.0	0	0.0	0	0.0	1	20.0	5	100.0
4	Principals should give staff independence and option in deciding how to do work?	1	20.0	1	20.0	0	0.0	1	20.0	2	40.0
5	Principals should listen to diverse point of views	0	0.0	0	0.0	0	0.0	1	20.0	4	80.0
6	Principals should support the decisions that staff make on their own?	1	20.0	2	40.0	2	40.0	0	0.0	0	0.0
7	People in a collaboration can grow in their job by learning new skills and develop themselves	0	0.0	0	0.0	1	20.0	1	20.0	3	60.0
Indicator(s)											
1	Principals fostering collaboration	0	0.0	0	0.0	0	0.0	2	40.0	3	60.0
2	Principals always strengthening others	0	0.0	0	0.0	0	0.0	2	40.0	3	60.0

Source: Research Data 2017

Table 4.24 shows that Trainee Council representatives agreed that the principals must search for partnership for capacity building, as indicated by 1(20.0%) of the respondents who agreed, and 4(80.0 %) who strongly agreed. Principals must also develop cooperative relationships among staff internally and staff in collaboration /partnership, 1(20.0%) agreed, and 4(80.0%) strongly agreed. 5(100%) agreed that principals must treat staff with dignity and respect. However, they varied response on the statement that Principals should give staff freedom and choice in deciding how to do work, 1(20.0%) agreed, 2(40.0%) strongly agreed, and on the other hand 1(20.0%) disagreed, and 1(20.0%) strongly disagreed.

Principals ought to listen to diverse points of views,1(20%) agreed, and 4(80%) strongly agreed. Concerning the principal supporting the decisions that staff make on their own 2(40%) of the respondents were neutral,2(40%) disagreed and 1(20%) strongly disagreed. Pertaining to collaboration1(20%) agreed and 3(60%) strongly agreed that People in collaboration can grow in their job by learning new skills and develop themselves. The study established that Principals are fostering collaboration as agreed by 2(40.0%),and 3(60%) who strongly agreed. At same time Principals are always strengthening others, 2(40 %)agreed, and 3(60%) strongly agreed as shown.

One trainee chair said that his institution was in a working collaboration/ partnership with other institutions in various academic training programmes and sports. At the same time in partnership with NYS and county governments who sponsor trainees. However, others cited collaboration and partnership with Mediheal Hospital for practicals and attachments for trainees, trainers access the equipment and to new technology. KEPHIS, practicals, and attachments. Another institution reported collaboration with John Deere limited for practical training and attachment.

Trainees cited MOUs as an indicator that promotes collaboration and partnership in technical training, institutions, while others cited cases of regular visits to their partnering institutions.

4.7 Staff motivation

The fourth objective of this study was to establish how the principals perceive staff motivation to encourage them to work for quality and relevance in training. To achieve this objective, the principals, heads of departments (administration and academics), heads of sections (non-academic), and chairmen of trainee representatives, were asked to respond to statements and indicators relating to staff motivation. The findings are analyzed, discussed and presented below.

4.7.1 Principals

The responses from principals for Appendix IV Part V are summarized in Table 4.25 and discussed.

Table 4. 25: Principals' responses on staff motivation

No	Statement	SD		D		N		A		SA	
		F	%	F	%	F	%	F	%	F	%
1	The principal should let staff in the institution know about his confidence in their abilities	0	0.0	0	0.0	0	0.0	4	100.0	0	0.0
2	The principal should give his/her staff team appreciation and support for their contributions?	0	0.0	0	0.0	0	0.0	1	25.0	3	75.0
3	The principal should praise his staff for job well	0	0.0	0	0.0	0	0.0	2	50.0	2	50.0
4	The principal should find ways and means to celebrate achievements	0	0.0	0	0.0	0	0.0	2	50.0	2	50.0
5	The principal should make sure his/her staff is creatively rewarded for their contributions to the success of various tasks in the institution	0	0.0	0	0.0	0	0.0	3	75.0	1	25.0
6	The principal should publicly recognize staffs who exemplify commitment to shared values	0	0.0	0	0.0	0	0.0	2	50.0	2	50.0
Indicator(s)											
1	The principal recognizing contributions	0	0.0	0	0.0	0	0.0	1	25.0	3	75.0
2	The principals celebrating values, and victories	0	0.0	0	0.0	0	0.0	2	50.0	2	50.0

Source: Research Data 2017

As shown in Table 4.25, all the principals 4(100%) agreed to let staff in the institution know about their confidence in their abilities while giving staff team appreciation and support for their contributions, as indicated 1(25.0%) agreed, and 3(75.0%) strongly agreed. The principals were unanimous 2(50 %) agreed, and 2(50%) strongly to praise

their staff for job well. Also the principals 2(50.0%) agreed, 2(50.0%) strongly agreed to find ways and means to celebrate achievements. The principals agreed 3(75.0%), and (25.0%) strongly agreed to creatively reward staff for their contributions to the success of various tasks in the institutions. In addition, the principals,2(50%) agreed,2(50%) strongly agreed, they should publically recognize staff who exemplify commitment to shared values. The study established that principals are recognizing contributions as indicated 3(75.0% agreed) (25.0%) strongly agreed. Furthermore, the study established that principals 4(100%) in their own ways are celebrating values, and victories, as shown.

Though there were no documents available to show reward and/or sanctions, the principals agreed that they had a way of rewarding people for work well done. They recognize, celebrate and reward victories using vouchers, end of year party, trips, certifications and gifts during graduation ceremonies. Their way had contributed to improvement of quality particularly in academic performance, production units, especially where payments are made promptly, generally motivates people to put more effort in their areas of jurisdiction. All agreed to personally express appreciation for contributions people make in their respective institutions. The principals cited the following indicators for staff motivation; congratulatory messages, recommendation for promotion, and budget for gifts.

4.7.2 Heads of Departments (administration and academics)

The responses from the heads of for appendix VI Part V are summarized in table 4.26 and discussed below.

Table 4. 26: Heads of Departments response on staff motivation

No	Statement	SD		D		N		A		SA	
		F	%	F	%	F	%	F	%	F	%
1	The principal should let staff in the institution know about his confidence in their abilities	2	6.5	2	6.5	1	3.2	13	41.9	13	41.9
2	The principal should give his/her staff team appreciation and support for their contributions	1	3.2	0	0	3	9.7	7	22.6	20	64.5
3	The principal should praise his staff for job well	1	3.2	0	0.0	6	19.4	10	32.3	14	45.2
4	The principal should find ways and means to celebrate achievements	1	3.2	0	0.0	1	3.2	12	38.7	17	54.8
5	The principal should make sure his/her staff is creatively rewarded for their contributions to the success of various tasks in the institution	1	3.2	0	0.0	10	32.3	10	32.3	19	61.3
6	The principal should publically recognize staffs	1	3.2	1	3.2	2	6.5	13	41.9	14	45.2
Indicators											
1	The principal recognizing contributions	2	6.5	1	3.2	4	12.9	13	41.9	11	35.5
2	The principals celebrating values, and victories	2	3.2	1	3.2	4	12.9	10	32.2	14	35.5

Source: Research Data 2017

The analysis in Table 4.26 a shows that the HODs contested the statement that principals should let staff in the institution know about their confidence in their abilities, 13(41.9%) of the respondents agreed, equal number 13(41.9%) disagreed, however 4(13%) disagreed. Moreover, the principals, according to the majority of the HODs should give their staff team appreciation and support for their contributions as shown ,7 (22.6%) agreed, and 22(64.5%) strongly agreed. whereas 3(9.7%) disagreed. The HODs 10(32.3%) agreed, 14(45.2%) strongly agreed, that principals should praise their staff for job well, however 6(19.4%) unresolved.

The principals must find ways and means to celebrate achievements, as indicated by 12 (38.7%) of the respondents who agreed, and 17(54.8%) strongly agreed. The principals should creatively reward staff for their contributions to the success of various tasks in the institution, as indicated by 10(32.3%) of the respondents who agreed, and 19(61.3%) who strongly agreed, even as 10(32.3%) were undecided. HODs, 13(41.9%) agreed,14(45.2%) strongly agreed that principals should publically recognize staffs who exemplify commitment to shared values still 2(6.5%) were unresolved. The study established that principals are recognizing contributions.

Furthermore, the administrators generally agreed that principals express appreciation for the contributions people make in their institutions, however there are no reward systems in place to recognize, collaborate, or reward victories in their respective colleges. However, there are certain ways and methods of gesturing in an effort to motivate staff, but there still exists deficiency of clear parameters to do so although there is a general belief that the very gestures contribute towards improvement of quality in training. The most cited examples of gesture include, end of year parties, Certifications, lunches, Voucher token, financial rewards, trips, internal promotions,

retreats, Gifts during graduations, and Individual monetary rewards after KNEC results.

It was, however observed that half of the respondents said there was no reward system as they cited the following impulse reaction by the management, unfair and full of complaints and demoralizing, too small rewards. But for those who agreed on it cited the following: mean score went up, attitude change; enhance competition, teamwork and internal benchmarking

When asked if principals' perception on staff motivation enhances quality they all positively responded. The indicators of staff motivation as cited even in the absence of clear system of reward, were certificate of recognition, gifts during graduation, overtime no absenteeism seminars, outside the country but limited to administrative staff, letters of recognition, trips, mail allowance, text messages on whatsapps, interactive web-site pothole, partial scholarship for staff development, prompt payment of production unit, budget establishments. However, one argued out that their reward policy was integrated in the academic policy.

