

INFLUENCE OF PRINCIPALS' LEADERSHIP STYLES ON STAKEHOLDERS' INVOLVEMENT IN STRATEGIC PLANNING OF PUBLIC TECHNICAL TRAINING INSTITUTES IN NAIROBI REGION, KENYA

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ABSTRACT

This study investigated the influence of principals' leadership styles on stakeholders' involvement in strategic planning in public TTIs. The aim was to establish whether leadership styles influence the involvement of lecturers and students in strategic planning. This was achieved by answering the four research questions namely: (i) to what extent do the principals' personal characteristics (age, experience, academic qualification) influence their leadership styles? (ii) what type of leadership styles are practiced in public Technical Training Institutions? (iii) to what extent do the principals' leadership styles influence the strategic planning practices in TTIs? (iv) to what extent do principals involve students leaders and lecturers in strategic planning (v) to what extent do the principals' leadership styles influence the implementation procedures in strategic planning? The study was motivated by the goal setting theory which emphasizes on the need for technical institutions' principals to involve key stakeholders in strategic planning as a sure way of achieving the institutional goals. The conceptual framework emphasized on principals' leadership behaviours (directing, supporting, initiating organization structure, culture) through right attitudes, team building, and goal setting. The TTIs would then achieve increased productivity, financial efficiency and students' satisfaction and retention. The study adapted descriptive survey design to obtain

data and information by administering questionnaires to principals, lecturers and student leaders. Data was collected from 137 respondents who included: 8 principals, 81 lecturers, and 48 students' leaders drawn from TTIs in Nairobi region. Quantitative data was coded and entered into Statistical Package for Social Sciences (SPSS). Data was analyzed and was presented in tables and graphs (pie charts and bar graphs). The Findings revealed that Principals mainly use democratic leadership style (score 36 out of 50) and blend it with delegative leadership style (score 30 out of 50) and autocratic leadership (score 28 out of 50). Further the findings indicated that principals mainly used informing and consultation when involving lecturers and student's leaders in strategic planning processes. Based on the findings, the study recommended that MoHEST being the policy provider for TTIs should build capacity on leadership styles so as to provide sound leadership that would ensure that the management of TTIs is in line with the country's vision 2030. On suggestions for further studies, the study proposed that further research could be done to establish the levels of involvement of other stakeholders in TTIs, and that a similar study could be done for the other four regions.

Key Words: *principals' leadership styles, stakeholders' involvement, strategic planning, public technical training institutes, Nairobi region, Kenya*

INTRODUCTION

The world is experiencing a rapidly changing environment with various shifts in every domain of human activity. Technological, scientific and economic advancements, globalization and immigration movements are just a few of the areas giving rise to

complexity and uncertainty in the modern world. These societal changes have inevitably transformed the environment in academic institutions into a more dynamic and complex one than in the past (Crow, 2006). As a result, strategic planning has been embraced world over. At the Millennium Summit in September 2000 in Geneva, the largest gathering of world leaders in history adopted the United Nations Millennium Declaration (UNMD), committing their nations to a new global partnership to reduce extreme poverty and set out a series of time-bound and qualified targets, with a deadline of 2015. In that pivotal year, representatives from 189-member states of United Nations (UN) met to reflect on their common destiny. The nations were interconnected as never before, with increased globalization promising faster growth, higher living standards and new opportunities. Since then, these countries meet for strategic talks.

In Singapore, technical training systems are developed to ensure that they remain relevant and responsive to the nation's changing skilled manpower needs. The Institute of Technical Education (ITE) formulated a strategic plan in 1995 that has provided direction and focus for the technical education in Singapore (Seng, 1996). In Nigeria, individual technical institutions prepare strategic plans following the format outlined by the commissioner of education and submit to the state (EPISD, 2003). The Ministry of Education in Rwanda developed a technical education policy strategy. Their intentions are similar to Kenya's case, which is, strengthening the Existing Technical Schools (ETOs), and upgrading some ETOs to provide diploma courses.

Kenya's vision 2030 is a long term national planning strategy and a vehicle for accelerating the transformation of this country into an industrialized middle-income nation by the year 2030 in order to be globally competitive and prosperous, where every person will enjoy a high quality of life. A broad cross-section of the Kenyan population was involved in the formulation of vision 2030 in order to ensure national ownership of the vision. Consequently, all government ministries, parastatals, authorities and institutions were required to comply and develop strategic plans that would contribute to the country's vision, mission, goals, objectives and action plans. Kenya's Technical Training Institutions have gradually embraced modern management strategies as they are expected to contribute to the vision by providing competency-based courses that eventually contribute to the country's development plans. It is for this reason that MoHEST, by a 2006 circular, requested that all TTIs and ITs prepare strategic plans aligned to the ministry's and the country's vision.