4.7.3 Heads of Sections-Non-academics

The heads of sections responses for appendix VIII Part V are presented in Table 4.27 and discussed below.

Table 4. 27: Heads of Sections response on staff motivation

	Statement	SD		D		N		A		SA	
		F	%	F	%	F	%	F	%	F	%
1	The principal should let staff in the institution know about his confidence in their abilities	0	0.0	1	6.3	1	6.3	9	56.3	5	31.3
2	The principal should give his/her staff team appreciation and support for their contributions	0	0.0	0	0.0	0	0.0	9	56.3	7	43.8
3	The principal should praise his staff for job well	0	0.0	0	0.0	0	0.0	6	37.5	10	62.5
4	The principal should find ways and means to celebrate achievements	0	0.0	0	0.0	2	12.5	9	56.3	5	31.3
5	The principal should make sure his/her staff is creatively rewarded for their contributions to the success of various tasks in the institution	0	0.0	0	0.0	1	6.3	1	68.8	4	25.0
6	The principal should publically recognize staffs who exemplify commitment to shared values	1	6.3	0	0.0	2	12.5	7	43.8	6	37.5
Indicator(s)											
1	The principal recognizing contributions	1	6.3	1	6.3	0	0.0	7	43.8	7	43.8
2	The principals celebrating values, and victories	1	6.3	1	6.3	0	0.0	7	43.8	7	43.8

Source: Research Data 2017

The results in Table 4.27 shows that in relation to the statement that principals should let staff in the institution know about their confidence in their abilities, HOS, 9(56.3%)agreed,5(31.3%)strongly agreed while giving staff team appreciation and support for their contributions as indicated 9(56.3%)agreed, and 7(43.8%) strongly agreed. All agreed 16(100%) that principals should praise their staff for job well. They also agreed 16(100%) that principals must find ways and means to celebrate achievements. HOS also agreed 11(68.8%) agreed and 4(25.0%) strongly agreed that principals should creatively reward staff for their contributions to the success of various tasks in the institution

In addition, the HOSs, 7(43.8%) agreed, 6(37.5%)strongly agreed that principals should publically recognize staff who exemplify commitment to shared values. The study established that principals are recognizing contributions. As indicated 7(43.8% agreed), 7(43.8%) strongly agreed, though there were 2(12.6%) who disagreed.

All the officers interviewed in this category showed that there was no reward system in their respective institutions. However, they all agreed that the principal personally expressed appreciation for contributions people make in their instruction.

To these officers, recognition celebrations or reward of victories in their institutions was reactional or annual during graduation ceremonies and came inform of financial tokens. Gifts, letters of recognition and annual trips, however they believed it contributed towards improvement of quality and relevance of training. Indicators that promote staff innovation included budgets for gifts during annual graduation ceremony.

4.7.4 Chairmen trainee council representative

The chairmen responses for appendix X Part V are presented in Table 4.28 and discussed below.

Table 4. 28: Chairmen’s responses on staff motivation

No	Statement	SD		D		N		A		SA	
		F	%	F	%	F	%	F	%	F	%
1	The principal should let staff in the institution know about his/her confidence in their abilities	0	0.0	2	40.0	0	0.0	0	0.0	3	60.0
2	The principal should give his/her staff team appreciation and support for their contributions	0	0.0	0	0.0	1	20.0	1	20.0	3	60.0
3	The principal should praise his/her staff for job well	0	0.0	0	0.0	0	0.0	2	40.0	3	60.0
4	The principal should find ways and means to celebrate achievements	0	0.0	0	0.0	0	0.0	1	20.0	4	80.0
5	The principal should make sure his/her staff is creatively rewarded	0	0.0	1	20.0	0	0.0	1	20.0	3	60.0
6	The principal should publically recognize staffs who exemplify commitment to shared values	1	20.0	0	0.0	0	0	1	20.0	3	60.0
	Indicator(s)										
1	The principal recognizing contributions	0	0.0	0	0.0	1	20.0	2	40.0	2	40.0
2	The principals celebrating values, and victories	0	0.0	0	0.0	1	20.0	1	20.0	3	60.0

Source: Research Data 2017

Table 4.28 shows that Trainee council representative 3(60%) agreed that principals should let staff in the institution know about their confidence in their abilities, however 2(40%) disagreed, they also agreed 4(80 %) that the principal should appreciate and support staff for their contributions, as indicated. They agreed, 5(100%) that principals should praise their staff for job well done.

All trainees' representatives 5(100%) agreed that principals must find ways and means to celebrate achievements. They as well agreed 1(20.0%) and 3(60.0%)strongly agreed, that principals should creatively reward staff for their contributions to the success of various tasks in the institution. In addition, the trainees 3(80%) agreed the principals should publically recognize staff who exemplify commitment to shared values. The study established that principals are recognizing contributions as indicated 4(80.0%). Furthermore, the study established that principals 4(80%) in their own ways are celebrating values, and victories, as shown.

The representatives agreed that the principals do appreciate the contributions people make in their institutions and the way they recognize, celebrate victories in institutions is by organizing trips and tours, monetary offers as well as certificates. In some institutions trainee council is given monthly allowances to motivate them to execute their mandate.

It can be deducted from the interview of the trainee leaders that there is no reward and a sanction policy in these institutions for them to recognize, celebrate or reward victories in their institutions with the view of motivating their staff.

4.8 Combined descriptive statistics: Mean and standard deviation

This section presents an analysis of the combined responses of the principals, heads of departments(administration and academic),heads of sections(non-teaching),and the chairmen of trainee representatives on policy implementation, strategic plan implementation, benchmarking, partnership, and staff motivation and their respective indicators. The responses are presented in Table 4.29 and discussed below.

Table 4. 29: Combined responses on leadership practices, and indicators

	Leadership practice/Indicators	N	Min	Max	Mean	Std deviation
1	Policy implementation	56	1	5	1.6224	0.90443
	Indicators	56	1	5	1.7589	1.0061
2	Strategic plan implementation	56	1	5	1.5923	0.79566
	Indicators	56	1	5	1.7328	0.95243
3	Benchmarking	56	1	5	1.6578	0.78858
	Indicators	56	1	5	1.7947	0.97998
4	Collaboration	56	1	5	1.7755	0.88727
	Indicators	56	1	5	1.7411	0.93302
5	Staff Motivation	56	1	5	1.7024	0.87788
	Indicators	56	1	5	1.9286	1.05928

Source: Research Data 2017

The analysis presented on Table 4.29 shows the combined responses from principals, heads of departments, heads of section and chairmen of trainee representatives on policy, strategic plan, benchmarking, partners, staff motivation, and indicators.

The results policy implementation shows that principals are implementing policies and strategic plans. This concurs with Posner and Kouzes(1995) findings that leaders have to set examples and inspire shared vision of the organization, Sambu and Simiyu (2009) policy once complete has to be rolled out. This confirms Umiker (1999) argument that once Policies are written must be implemented connecting the policies to other systems in the organization.

However the dismal indicators mean scores on policy(1.7589), strategic plan(1.7358) on a likert scale (1-5) are below average this reveals that principals are weak/poor in policy and strategic plan implementations, such weaknesses will deter policy and strategic decisions leading to failure to achieve strategic objectives. Yet policies give directions and aid in making decisions while strategic plans are the road maps.

The questions given to respondents; principals, head of departments (Academic), heads of sections (non –academic), and chairperson trainee council, had seven statements of leadership behaviors as practiced by the principals through self-evaluation and as observed by the other respondents, asked them to indicate whether they agreed or disagreed on the statements in relation to principals' showing the way in strengthening the policy implementation in their institutions. These statements ranged from clarity beliefs of leadership, way goals should be pursued, standards of quality, setting example, adherence to moral values, follow through on promises, to how their dealings influence other people and quality assurance. There were also two statements of commitments that in this study were considered as the indicators of

quality and relevance of training. From the discussion of the findings, responses on indicators showed that according to the principals, they were strengthening the implementation of policies to assure quality and relevance in training. However, it was contested to varied degrees by the other respondents. Therefore, it means principals in TVET institutions are not keen in policy implementation.

The findings from the first objective were attributed to a number of factors; Lack of clear beliefs of leadership, lack of ethics concerning the way goals should be pursued, lack of standards of quality, failure to set example for others to follow, failure to make staff work adhering to the moral values and standards that have been agreed upon in the institution, failure to follow through on promises relating to institution work, failure to ask for comment on how dealings influence other and quality assurance.

The results on strategic plan implementation. This concurs with Posner and Kouzes(1995) inspire shared vision of the organization, while enlisting others in a common vision which must be communicated effectively for others to take it on board. However, the dismal indicators mean scores on strategic plan(1.7358) on a likert scale (1-5) is below average this reveals that principals are weak/poor on strategic plan implementations, such weaknesses will deter policy and strategic decisions leading to failure to achieve strategic objectives, yet strategic plans are the road maps.

The Principals, Head of departments (Academic), Heads of sections (Non-Academic), and chairmen trainee council were asked to respond to 6 statements relating to principals' leadership practice in relation strategic plan by indicating on a likert scale. The statements touched on vision, mission, and core value, speaking about the future of the TVC, aspiration to achieve, sharing of vision of the future, future picture

of the institution look, and meaning and purpose of work in the institution. The indicators were on enlisting staff in a common vision, and envisioning the future.

The findings from the second objective were ascribed to following reasons: Failure to ensure everyone understood the TVCs vision, mission, and core value, failure to speak about the future of the TVC that will influence how work gets done, failure to paint the life-size of what the TVC aspire to achieve, failure to urge others in the TVC to share an exciting vision of the future, failure to describe a persuasive picture of what the future TVC could look, and failure to speak with confidence about the meaning and purpose of work in TVC.

Results on benchmarking and collaboration shows principals to some extent are benchmarking and engaged in collaborations. This concurs with posner & Kouzes (1995) findings leaders must question status quo, take risks and must be willing to admit when they have made mistakes. Fullan (2008) principals must practice fearlessness and Mutwo 1(2012) benchmarking enables innovation, noted that benchmarking enable heads of institutions to analyze the institutions and stature the kind of practices, and physical structures which best serve the institution's Vision. while Posner & Kouzes (1995) leaders should foster collaboration, Nyerere (2009) institutions benefits by partnership with private sector. Witzel (2003), found that benchmarking, disseminate best practice and innovation.

However, the indicators score on benchmarking(1.7947) and collaboration(1.7411) are below average showing that principals are weak/struggling on aspects of benchmarking and collaboration. It is important for principals to know that benchmarking help institutions to shake off old practices and face challenges with an objective to improve quality.

In this study, the respondents were asked to respond to 6 statements on process system reengineering tool for cost control and quality improvement, kind of practices; believes and values, physical structures which no longer serve the institutions, opportunities, challenging opportunities that test leadership skills and abilities, new and original ways to do work, innovative ways to do things. While indicators were on looking forward for innovative ways, and experimenting, taking risks, and learning from experience. The findings generally indicated that Principals striving to benchmark as evident from the responses of the majority respondents.

The findings in this objective were found to be due the following factors; Failure to benchmarking as a system of reengineering and a tool for cost control and quality improvement, failure to analyze the institution and outline the kind of practices; believe and values and physical structure which no longer serve the institution's vision, failure to plan ahead and seek opportunities to turn around the institution for better, failure to seek out challenging opportunities that test their leadership skills and abilities, failure to search outside the formal boundaries of the institution for innovative ways to do things.

Results on partnership/ collaboration shows that principals to some extent are engaged in collaborations. This concurs with Posner & Kouzes (1995) leaders should foster collaboration, Nyerere (2009) institutions benefits by partnership with private sector. He further, said partnerships enhance TVET Education and Training programmes. Establishing sustainable collaboration open up institutions to external support, in terms of funding, equipment, programmes, and technology.

However, the indicators score on partnership collaboration (1.7411) is below average showing that principals are weak/struggling on aspects of collaboration. It is important

for principals to know that bench marking help institutions to shake off old practices and face challenges with an objective to improve quality.

The questionnaires presented seven statements on partnership for capacity building, cooperative relationships, dignity, and respect, staff independence, and option in decision- making, learning new skills. The indicators statements for quality touched on fostering collaboration and strengthening others. The responds indicated that the majority of the respondents were in agreement that their TVET institutions were in partnership with development partners.

The findings of the fourth objective in this study put forward suggestions that Principals should seek to establish institutional collaboration/partnership for capacity building, should develop cooperative relationships among staff internally and staff in collaboration /partnership, treat their staff with dignity and respect, give staff independence and option in deciding how to do work, listen to diverse point of views, support the decisions that staff make on their own, support the decisions that staff make on their own, that People in a collaboration can grow in their job by learning new skills and develop themselves.

Results on principals' perception on staff motion is positive, they motive staff in different ways. The findings are in agreement with Mutwol (2012), who found that rewards inform people on valued performance and gifts are powerful incentives which fuel the desire recognition. (Kouzes and Posner, 1995) found out that recognizing, contribution, celebrating values and victories encouraging people to be committed. However, the indicators mean score on staff motivation(1.9286) is quite below average. This shows that staff motivation in TVCs is weak and poorly coordinated;

principals need to work on the best justifiable and morally good forms of promoting staff motivation.

The respondents were asked to respond to six statements which touched on; confidence in abilities, team appreciation and support for their contributions, praise, celebrate achievements, rewarded, recognizing staffs for commitment to shared values. Indicators were recognizing contributions, and celebrating values, and victories. The results indicated the majority said their institution did not have a system of reward and sanction while Staff motivation.

The findings indicated the factors that greatly determine productive staff motivation these include; Principal letting staff know about his confidence in their abilities, appreciating and supporting staff team for their contributions, praising staff for job well, finding ways and means to celebrate achievements, creatively rewarding staff for their contributions to the success of various tasks in the institution, and recognize staffs who exemplify commitment to shared values.

The greatest responsibility of the principals is to recognize contributions, and celebrate values and victories appropriately in their respective TVET institutions. These findings show that principals have to note that better performance and quality work in institution can only be possible if people working in an organization are adequately rewarded and recognized.

4.9 Correlation statistics

Pearson correlations statistics were calculated to help describe the association/ or relationship between the variables in this study and Presented in the correlation matrix of leadership practices, and quality and relevance in training in Table 4.30 and discussed below.

Table 4. 30: Correlation matrix of leadership practices and quality and relevance in training

Variables	1	2	3	4	5	6
Quality and relevance	1					
Policy implementation	.416**		1			
Strategic plan Implementation	.615**	.627**		1		
Benchmarking	.655**	.558**	.777**		1	
Partnership	.656**	.517**	.766**	.851**		1
Staff motivation	.658**	.524**	.703**	.674**	.654**	1

** . Correlation is significant at the 0.01 level (2-tailed).

The results show an increasing strength in relationship between the leadership practices and quality and relevance in training; correlation coefficients were: policy (0.416), strategic plan implementation (0.615), benchmarking(0.655), collaboration(0.656), and staff motivation(0.658) all are statistically significantly correlated at the $p < 0.01$ level, and moving in a positive direction. When correlation coefficients are above 0.35 they are useful for prediction, Creswel (2002),the coefficients obtained measures the degree of association and that there is covariability between leadership practices and quality and relevance in training. This means that knowledge of these variables foster the ability and capacity to improve quality and assure relevance of training.

It is important for the principals to know that the most critical leadership practice that determine quality in TVC is staff motivation. Principals should not ignore matters relating to staff motivation in whatever form so long as they are justified and morally good.

4.10 Summary of chapter four

In chapter four, the findings of this study are presented based on the data collected from the respondents and as per the objectives. Analysis of the data and discussion of the findings was done as per the objectives of the study. Data was summarized and presented in frequencies, percentages and in tabular form. The dependent variable was the quality and relevance of training while independent variables are policy implementation, strategic plan implementation, and benchmarking, collaboration/partnership, and staff motivation. The correlation statistics indicated significant positive correlation between the independent variables and the dependent variable.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter gives the summarized findings of the study, the conclusions reached, and some recommendations made, will help enhanced leadership practices of principals in Technical, and Vocational colleges in Kenya based on the results of the study. Implications of the study were stated based on the findings. Recommendations have been made for the governance and management in TVET institutions and future research.

5.2 Summary of Findings

The main purpose of the study was to examine the impact of leadership practices of the principals in TVCs in Kenya in terms of policy implementation, strategic plan implementation, Benchmarking, partnership, and staff motivation, to assure quality and relevance in training. The specific objectives of the study were:

1. Examine how the principals strengthen the implementation of policies to assure quality and relevance in raining.
2. Examine how the principals strengthen implementation of strategic plan to assure quality and relevance in training.
3. Examine how the principals perceive benchmarking, as a means to assure quality and relevance in training
4. Examine how the principals collaborate and work with development partners to Support capacity building to assure quality and relevance in training

5. Establish how the principals perceive staff motivation, to encourage them to work to assure standards, quality and relevance in training.

This study was based on leadership practices theory that depicts that modeling the way, challenging the process inspiring shared vision, enabling others to act, and encouraging the hearts of people, as a lens for looking at leadership practices of the principals in the TVC institutions.

The findings reported in chapter four were presented as follows.

5.2.1 Principals strengthening the implementation of policies to assure quality and relevance in training.

On the first objective, the study found out that principals in TVCs are not keen in policy implementation and there is positive correlation between Policy implementation and quality, and relevance in training.

5.2.2 Principals' strengthening implementation of strategic plan to assure quality and relevance in training.

On the second objective, the study established that principals TVCs are weak in implementing strategic plans and Strategic plan implementation has a positive correlation on quality and relevance in training.

5.2.3 Principals' perception benchmarking, as a means to assure quality and relevance in training.

On the third objective, it was established that principals TVCs are striving to benchmark and there is a positive correlation between benchmarking and quality, and relevance in training.

5.2.4 Principals partnership with development partners to Support capacity building to assure quality and relevance in training.

On the fourth objective, the results show that principals in TVCs are continuously seeking to be in partnership and there is a positive correlation between partnership and quality, and relevance of training.

5.2.5 The principals' perception on staff motivation, to encourage them to work to assure standards, quality and relevance in training.

On the fifth objective, there is clear indication that principals in TVCs have not established a system of reward and sanction and staff motivation had the greatest positive correlation with quality, and relevance of training.

5.3 Conclusions

The following conclusions were made based on the findings of the study. Leadership practices; policy implementation, strategic plan implementation, partnership, benchmarking, and staff motivation greatly influence the quality and relevance of training particularly in the way principals execute their mandates.