Institutional leaders often find themselves putting out unnecessary fires which are ignited by poor planning, lack of communication, and a lack of a defined vision for the organization (Johnson, 2007). Strategic planning offers a solution to this because it provides a clear direction for institutions' operations, help administrators build strategy and also helps empower individuals and teams capable of making good decisions. An empowered employee helps in building a competent organization and allows all stakeholders to share the overall responsibility and governance of the institution. Shared governance is a process whereby students, lecturers, department heads, alumni and the immediate community share in decision

making. Defined stakeholders have a voice in matters that may impact the academic goals of educational institutions.

In this novel academic environment, where various pressures and external challenges are identified, there is an increasing recognition of the importance of school leadership in supporting change and providing for educational quality. In fact, school leadership has been identified by a number of researchers as a key element in the effectiveness of school organizations (Brickman & Pashiardis, 2009, Marzano, Waters and McNulty, 2005, Kythreotis and Parshardis, 2006 and Kythreotis, Pashiardis and Kyriakides 2010). As a result, the various stakeholders have widened their expectations from institutions principals demanding higher academic result and performance standards (Weindling and Dimmock, 2006).

Johnson and Scholes (2002) view strategy as the direction and scope of an organization over the long-term which achieves advantage for the organization through its configuration of resources within a changing environment and fulfill stakeholders' expectations. Boseman and Phatak (1989) argue that if a firm wants to remain vibrant and successful in the long run, it must make impact assessment of the external environment, especially such relevant groups as customers, competitors, consumers, suppliers, creditors and the government and how they impact on its operations. Success is dependent on productivity, customer satisfaction and competitor strength. Robison (1997) argues that whilst determining the strategy of an organization is only one of the functions of management, it may be the most significant form of management decision making. Having a strategic plan is more of an investment that can extremely fast forward an institution's future as strategic planning affords an institution the opportunity to better manage its operations by controlling finances, building competencies in teams, defining program success factors, and increasing accountability. Strategic planning is a tool used to holistically develop an institution as it helps create a progressive organizational culture that administrators can use to promote team building among the staff and a positive work environment. Burell and Grizzell (2011), note that by having a flexible and motivating strategic framework on hand, organizational leaders have a good opportunity to reposition the institution and perhaps maximize its potential.

Involving relevant stakeholders throughout the strategic planning process is very important to broaden the support for policy and activities, to avoid conflicts and to generate as much support as possible for the implementation of the plan over time. Good stakeholder involvement can help reach important organizational mission objectives and results in better, implementable decisions and actions that are supported by a wider segment of the stakeholders (Gable and Shireman, 2005). In this context, it is important to reorient the role of the principals and identify which forms or sets of leadership perceptions, behaviors and practices influence the main purpose of an institution's mission, which is enhancing student learning. As much as strategic planning is important, what is of more importance is how leadership styles adopted by institutions enable its formulation and implementation.

Collaborative decision-making, provides guidelines for administrators with tools to assess issues that impact academic and financial trends, various institutional cultures, student enrollment, accreditations and student and professional populations being served (Ecung, 2007). Nowadays, institutions engage consultants to develop strategic plans. Liedtka (1998) stated that the main aspect of strategic planning is in its formulation, implementation and the evaluation of the strategies and these aspects are dependent on leadership styles. According to Kagotho (2007), good leadership provides necessary guidance, clarity of direction and rewards for effective performance of an organization. Gachanja (2007) notes that it is important for educational managers to develop leadership talents that will facilitate organizational effectiveness.

As much as the strategic planning practices are quite clear and specific, there is no one clear way advocated by scholars on how institutions should go about in conducting or practicing its strategic planning. Different authors and scholars have advanced that strategies can be formed implicitly as well as be formulated explicitly (Mintzberg, 1991). Research shows that organizations practice strategic planning in the way they do the situation analysis where they address the question of where an organization is, where it wants to be and what it hopes to do to get where it would want to be (Liedtka, 1998). TIVET institutions are expected to play a lead role in developing skilled manpower. This sector however, faces a number of challenges one of them being strategic planning. An important concept of strategic planning is an understanding that in order for an organization to flourish, everyone needs to work to ensure the team's goals are met (Johnson & Scholes, 1997).