1. Principals in TVCs are weak in policy implementation, and there is a low positive correlation between policy implementation and quality and relevance of training. This means that policy implementation should be strengthened in both internal and external policies. It is imperative for principals to make clear values and affirm common ideas institutions, and be setting example in the institution.

2. Principals in TVCs are also weak in strategic plan implementation and there is a moderate correlation between strategic plan implementation, and quality and relevance of training. This means that strategic plan implementation should be given attention. Strategic plans must be strictly implemented because they influence the quality and relevance in training. Principals should enlist their staff in a common vision, while envisioning the future.
3. Principals in TVCs are weak in benchmarking and there is a strong correlation between institutions' benchmarking and quality, and relevance of training. Reaching out to others greatly influence quality in terms of performance, and physical structures. Principals should be looking forward to innovative ways, experimenting, taking appropriate risks, and learning from experience.
4. Principals in TVCs are striving to establish collaboration and there is stronger correlation between the institutions' collaboration with development partners to support capacity building and quality and relevance in training. Principals in TVC institutions must endeavor to foster collaboration to open doors to work with development partners for exchange of new technology, equipment, culture, and exchange programmes, while strengthening others.
5. Principals in TVCs have not established a system of reward and sanction and Staff motivation has the strongest positive correlation with quality, and relevance of training. Principals have to take seriously matters relating to staff motivation, staff motivation in the nerve centre of TVC institution, principal's perception on staff motivation greatly influences quality and relevance of training. Principals can only wish away staff motivation at their own peril.

5.4 Recommendations of the study

The following recommendations were made based on the findings of this study:

1. The Ministry of Education should come up with a policy on reward and sanction in TVC institutions to guide principals on staff motivation.

The principals view on staff motivation, must be a top leadership practice, there is need to applaud and encourage, by means of incentives, all staff who demonstrate positive motivation to work to assure standards, quality and relevance in training. The efforts of staff can be rewarded through small tokens, congratulatory messages, trips, scholarships, and get together parties to celebrate victories

2. The principals TVCs should facilitate partnership/collaboration. There is need for all TVC institutions to reach out to others locally, nationally, and internationally for support in terms of technology, human resource, equipment, facilities, sponsorship, exchange programmes, funds for TVC institution face lifting, and physical development.
3. Principals in TVCs should ensure that all departments/sections benchmark with an objective to identify best practices in terms of work processes, products, services, or strategies that will lead to quality improvement. Benchmarking helps principals widen perspectives and prevail over resistance change, thus achieve efficiencies and increase productivity. Moreover, benchmarking is the best practice to demonstrate the quality and efficiency of programs and services.

4. TVC institutions should base performance contracting, annual operations, progress reports, and adjustments on the strategic plan and the principals must participate actively with teams for careful implementation of strategic plans
5. Principals in TVCs should ensure that stakeholders understand the institution vision, mission, and core values and institution goals and their roles in meeting them. Principals should also model and communicate the institution expectations through, commitment, discipline, and careful implementation of sound practices.
6. Principals in TVCs should be train on leadership practices

5.5 Suggestion for Further Studies

This study has provided an opening for further studies. In the illumination of the results of the study; the investigator makes the following suggestions:

1. This study was carried out in only five Technical and Vocational colleges. A similar study should be done in other TVCs and VTCs that were not considered in this study to establish if the same results exist there as well and a similar study should be carried in Vocational and Technical colleges (VTCs)
2. This study was done in public TVCs only. A comparative study should be carried out to assess the impact of leadership practices of principals between public and private TVCs to see who is ahead of the other.
3. A study should be conducted to investigate the impact of trainee leaders' leadership practices in TVCs.
4. A similar study be conducted in other TVET institutions; National polytechnics, and Universities.

5.6 Summary of the chapter

This study is anchored on the transformative worldview which holds that a research inquiry requires to be tangled with policy and a supporting change agenda. The concern was the ever reported challenges faced in TVET institutions, these challenges have a direct bearing on leadership practice of the principals who are responsible for the day to day running and management of the institutions. Studies have been done and many challenges reported, however no research has been extended to the leadership practices of principals TVET institutions, which are reported to be facing allot of challenges.

The study examined the leadership practices of the principals in TVCs in terms of: policy implementation, strategic plan implementation, benchmarking, partnership, and staff motivation in relation to quality, and relevance in training. The study assumed that the participants were to collaborate with the researcher. Transformative study provides the participants the right to be heard. Mixed method was applied, qualitative and quantitative were collected simultaneously analyzed independently then triangulated.

Sloven's formula, cluster sampling, purposive sampling, stratified random sampling, random sampling, and random sampling were used. Questionnaires were used to collect quantitative data while interviews were used to collect qualitative data, instruments were administered and collected by the researcher the research assistant, quantitative data was analyzed using SPSS and qualitative data was analyzed thematically.

Permission was sought from NACOSTI to undertake this research, the purpose of the study was explained to the participants, interactive sessions were handled with care and data, findings, conclusions and recommendations have been done procedurally and accurately.

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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION

Dear Respondent,

I am a postgraduate student of University of Eldoret, in the School of Education, Department of Technology Education, conducting a study entitled “The impact of leadership practices of principals in Technical and Vocational Colleges in Kenya,” in partial fulfillment of the requirements for a Doctor of Philosophy in Technology Education; Technical and Vocational, Education, and Training (TVET). You have been purposely chosen to participate I responding to the attached questionnaire. All ethics of confidentiality will be observed.

Thank you in advance.

Yours faithfully

William Kimutai Koech

APPENDIX II: RESEARCH AUTHORIZATION



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No. **NACOSTI/P/17/87183/15534**

Date: **4th April, 2017**

William Kimutai Koech
University of Eldoret
P.O. Box 1125-30100
ELDORET.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Impact of leadership practices of principals in Technical and Vocational Colleges on quality and relevance in training in Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **all Counties** for the period ending **4th April, 2018.**

You are advised to report to **the County Commissioners and the County Directors of Education, all Counties** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

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

Copy to:

The County Commissioners
All Counties.

The County Directors of Education
All Counties.

APPENDIX III: RESEARCH CLEARANCE PERMIT

CONDITIONS

1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.
2. Government Officer will not be interviewed without prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two(2) hard copies and one (1) soft copy of your final report.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice



REPUBLIC OF KENYA



National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE PERMIT

Serial No.A 13668

CONDITIONS: see back page

THIS IS TO CERTIFY THAT:

MR. WILLIAM KIMUTAI KOECH
of UNIVERSITY OF ELDORET, 0-30100
ELDORET, has been permitted to conduct
research in All Counties
on the topic: IMPACT OF LEADERSHIP
PRACTICES OF PRINCIPALS IN
TECHNICAL AND VOCATIONAL COLLEGES
ON QUALITY AND RELEVANCE IN
TRAINING IN KENYA.

for the period ending:
4th April, 2018

William K. Koech

.....
Applicant's Signature



Paulina

.....
Director General
National Commission for Science, Technology & Innovation

Permit No : NACOSTI/P/17/87183/15534
Date Of Issue : 4th April, 2017
Fee Received :Ksh 2000

APPENDIX IV: QUESTIONNAIRE 1-PRINCIPALS

Introduction

This questionnaire is for a study on impact of leadership practices of principals in Technical and Vocational colleges on quality and relevance in training in Kenya. The information provided will be treated confidentially and will **ONLY** be used for the purpose, for this research study. You are not required to indicate your name in this questionnaire.

Please put a tick [] in the box next to the right response where appropriate.

Demographic information

1. Kindly indicate your academic level;
 - (a) Diploma [] (b) Bachelors' [] (c) Masters [] (d) PHD []
2. For how many years have you been a principal?
 - (a) 0-5 [] (b) 6-10 [] (c) 11-20 [] (d) Over 20 []
3. How many years have you been a principal in your present TVC?
 - (a) 0-5 [] (b) 6-10 [] (c) 11-20 [] (d) Over 20 []

PART 1- Principals' strengthening of the implementation of policies.

4. Principals possess authority arising from their positions as the formal leaders of their institutions. They are the chief executive officers, run the institution and confront many challenges encountered in the day to day activities. Both internal and external policies are intended to guide decision-making leading relevant actions therefore principals oversee the implementation of these policies.

Indicate whether you; **Strongly Disagree [SD]**, **Disagree [D]**, **Neutral [N]**, **Agree [A]**, **Strongly Agree [SA]** on the following statements in relation to principals' showing the way in; in strengthening the policy implementation in their institutions.

	Statement	SD	D	N	A	SA
1	Principal should be clear about his/her beliefs of leadership					
2	Principal should institute ethics concerning the way goals should be pursued					
3	Principal should build standards of quality					
4	Principal should set an example for others to follow					
5	Principal should use time and energy making sure his staff work adhering to the moral values and standards that have been agreed upon in the institution					
6	Principal must follow through on promises relating to institution work					
7	Principal should ask for comment on how his/her dealings influence other people and quality assurance					
	Indicators					
1	Principal making clear value and affirming common ideas in the institution					
2	Principal setting example in the institution					

PART II Principals' perception on the implementation of Strategic plan

5. The principals' perception on the strategic plan implementation, the chief executive officer is quite critical because the strategic plan provide the inspiration and set the direction, transmitting vigor to the stakeholders giving them confidence, building a cordial working with all stakeholders in relation to quality and relevance in training for the institution.

Indicate whether you; **Strongly Disagree [SD], Disagree [D], Neutral [N], Agree [A], Strongly Agree [SA]** on the following statements in relation to principals' inspiration in terms of strategic plan implementation in their institutions.