STATEMENT OF THE PROBLEM

In view of the importance of TIVET in providing a high quality, skilled and competitive workforce that is responsive to the challenges posed by the national development agenda, MoHEST adapted strategic planning in 2006. This was to address the twin challenges of access and equity as well as quality and relevance of TIVET programmes. The thrust areas to be addressed are: (i) inadequate implementation capacity (ii) outdated curricular leading to mismatch between skills supplied and those demanded (iii) governance and financing challenges (iv) inadequate quality assurance mechanism and (v) weak collaboration and linkage with key stakeholders (KESSP, 2005; TIVET Strategy, 2008). To clearly deliver on its mandate, MoHEST instructed TIVET institutions to also adapt strategic planning. In this regards all TIVET institutions under the purview of the Ministry have developed and are implementing their respective strategic plans. Despite these efforts, the Net Enrollment Ratio (NER) for TIVET institutions under the purview of this Ministry still remains at 1% (MoHEST, 2011) even though the Ministry has enhanced financing for development and partly operational activities as outlined in the institutions strategic and master plans. The failure may be attributed to low or lack of active, effective and lasting participation of the intended beneficiaries and other stakeholders. Given the importance of involving stakeholders in strategic planning, it is not known to what extent the principals of TTIs are involving various stakeholders in strategic planning and implementation of their strategies.

GENERAL OBJECTIVE

The purpose of the study was to investigate the influence of principals' leadership styles on stakeholders' involvement in strategic planning in public Technical Training Institutions in Nairobi region, Kenya.

SPECIFIC OBJECTIVES

1. Establishing the extent to which principal's leadership styles are influenced by the principals' personal characteristics (age, experience, academic qualification).
2. Establishing the types of leadership styles practiced in public Technical Training Institutions
3. Establishing the extent to which principal's leadership styles influence the strategic planning practices in public Technical Training Institutions.
4. Determining the extent to which principals involve students' leaders and lecturers in strategic planning.
5. Establishing the extent to which principals' leadership styles influence the implementation procedures of strategic planning.

LITERATURE REVIEW

Mchunu (2010) in his dissertation on stakeholder by the School Management Team found out that the principals are aware that it is imperative for them in a new education dispensation to involve all the stakeholders in the decision-making processes when it comes to the management of change in schools. The comments are in line with a call made by the DoE (2000:13) that School Management Teams should use their authority and power to develop the ability of others to manage change effectively in schools.

The findings also stated that, "stress, is one of the causes of resistance to change". Group level resistance occurs as a result of a particular group being prevented from participating in the decision-making processes related to any proposed change. In this regard, "autocratic management and leadership style" was quoted as one of the factors that give rise to resistance to change in an organization.

Findings further stated that that lack of capacity building of the stakeholders' as well as poor professional development programmes also present stakeholders with difficulties to manage change effectively. When people in an organization feel that they are involved in any initiative or activity, they are more likely to cooperate with it. Responses from Heads of Departments in Mchunu (2010) research clearly indicate that the involvement of the stakeholders in making decisions on change in some of the schools is at minimal level. This made the researcher to conclude that some principals seem comfortable in taking decisions on their own without any input from other relevant stakeholders.

In this regard, Lazarus and Davidoff (1997:163) maintain that without active involvement of all the stakeholders, people tend to feel disconnected, undervalued and ultimately not engaged in their work. The comments made by the HODs clearly indicate that change is inevitable in the organizations like schools due to the changing demands and circumstances in the South African education system. They also emphasize that change is the process which include developmental stages and it requires commitment from all the relevant stakeholders.

The comments made by the participants with regard to the barriers towards effective management indicate that there are two main barriers that seem to hinder the management of change in schools. They include: management issues and the distribution and utilization of resources. Based on the findings from the participants, management issues which include communication breakdown among the staff, poor planning and inconsistent operational management, poor leadership and management by the School Management Teams come on top of the list.

In his findings about educators' views on stakeholders involvement in strategic planning Mchunu (2010), established during the study that even though educators have a clear understanding of stakeholders and their involvement in managing change, most of them raised feelings of dissatisfaction with regard to poor stakeholder involvement in making decision on change in their schools. It was also established that the educators seem to understand 'change' and change processes taking place in a new education dispensation. For instance, they view change process as an on-going activity which requires the involvement of all the stakeholders.

It was interesting to note that educators are aware of the factors that give rise to resistance to change. For instance, poor leadership and management by the SMTs and poor capacity building of the stakeholders were cited by most of the educators as the causes of resistance to change in schools. Finally, most of the educators seem to understand the roles of the SMTs in a new South African education dispensation.

Hallinger and Heck (2009) in his study on the "Roles and Effects of Principal Leadership", started indirectly by examining the effects of principal turnover in the quantitative and qualitative data sets (Heck & Hallinger, 2008a). Findings show that almost half the schools had the same principal over the 3-year period. As one school noted, "The stability of our administration and teaching staff was a critical factor helping to mitigate the enormous requirements and challenges imposed on the school system by both the federal and state Department of Education". Nearly two-thirds implemented a school-level structural change to support reading (e.g., setting aside time blocks during the day, looping younger students with the same teachers for two consecutive years).

More broadly, it was observed that principal stability (i.e., having the same principal over the three-year period) had a small but statistically significant effect on Ending School Processes. Having the same principal in the school was also positively correlated with stakeholder perceptions concerning the presence of distributed leadership. Stated differently, stakeholder

perceptions of distributed leadership in the school at the end of the three years were significantly higher in schools where the same principal had been present over the three years of the study. When analyzing the impact of principal stability in terms of changes in the school rather than at the end point alone, an interesting dynamic emerged. It was that while principal stability was not directly related to changes in school processes, there was an interesting relationship between the school context, principal stability and on changes in school processes. More specifically, schools with more challenging contexts (i.e., greater percentages of low SES students, minority students, and students receiving English language services), principal stability had a significant relationship with positive changes in school processes. The same significant interaction effect was not observed across the sample as a whole. While this finding was somewhat unexpected, it is potentially important.

For example, while the vast majority of leadership studies in education focused on the principal, we must acknowledge that the reality of leading schools requires a broader set of leadership resources. It may be the case, that some of the “nagging problems” that have accompanied studies of school leadership effects arise from the fact that we have only been measuring an important but incomplete portion of the school’s leadership resources. Thus, future research would do well to assess the contribution of leadership contributed by the principal as well as by other key stakeholders.

Second, with respect to policy, the research begins to validate the viability of a set of key educational processes that can be linked to school improvement. More specifically, the research supports the strategy advocated by Fullan (2006) that aims to build professional and leadership capacity in schools. This study adds to a small but growing body of empirical research that finds positive effects of collaborative or distributed leadership on school improvement processes and outcomes. While the finding on principal stability awaits verification through more explicit study and analysis, it should nonetheless be of interest to policymakers who manage the selection and assignment of principals to schools. Finally, with respect to practice, this research gives encouragement to principals and teachers. In some real sense, at the school level all change flows through the principal’s office. That is, principals occupy the critical space in the teacher leadership equation and center stage in the work redesign required to bring distributed leadership to life in schools.

These findings provide tentative empirical support. The implementation of policies designed to foster distributed leadership do not appear to lessen the importance of the principal’s own leadership role. The task of building professional capacity and distributed leadership requires principal support (Childs-Bowen et al., 2000; Copland, 2003; Murphy, forthcoming; Spillane, 1996). Principals and teachers both have important, though perhaps different roles in leading school improvement. Although the nature of these differences needs to be investigated further, the results suggested that principal leadership remains a key success factor in school improvement, especially in contexts where the challenges are greatest.

In the MetLife Survey of the American Teacher, (1989), 40% of teachers strongly agreed that principals should have greater control over the rules governing their school. Findings also

show that 67% of teachers indicated their belief that leadership is a school-wide effort by strongly agreeing that every school should establish a leadership committee of principals, teachers and students to set and enforce rules.

RESEARCH METHODOLOGY

Research Design

The study adopted descriptive survey research design to obtain information by asking questions relating to individual perceptions in describing the existing strategic planning process in TTIs as outlined by Mugenda and Mugenda (1999). This enabled the researcher ascertain and be able to describe characteristics of the variables of interest in strategic planning process. This design was found suitable for this study since the researcher was describing how principal's leadership style influences stakeholder's involvement in strategic planning. The researcher didn't manipulate any variables.

Target Population

The study was done in public technical institutes in Nairobi region. The target population of the study was 9 principals, 90 lecturers and 54 students' leaders, actual respondents were 8 principals, 82 lecturers and 44 student leaders.