	Statement	SD	D	N	A	SA
1	The principal should ensure everyone understands the TVCs vision , mission, and core value					
2	The principal should speak about the future of the TVC that will influence how work gets done					
3	The principal should paint the life-size of what the TVC aspire to achieve					
4	The principal should urge others in the TVC to share an exciting vision of the future					
5	The principal should describe a persuasive picture of what the future TVC could look					
6	The principal should speak with confidence about the meaning and purpose of work in TVC					
	Indicators					
1	The principal enlisting staff in a common vision					
2	The principal envisioning the future					

PART III- Principals' attitude on benchmarking

6. The principals' attitude on benchmarking, in relation to quality and relevance in training in the TVCs institution.

Indicate whether you, **strongly disagree[SD]**, **disagree[D]** ,**neutral [N]**, **agree [A]**,**Strongly agree[SA]** on the following statements relating to principals' attitude on benchmarking .

	Statement	SD	D	N	A	SA
1	Benchmarking leads to process system reengineering it is an essential tool for cost control and quality improvement.					
2	The principal should analyze the institution and outline the kind of practices; believe and values and physical structure which no longer serve the institution's vision?					
3	Principal should plan a head and seek opportunities to turn around the institution for better.					
4	The principal should seek out challenging opportunities that test their leadership skills and abilities.					
5	The principal should challenge his / her staff to attempt new and original ways to do work.					
6	Do the principal search outside the formal boundaries of the institution for innovative ways to do things.					
	Indicators					
1	The principal looking forward for innovative ways					
2	The principal experimenting, taking risks, and learning from experience					

PART IV- Principals' perception on partnership

7. The principals' perception on collaboration/partnership with development partners in relation to quality and relevance in training in the TVCs institution.

Indicate whether you, **Strongly Disagree [SD], Disagree [D], Neutral [N], Agree [A], Strongly Agree [SA]** on the following statements relating to principals' perception on collaboration/partnership.

No	Statement	SD	D	N	A	SA
1	Principals should seek to establish institutional collaboration/partnership for capacity building.					
2	Principals should develop cooperative relationships among staff internally and staff in collaboration /partnership.					
3	Principals should treat his/her staff with dignity and respect.					
4	Principals should give staff independence and option in deciding how to do work.					
5	Principals should listen to diverse point of views					
6	Principals should support the decisions that staff make on their own.					
7	People in a collaboration can grow in their job by learning new skills and develop themselves					
	Indicator(s)					
1	Principal fostering collaboration					
2	Principal always strengthening others					

PART V- Principals' perception on staff motivation

8. The principals' perception on staff motivation partners in relation to quality and relevance in training in the TVCs institution.

Indicate whether you, **Strongly Disagree [SD], Disagree [D], Neutral [N], Agree [A], Strongly Agree [SA]** on the following statements relating to principals' perception on staff motivation

No	Statement	SD	D	N	A	SA
1	The principal should let staff in the institution know about his confidence in their abilities.					
2	The principal should give his/her staff team appreciation and support for their contributions.					
3	The principal should praise his staff for job well					
4	The principal should find ways and means to celebrate achievements.					
4	The principal should make sure his/her staff is creatively rewarded for their contributions to the success of various tasks in the institution.					
5	The principal should publically recognize staffs who exemplify commitment to shared values.					
	Indicator(s)					
1	The principal recognizing contributions					
2	The principal celebrating values, and victories					

9. What are the key areas of assessment in relation to internal quality assurance?

10. Are you required to submit any returns/ report on quality assurance?

Yes [] No []

If YES, to who and for what reasons

PART 1- Principals' strengthening of the implementation of policies.

11. Do you agree that Policies, both internal and external are intended to guide decision-making leading to relevant actions, and principals oversee the implementation of these policies?

Yes [] No []

12. Do have internally generated policies?

Yes [] No []

If YES, kindly list a few

13. Which of the following, policy/ external legal documents do you have in your institution?

(a) TVET Act 2013 [] (b) Basic Education Act 2013 []

(c) KNEC Act, 2012 []

(d) Sessional paper No.14 of 2012 [] (e) Labour relations Act []

(f) Teachers service commission Act of 2012 [] (g) Universities Act, 2012 []

(h) Gender Act, 2012 [] (i) Employment Act, 2007 []

(j) Occupation safety and Health Act (OSHA) [] (k) Code of regulation for teachers []

14. The principal should lead by example in policy implementation? Yes [] No []

Kindly explain your response -----

15. What is your experience in policy implementation in relation to quality and relevance of training in your institution?

16. What are the expected indicators on policy implementation in your institution ?--

PART II Principals' perception on the implementation of Strategic plan

17 .Do you agree that the strategic plan provide the inspiration and set the direction, transmitting vigor to the stakeholders giving them confidence, building a cordial working with all stakeholders in relation to quality and relevance in training for the institution?

Yes [] No []

18. What are your institution's Vision, Mission, and core values?

Vision-----

Mission-----

Core values-----

19. It is the principals' role to strengthen the implementation of strategic plan?

Yes [] No []

Please explain your response-----

20. What is the life of your current strategic plan? -----

21. Strategic plans are useless unless implemented?

Yes [] No []

22. Lack of strategic plan implementation affects quality and relevance of training in an TVC institution

Yes [] No []

Please explain your response-----

23. What indicator(s) should be in place in relation to strategic plan implementation-----

PART III- Principals' attitude on benchmarking

24. Are you satisfied with the current processes in your institution? Yes [] No []

25. Is your institution involved in any benchmarking internal or external? Yes []
No []

26. Benchmarking enhance quality and training in an institution? Yes [] No []

27. What strategies are in place to promote benchmarking in your institution? -----

28. What are the indicators of benchmarking in your institution? -----

PART IV- Principals' perception on partnership

29. Is your institution in any working collaboration/partnership with other institution?

Yes [] No []

30. If YES in (29), what is the nature of collaboration/partnership? -----

31. What is your view on collaboration in relation quality and relevance in training?---

32. Does the collaboration support your institution to built capacity for quality and
relevance in training? Yes [] No []

Please provide a brief description of the support-----

33. What are the indicators for existing partnership in your institution?-----

PART V- Principals' perception on staff motivation

34. Do you have reward system in your institution? Yes [] No []

35. If YES In (34) how do you recognize, celebrate, or reward victories in your institution-----

36. Has your reward system contributed toward improvement of quality and relevance of training? Yes [] No []

37. If YES in (36) kindly give a brief explanation-----

38. Do you personally express appreciation for the contributions people make in your institution? Yes [] No []

39. What are the indicators in your institution for staff motivation? -----

APPENDIX VI: QUESTIONNAIRE 2. HEADS OF DEPARTMENT

Introduction

This questionnaire is for a study on impact of leadership practices of principals in Technical and Vocational colleges on quality and relevance in training in Kenya. The information provided will be treated confidentially and will **ONLY** be used for the purpose, for this research study. You are not required to indicate your name in this questionnaire.

Please put a **TICK** [√] in the box next to the right response where appropriate.

Background information.

1. Kindly indicate your academic level;

(a) Diploma [] (b) Bachelors [] (c) Masters [] (d) PHD []

2. For how many years have you been in this institution?

(a) 0-5 [] (b) 6-10 [] (c) 11-20 [] (d) Over 20 []

3. Kindly indicate your department/section

Deputy <Academics > [] Deputy< Administration > [] Dean of students []
HOD []

Quality assurance [] Performance contracting []

4. How many years have you been a responsibility position in your present TVC?

(a) 0-5 [] (b) 6-10 [] (c) 11-20 [] (d) Over 20 []

5. Do you enjoy your headship? Yes [] No []

6. Principal ship is a leadership position? Yes [] No []

7. Have you attended any training, Seminars, workshops or any other in-service courses related to leadership? Yes [] No []

8. If Yes, indicate the following

(i) The frequency of attendance; Many times [] Occasionally [] Rarely []
Never []

(ii) The most recent attendance

When-----

Where-----

9. Would you say the courses have been useful to your current position in relation to quality and relevance of training in your institution? Yes [] No []

10. Principals' leadership has impact on quality and relevance of training?

Yes [] No []

PART 1- Principals' strengthening of the implementation of policies

11. Principals possess authority arising from their positions as the formal leaders of their institutions. They are the chief executive officers, run the institution and confront many challenges encountered in the day to day activities. Both internal and external policies are intended to guide decision-making leading relevant actions therefore principals oversee the implementation of these policies.

Indicate whether you; **Strongly Disagree [SD]**, **Disagree[D]**, **Neutral [N]**, **Agree [A]**, **Strongly Agree [SA]** on the following statements in relation to principals' showing (Model) the way in ; strengthening the policy implementation in their institutions.

	Statement	SD	D	N	A	SA
1	Principal should be clear about his/her beliefs of leadership					
2	Principal should institute ethics concerning the way goals should be pursued					
3	Principal should build standards of quality					
4	Principal should set an example for others to follow					
5	Principal should use time and energy making sure his staff work adhering to the moral values and standards that have been agreed upon in the institution					
6	Principal must follow through on promises relating to institution work					
7	Principal should ask for comment on how his/her dealings influence other people and quality assurance					
	Indicator(s)					
1	Principal making clear value and affirming common ideas in the institution					
2	Principal setting example in the institution					

PART II Principals' perception on the implementation of Strategic plan

12. The principals' perception on the strategic plan implementation, the chief executive officer is quite critical because the strategic plan provide the inspiration and set the direction, transmitting vigor to the stakeholders giving them confidence, building a cordial working with all stakeholders in relation to quality and relevance in training for the institution.

Indicate whether you; **Strongly Disagree [SD]**, **Disagree[D]**, **Neutral [N]**, **Agree [A]**, **Strongly Agree [SA]** on the following statements in relation to principals' inspiration in terms of strategic plan implementation in their institutions.

	Statement	SD	D	N	A	SA
1	the principal should ensure everyone understands the TVCS vision , mission, and core value					
2	the principal should speak about the future of the TVC that will influence how work gets done					
3	the principal should paint the life-size of what the TVC aspire to achieve					
4	the principal should urge others in the TVC to share an exciting vision of the future					
5	the principal should describe a persuasive picture of what the future TVC could look					
6	the principal should speak with confidence about the meaning and purpose of work in TVC					
	Indicator(s)					
1	the principal enlisting staff in a common vision					
2	The principal envisioning the future					

PART III- Principals' attitude on benchmarking

13. The principals' attitude on benchmarking, in relation to quality and relevance in training in the TVCs institution.

Indicate whether you, **Strongly Disagree [SD]**, **Disagree[D]**, **Neutral [N]**, **Agree [A]**, **Strongly Agree [SA]** on the following statements relating to principals' attitude on benchmarking .

	Statement	SD	D	N	A	SA
1	Benchmarking leads to process system reengineering it is an essential tool for cost control and quality improvement					
2	The principal should analyze the institution and outline the kind of practices; believe and values and physical structure which no longer serve the institution's vision?					
3	Principal should plan a head and seek opportunities to turn around the institution for better.					
4	The principal should seek out challenging opportunities that test their leadership skills and abilities					
5	The principal should challenge his / her staff to attempt new and original ways to do work.					
6	Do the principal search outside the formal boundaries of the institution for innovative ways to do things?					
	Indicator(s)					
1	The principal looking forward for innovative ways					
2	The principal experimenting, taking risks, and learning from experience					

PART IV- Principals' perception on partnership

14. The principals' perception on collaboration/partnership with development partners in relation to quality and relevance in training in the TVCs institution.

Indicate whether you, **Strongly Disagree [SD], Disagree[D], Neutral [N], Agree [A], Strongly Agree [SA]** on the following statements relating to principals' perception on collaboration/partnership.

No	Statement	SD	D	N	A	SA
1	Principals should seek to establish institutional collaboration/partnership for capacity building					
2	Principals should develop cooperative relationships among staff internally and staff in collaboration /partnership?					
3	Principals should treat his/her staff with dignity and respect					
4	Principals should give staff independence and option in deciding how to do work					
5	Principals should listen to diverse point of views					
6	Principals should support the decisions that staff make on their own					
7	People in a collaboration can grow in their job by learning new skills and develop themselves					
	Indicator(s)					
1	Principals fostering collaboration					
2	Principals always strengthening others					

PART V- Principals' perception on staff motivation

15. The principals' perception on staff motivation partners in relation to quality and relevance in training in the TVCs institution.

Indicate whether you, **Strongly Disagree [SD], Disagree[D], Neutral [N], Agree [A], Strongly Agree [SA]** on the following statements relating to principals' perception on staff motivation

No	Statement	SD	D	N	A	SA
1	The principal should let staff in the institution know about his confidence in their abilities					
2	The principal should give his/her staff team appreciation and support for their contributions					
3	The principal should praise his staff for job well					
4	The principal should find ways and means to celebrate achievements					
5	The principal should make sure his/her staff is creatively rewarded for their contributions to the success of various tasks in the institution					
6	The principal should publically recognize staffs who exemplify commitment to shared values					
	Indicator(s)					
1	The principal recognizing contributions					
2	The principals celebrating values, and victories					

APPENDIX VII: INTERVIEW SCHEDULE 2-HEADS OF DEPARTMENT

Introduction

This interview schedule is for a study on impact of leadership practices of principals in Technical and Vocational colleges on quality and relevance in training in Kenya. The information provided will be treated confidentially and will **ONLY** be used for the purpose, for this research study.

Background information.

1. Kindly indicate your department-----
2. For how many years have you been a head of department?
 - (a) 0-5 [] (b) 6-10 [] (c) 11-20 [] (d) Over 20 []
3. How many years have you been a head of department in your present TVC?
 - (a) 0-5 [] (b) 6-10 [] (c) 11-20 [] (d) Over 20 []
4. Principal ship is a leadership position? Yes [] No []
5. Principals' leadership has impact on quality and relevance of training?
 - Yes [] No []
6. Have you attended any training, Seminars, workshops or any other in-service courses related to leadership? Yes [] No []
7. If Yes, indicate the following
 - (i) The frequency of attendance; Many times [] occasionally [] rarely [] Never []
 - (ii) The most recent attendance

When-----

Where-----
8. Would you say the courses have been useful to your current position in relation to quality and relevance of training in your institution? Yes [] No []
9. What are the key areas of assessment section in relation to internal quality assurance?

10. Are you required to submit any returns/ report on quality assurance? Yes [] No []

If YES, to who and for what reasons

PART 1- Principals' strengthening of the implementation of policies.

11. Policy implementation help strengthen organization leadership? Yes [] No []

12. Do you have internally generated policies? Yes [] No []

If YES, kindly list a few-----

13. Which of the following, policy/ external legal documents do you have in your institution?

(a) TVET Act 2013 [] (b) Basic Education Act 2013 [] (c) Sessional paper No.14 of 2012 []

(d) Teachers service commission Act of 2012 [] (e) Code of regulation for teachers []

(f) Universities Act, 2012 [] (g) KNEC Act, 2012 [] (j) Gender Act, 2012 []

(h) Labour relations Act [] (i) Employment Act, 2007[], (k) Occupation safety and Health Act (OSHA) []

14. Is the principal keen on policy implementation? Yes [] No []

15. What is your experience in policy implementation in relation to quality and relevance of training in your institution?-----

PART II Principals' perception on the implementation of Strategic plan

16. Do you agree that Strategic plan provide the inspiration and set the direction, transmitting vigor to the stakeholders giving them confidence, building a cordial working with all stakeholders in relation to quality and relevance in training for the institution? Yes [] No []

17. What are your institution's Vision, Mission, and core values?

Vision-----

Mission-----

Core values-----

18. What is the life of your current strategic plan? -----

19. Strategic plans are useless unless implemented? Yes [] No []

20. Does the principal strengthen the implementation of strategic plan? Yes [] No []

21. What are the indicators?

22. Lack of strategic plan implementation affects quality and relevance of training in
an TVC institution? Yes [] No []

If YES explain-----

PART III- Principals' attitude on benchmarking

23. Benchmarking in departments/institutions is to get out finding out what other
departments /institutions are doing better? Yes [] No []

24. Is your department / institution involve in any benchmarking internal or external?

Yes [] No []

25. What is your principal's attitude on benchmarking? -----

26. What are the indicators of benchmarking in your institution? -----

27. What strategies are in place to promote benchmarking in your institution? -----

PART IV- Principals' perception on partnership

28. Is your institution in any collaboration/partnership with/or other institution?

Yes [] No []

29. Is your institution in working collaboration/partnership with and other institution?

Yes [] No []

30. If YES in (29), what is the nature of collaboration/partnership -----
-----?

31. What the principal's perception on collaboration/partnership with development partners in relation to quality and relevance in training in the TVCs institution

32. Does the collaboration support your institution to built capacity for quality and relevance in training? Yes [] No []

33. If YES in (32) ,kindly provide a brief description of the support-----

PART V- Principals' perception on staff motivation

34. Does the principal express appreciation for the contributions people make in your institution

Yes [] No []

35. Do you have reward system in your institution? Yes [] No []

36. Do you have reward system in your institution? Yes [] No []

37. If YES In (32) how do you recognize, celebrate, or reward victories in your institution-----

38. Has your reward system contributed toward improvement of quality and relevance of training? Yes [] No []

39. If yes in (34) kindly give a brief explanation-----

40. Does the principals' perception on staff motivation enhance quality and relevance in training in the TVCs institution?

41. What are the indicators of staff motivation in your institution?-----

**APPENDIX VIII: QUESTIONNAIRE -HEAD OF SECTIONS (NON
TEACHING STAFF)**

Introduction

This questionnaire is for a study on impact of leadership practices of principals in Technical and Vocational colleges on quality and relevance in training in Kenya. The information provided will be treated confidentially and will **ONLY** be used for the purpose, for this research study. You are not required to indicate your name in this questionnaire.

Please put a **TICK** [✓] in the box next to the right response where appropriate.

Demographic information.

1. Kindly indicate your academic level;

(a) Certificate [] (b) Diploma [] (c) Bachelors [] (d) Masters []

2. How many years have you been in your present TVC?

(a) 0-5 [] (b) 6-10 [] (c) 11-20 [] (d) Over 20 []

3. For how many years have you been a head of section?

(a) 0-5 [] (b) 6-10 [] (c) 11-20 [] (d) Over 20 []

4. Principal ship is a leadership position

Yes [] No []

5. Principals' leadership has impact on quality and relevance of training?

Yes [] No []

PART 1- Principals' strengthening of the implementation of policies.

6. Principals possess authority arising from their positions as the formal leaders of their institutions. They are the chief executive officers, run the institution and confront many challenges encountered in the day to day activities. Both internal and external policies are intended to guide decision-making leading relevant actions therefore principals oversee the implementation of these policies.

Indicate whether you; **Strongly Disagree [SD], Disagree[D], Neutral [N], Agree [A], Strongly Agree [SA]** on the following statements in relation to principals' showing (Model) the way in ; strengthening the policy implementation in their institutions.

	Statement	SD	D	N	A	SA
1	Principal should be clear about his/her beliefs of leadership					
2	Principal should institute ethics concerning the way goals should be pursued					
3	Principal should build standards of quality					
4	Principal should set an example for others to follow					
5	Principal should use time and energy making sure his staff work adhering to the moral values and standards that have been agreed upon in the institution					
6	Principal must follow through on promises relating to institution work					
7	Principal should ask for comment on how his/her dealings influence other people and quality assurance					
	Indicator(s)					
1	Principal making clear value and affirming common ideas in the institution					
2	Principal setting example in the institution					

PART II Principals' perception on the implementation of Strategic plan

7. The principals' perception on the strategic plan implementation, the chief executive officer is quite critical because the strategic plan provide the inspiration and set the direction, transmitting vigor to the stakeholders giving them confidence, building a cordial working with all stakeholders in relation to quality and relevance in training for the institution.

Indicate whether you; **Strongly Disagree [SD], Disagree[D], Neutral [N], Agree [A], Strongly Agree [SA]** on the following statements in relation to principals' inspiration in terms of strategic plan implementation in their institutions.

	Statement	SD	D	N	A	SA
1	the principal should ensure everyone understands the TVCS vision , mission, and core value					
2	the principal should speak about the future of the TVC that will influence how work gets done					
3	the principal should paint the life-size of what the TVC aspire to achieve					
4	the principal should urge others in the TVC to share an exciting vision of the future					
5	the principal should describe a persuasive picture of what the future TVC could look					
6	the principal should speak with confidence about the meaning and purpose of work in TVC					
	Indicator(s)					
1	the principal enlisting staff in a common vision					
2	The principal envisioning the future					

PART III- Principals' attitude on benchmarking

8. The principals' attitude on benchmarking, in relation to quality and relevance in training in the TVCs institution.

Indicate whether you, **Strongly Disagree [SD]**, **Disagree[D]**, **Neutral [N]**, **Agree [A]**, **Strongly Agree [SA]** on the following statements relating to principals' attitude on benchmarking .

	Statement	SD	D	N	A	SA
1	Benchmarking leads to process system reengineering it is an essential tool for cost control and quality improvement?					
2	The principal should analyze the institution and outline the kind of practices; believe and values and physical structure which no longer serve the institution's vision?					
3	Principal should plan a head and seek opportunities to turn around the institution for better?					
4	The principal should seek out challenging opportunities that test their leadership skills and abilities?					
5	The principal should challenge his / her staff to attempt new and original ways to do work?					
6	Do the principal search outside the formal boundaries of the institution for innovative ways to do things?					
	Indicator(s)					
1	The principal looking forward for innovative ways					
2	The principal experimenting, taking risks, and learning from experience					

PART IV- Principals' perception on partnership

9. The principals' perception on collaboration/partnership with development partners in relation to quality and relevance in training in the TVCs institution.

Indicate whether you, **Strongly Disagree [SD], Disagree[D], Neutral [N], Agree [A], Strongly Agree [SA]** on the following statements relating to principals' perception on collaboration/partnership.

No	Statement	SD	D	N	A	SA
1	Principals should seek to establish institutional collaboration/partnership for capacity building?					
2	Principals should develop cooperative relationships among staff internally and staff in collaboration /partnership?					
3	Principals should treat his/her staff with dignity and respect?					
4	Principals should give staff independence and option in deciding how to do work?					
5	Principals should listen to diverse point of views					
6	Principals should support the decisions that staff make on their own?					
7	People in a collaboration can grow in their job by learning new skills and develop themselves					
	Indicator(s)					
1	Principals fostering collaboration					
2	Principals always strengthening others					

PART V- Principals' perception on staff motivation

10. The principals' perception on staff motivation partners in relation to quality and relevance in training in the TVCs institution.

Indicate whether you, **Strongly Disagree [SD], Disagree[D], Neutral [N], Agree [A], Strongly Agree [SA]** on the following statements relating to principals' perception on staff motivation

No	Statement	SD	D	N	A	SA
1	The principal should let staff in the institution know about his confidence in their abilities?					
2	The principal should give his/her staff team appreciation and support for their contributions?					
3	The principal should praise his staff for job well					
4	The principal should find ways and means to celebrate achievements?					
5	The principal should make sure his/her staff is creatively rewarded for their contributions to the success of various tasks in the institution?					
6	The principal should publically recognize staffs who exemplify commitment to shared values?					
	Indicator(s)					
1	The principal recognizing contributions?					
2	The principals celebrating values, and victories?					

**APPENDIX IX: INTERVIEW SCHEDULE 3 -HEADS OF SECTION (NON
TEACHING STAFF)**

Introduction

This interview schedule is for a study on impact of leadership practices of principals in Technical and Vocational colleges on quality and relevance in training in Kenya. The information provided will be treated confidentially and will **ONLY** be used for the purpose, for this research study.

Demographic information.

1. State name of your section-----

2. Do you enjoy your work? Yes [] No []

3. Have you attended any training, Seminars, workshops or any other in-service courses related to leadership? Yes [] No []

4. If Yes, indicate the following

(i) The frequency of attendance; Many times [] occasionally [] rarely [] Never []

(ii) The most recent attendance

When-----

Where-----

5. Would you say the courses have been useful to your current position in relation to quality and standards in your institution? Yes [] No []

6. Principals' leadership has impact on quality and relevance of training?

Yes [] No []

7. What are the key areas of assessment in relation to internal quality assurance?

8. Are you required to submit any returns/ report on quality assurance?

Yes [] No []

If Yes, to who and for what reasons

PART 1- Principals' strengthening of the implementation of policies.

9. Does implementation of policies lead to quality and relevancy training?

10. Are you aware of any internally generated policies? Yes [] No []

If yes, kindly list a few-----

11. Which of the following, policy/ external legal documents do you have in your institution?

(a) Labour relations Act [] (b) Employment Act, 2007 []

(c) Gender Act, 2012 [] (d) Occupation safety and Health Act (OSHA) []

12. What is your experience in policy implementation in relation to quality and relevance of training in your institution?

PART II Principals' perception on the implementation of Strategic plan

13. Are you are aware of your institution strategic plan? Yes [] No []

14. What are your institution's Vision, Mission, and core values?

Vision-----

Mission-----

Core values-----

15. What is the life of your current strategic plan? -----

16. Strategic plans are useless unless implemented? Yes [] No []

17. Does the principal emphasize and help strengthen the implementation of strategic plan-----

18. What indicators are there on strategic plan implementation in your institution -----
-----?

19. Lack of strategic plan implementation affects quality and relevance of training in TVC institution? Yes [] No []

If yes explain-----

PART III- Principals' attitude on benchmarking

20. Is your institution satisfied with the status quo? -----

21. Is your institution involved in any benchmarking internal or external?

Yes [] No []

22. Does the principal promote benchmarking in your institution?-----

23. What indicators are evident on benchmarking in your institution -----

24. Do you agree that benchmarking; help improve quality and relevance in training

in the TVCs institution Yes [] No []

25. What is you experience on benchmarking in relation to quality and relevance in training in your institution-----

PART IV- Principals' perception on partnership

26. Is your institution in working collaboration/partnership with other institutions?

Yes [] No []

27. If YES in (26) ,what is the nature of collaboration/partnership-----

28. Does the collaboration support your institution to built capacity for quality and relevance in training? Yes [] No []

29. If YES in (28) ,kindly provide a brief description of the support-----

30. Does the principal cooperate with development partners with a view to improve quality and relevance in training in the TVCs institution?

31. What indicators are place to strengthen collaboration-----

PART V- Principals' perception on staff motivation

32. Do you have reward system in your institution?

Yes [] No []

33. If YES In (32) how do you recognize, celebrate, or reward victories in your institution-----

34. Does the principal personally express appreciation for the contributions people make in your institution

Yes [] No []

35. Has your reward system contributed toward improvement of quality and relevance of training?

Yes [] No []

36. If yes in (37) kindly give a brief explanation-----

38. What are the indicators that promote staff motivation in your institution? -----

APPENDIX X: QUESTIONNAIRE -CHAIR TRAINEE COUNCIL

Introduction

This questionnaire is for a study on impact of leadership practices of principals in Technical and Vocational colleges on quality and relevance in training in Kenya. The information provided will be treated confidentially and will **ONLY** be used for the purpose, for this research study. You are not required to indicate your name in this questionnaire.

Please put a **TICK** [✓] in the box next to the right response where appropriate.

Demographic information.

1. Kindly indicate your department-----and year of study-----

PART 1 Principals' strengthening of the implementation of policies.

2. Principals possess authority arising from their positions as the formal leaders of their institutions. They are the chief executive officers, run the institution and confront many challenges encountered in the day to day activities. Both internal and external policies are intended to guide decision-making leading relevant actions therefore principals oversee the implementation of these policies.

Indicate whether you; **Strongly Disagree [SD], Disagree [D], Neutral [N], Agree [A], Strongly Agree [SA]** on the following statements in relation to principals' showing (Model) the way in ; strengthening the policy implementation in their institutions.

	Statement	SD	D	N	A	SA
1	Principal should be clear about his/her beliefs of leadership					
2	Principal should institute ethics concerning the way goals should be pursued					
3	Principal should build standards of quality					
4	Principal should set an example for others to follow					
5	Principal should use time and energy making sure his staff work adhering to the moral values and standards that have been agreed upon in the institution					
6	Principal must follow through on promises relating to institution work					
7	Principal should ask for comment on how his/her dealings influence other people and quality assurance					
	Indicators					
1	Principal making clear value and affirming common ideas in the institution					
2	Principal setting example in the institution					

PART II Principals' perception on the implementation of Strategic plan

3. The principals' perception on the strategic plan implementation, the chief executive officer is quite critical because the strategic plan provide the inspiration and set the direction, transmitting vigor to the stakeholders giving them confidence, building a cordial working with all stakeholders in relation to quality and relevance in training for the institution.

Indicate whether you; **Strongly Disagree [SD]**, **Disagree[D]**, **Neutral [N]**, **Agree [A]**, **Strongly Agree [SA]** on the following statements in relation to principals' inspiration in terms of strategic plan implementation in their institutions.

No	Statement	SD	D	N	A	SA
1	The principal should make sure everyone understands the TVCs vision , mission, and core value					
2	The principal should talk about the future of the TVC that will influence how work gets done					
3	The principal should paint the big picture of what the TVC aspire to achieve					
4	The principal should appeal to others in the TVC to share an exciting dream of the future					
5	The principal should describe a compelling image what the future TVC could look like					
6	The principal should speak with genuine conviction about the higher meaning and purpose work to be done					
	Indicator(s)					
1	The principal enlisting others in a common vision by appealing to shared inspiration of the TVC					
2	The principal envisioning the future by imagining exciting possibilities					

PART III- Principals' attitude on benchmarking

4. The principals' attitude on benchmarking, in relation to quality and relevance in training in the TVCs institution.

Indicate whether you, **Strongly Disagree[SD]**, **Disagree[D]**, **Neutral [N]**, **Agree [A]**, **Strongly Agree[SA]** on the following statements relating to principals' attitude on benchmarking .

No	Statement	SD	D	N	A	SA
1	Benchmarking leads to process system reengineering it is an essential tool for cost control and quality improvement					
2	The principal should analyze the institution and figure out the kind of practices; believe and values and physical structure which no longer serve the institution's vision					
3	Principal should plan a head and seek opportunities to turn around the institution for better					
4	The principal should seek out challenging opportunities that test their leadership skills and abilities					
5	The principal should challenge his or her to try out new and innovative ways to do their respective work					
6	Do the principal search outside the formal boundaries of the institution for innovative ways to do things					
	Indicator(s)					
1	The principal always be looking forward for innovative ways					
2	The principal experimenting, taking risks, and learning from experience					

PART IV- Principals' perception on partnership

5. The principals' perception on collaboration/partnership with development partners in relation to quality and relevance in training in the TVCs institution.

Indicate whether you, **Strongly Disagree[SD]**, **Disagree[D]**, **Neutral [N]**, **Agree [A]**, **Strongly Agree[SA]** on the following statements relating to principals' perception on collaboration/partnership.

No	Statement	SD	D	N	A	SA
1	Principals should seek to establish institutional collaboration/partnership for capacity building?					
2	Principals should develop cooperative relationships among the people they work internally, in collaboration /partnership.					
3	Principals should treat people they work together with dignity and respect.					
4	Principals should give people freedom and choice in deciding how to do their work?					
5	Principals should listen to diverse point of views					
6	Principals should support the decisions that people make on their own?					
7	People in a collaboration can grow in their job by learning new skills and develop themselves					
	Indicator(s)					
1	Principal constantly fostering collaboration					
2	Principal always strengthening others					

PART V- Principals' perception on staff motivation

6. The principals' perception on staff motivation partners in relation to quality and relevance in training in the TVCs institution.

Indicate whether you, **Strongly Disagree[SD]**, **Disagree[D]**, **Neutral [N]**, **Agree [A]**, **Strongly Agree[SA]** on the following statements relating to principals' perception on staff motivation.

No	Statement	SD	D	N	A	SA
1	The principal should let people in the institution know about his confidence in their abilities?					
2	The principal should his staff team appreciation and support for their contributions?					
3	The principal should praise his staff for job well					
4	The principal should find ways and means to celebrate achievements?					
5	The principal should make sure his staff is creatively rewarded for their contributions to the success of various tasks in the institution?					
6	The principal should publically recognize people who exemplify commitment to shared values?					
	Indicator(s)					
1	The principal recognizing contributions					
2	The principal celebrating values and victories					

APPENDIX XI: INTERVIEW SCHEDULE 5-CHAIR TRAINEE COUNCIL

Introduction

This interview schedule for a study on impact of leadership practices of principals in Technical and Vocational colleges on quality and relevance in training in Kenya. The information provided will be treated confidentially and will **ONLY** be used for the purpose, for this research study. Please put a **TICK** [√] in the box next to the right response where appropriate.

Demographic information.

1. Kindly indicate your department-----year of study-----
 2. Do you enjoy being a leader? Yes [] No []
 3. Outline your roles as a leader-----

 4. Principal ship is a leadership position Yes [] No []
 5. If yes in [6] kindly outline what the principal does as a leader

 6. Have you attended any training, Seminars, workshops or any courses related to leadership?
Yes [] No []
 7. If Yes, indicate the following
 - (i) The frequency of attendance; Many times [] occasionally [] rarely [] Never []
 - (ii) The most recent attendance
- When-----
- Where-----

8. Would you say the courses have been useful to your current position?

Yes [] No []

9. Principals' leadership has impact on quality and relevance of training?

Yes [] No []

10. What is your experience in (9)?-----

11. Can you take your current principal for a mentor in your student leadership? -----

PART 1- Principals' strengthening of the implementation of policies.

12. Do policies help strengthen organization leadership?

Yes [] No []

13. Do have internally generated policies?

Yes [] No []

If YES, kindly list a few -----

14. Which of the following, policy/ external legal documents do you have in your institution?

(a) TVET Act 2013,[] (b) Basic Education Act 2013 [] (c) KNEC Act, 2012 []

(d) Sessional paper No.14 of 2012 [] (e) Teachers service commission Act of 2012 []

(f) Code of regulation for teachers [] (g) Universities Act, 2012 []

(h) Labour relations Act [] (i) Employment Act, 2007 []

(k) Occupation safety and Health Act (OSHA) [] (j) Gender Act, 2012 []

15. What is your experience in policy implementation in relation to? -----

16. Does the Principals strengthen the implementation of internal and external policies intended to guide decision-making leading relevant actions to improve quality and relevance of training in your institution?

Yes [] No []

17. What are the indicators in (16)? -----

PART II Principals' perception on the implementation of Strategic plan

18. Do you agree that Strategic plan provide the inspiration and set the direction, transmitting vigor to the stakeholders giving them confidence, building a cordial working with all stakeholders in relation to quality and relevance in training for the institution?

Yes [] No []

19. What are your institution's Vision, Mission, and core values?

Vision-----

Mission-----

Core values-----

20. What is the life of your current strategic plan? -----

21. Strategic plans are useless unless implemented?

Yes [] No []

22. Lack of strategic plan implementation affects quality and relevance of training in an TVC institution?

Yes [] No []

If YES explain-----

23. Does the principal strengthen the implementation of strategic plan?

Yes [] No []

PART III- Principals' attitude on benchmarking

24. Benchmarking in departments/institutions is to get out finding out what other departments /institutions are doing better?

Yes [] No []

25. Is your institution involved in any benchmarking internal or external?

Yes [] No []

26. What is your principal's attitude on benchmarking, in relation to quality and relevance in training in the TVCs institution?

Yes [] No []

27. What indicators are in place to promote benchmarking in your institution?

PART IV- Principals' perception on partnership

28. Is your institution in working collaboration/partnership with and other institution?

Yes [] No []

29. If YES in (28) ,what is the nature of collaboration/partnership-----

30. Does the collaboration support your institution to built capacity for quality and relevance in training?

Yes [] No []

31. If YES in (30), kindly provide a brief description of the support-----

32. What is your principal's perception on collaboration/partnership with development partners in relation to quality and relevance in training in the TVCs institution?-----

33. What indicators are there to promote collaboration/partnership?-----

PART V- Principals' perception on staff motivation

34. Does the principal express appreciation for the contributions people make in your institution

Yes [] No []

35. Do you have reward system in your institution?

Yes [] No []

36. If YES In (35) how do you recognize, celebrate, or reward victories in your institution-----

37. Has your reward system contributed toward improvement of quality and relevance of training?

Yes [] No []

38 If YES in (37) kindly give a brief explanation-----

39. Outline indicators that strengthened staff motivation-----

APPENDIX XII: CRONBACH'S ALPHA DECISION RULE

Cronbach's alpha	Internal consistency
$\alpha \geq 0.9$	Excellent
$0.9 > \alpha \geq 0.8$	Good
$0.8 > \alpha \geq 0.7$	Acceptance
$0.7 > \alpha \geq 0.6$	Questionable
$0.6 > \alpha \geq 0.5$	Poor
$0.5 > \alpha$	Unacceptable

Source: Golafshani(2003)

APPENDIX XIII: MAP SHOWING DISTRIBUTION OF TVCs IN KENYA