Sample Size and Sampling Techniques

Sampling as defined by Orodho (2004) is the process of selecting a subset of cases in order to draw conclusions about the entire set. In the study, no sampling was done for the principals because the number was already small for sampling as indicated by Peter (1994) citing Krejcie and Morgan (1970) where a full census can be done. The study used purposive sampling technique to sample the students' leaders whereby, 6 executive leaders were purposively sampled from 9 institutions totaling to 54. The researcher believes this was a good sample based on the outline as provided by Mugenda and Mugenda (2003). To sample the lecturers, the researcher adopted the 10% as suggested by Gay (1992) which implies 90 were sampled. This number was divided by the number of TTIs giving 10 lecturers per institution who were selected randomly.

Research Instruments

Questionnaires were used to collect data in this study. Questionnaires were appropriate for studies since they collected information that is not directly observable as they inquire about feelings, motivations, attitudes, accomplishments as well as experiences of individuals (Borg & Gall, 1996). There were 3 questionnaires: for principals, lecturers and students' leaders.

Principal's Questionnaire

The first section sought to capture their personal data on gender, age, experience and highest academic qualification. In the second section, the principal did a self assessment on the leadership practices he/she uses using the Likert's (1970) scales provided. The third section

captured data on strategic planning whereby he/she gave information on whether the lecturers and students are involved in strategic planning and areas of improvement.

Lecturers' Questionnaire

The first section required the lecturers to give their personal data such as gender, age, length of stay at the institute and highest level of education attained. In the second section, the lecturers assessed the principal's leadership styles using Likert's (1970) scales provided in the questionnaires. The third section sought to establish whether: the institution had a strategic plan; the lecturers and students leaders are involved in strategic planning and their recommendations on improvement of strategic planning practices.

Students Leaders' Questionnaire

Section A required that students' leaders give their personal data on gender, their position as leaders and length of stay at the institution. In the second section, the student's leaders evaluated the principal's leadership styles. In the third section they gave information on whether; they are aware of the institutions strategic plan, their concerns are taken into consideration, there are instances of failure by the institutions to implement strategic plans and their recommendations on students' involvement in strategic planning.

Instrument Validity

To ensure validity and reliability of the study, the instruments were subjected to criteria of measuring both face and content validity. In this context, face validity means looking at the operationalization of the instrument and determining whether at face value it will be a good translation of the instrument (Lacity & Jansen, 1994). Also content validity means checking the operationalization against the relevant content domain for the instrument (Cronbach, 1971).

Pilot Study

Piloting was conducted in Mount Kenya Region targeting 3 institutions. In Pilot testing the principal, 2 lecturers and 2 students leaders were selected, hence 15 questionnaires were administered. This was based on Borg and Gall (1988) suggestions that a minimum of three subjects and a maximum of twenty subjects be used in pilot studies. The purpose of the pilot testing was to establish the validity and reliability of the research instruments and hence enhance face validity.

Reliability of the Instrument

Mugenda and Mugenda (1999) defines reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated tests when administered a number of times. To enhance the reliability of the instrument, a pilot study was conducted in 3 TTIs which were not included in the main study. The aim of pre-testing was to gauge the clarity and relevance of the instrument items so that those items found to be inadequate for measuring variables were either discarded or modified to improve the quality of the research

instruments. The procedure for extracting an estimate of reliability was obtained by administering the Test-Retest reliability method which involved administering the same instrument twice to the same group of subject with a time lapse between the first and second test. A Pearson's product moment correlation coefficient formula was used.

$$r = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{[N\sum(x)^2 - (\sum x)^2][N\sum(y)^2 - (\sum y)^2]}}$$

According to Mugenda and Mugenda (1999) the closer the reliability coefficient value is to 1.00, the stronger the congruence. A correlation coefficient of 0.78, 0.77 and 0.79 for students' leaders, lecturers and principals' questionnaires respectively were above 0.75 hence considered high enough and the instruments were deemed reliable. A few corrections were made upon testing for validity. These were on the basis of content validity. The respondents for the pilot study recommended the following changes to two sets of questionnaires as indicated below;

Data Collection Procedures

The researcher sought permission to conduct the study from the National Council for Science and Technology (NCST). The researcher then booked appointments with principals of the institutions to agree on when to administer the questionnaires. On the material day, the researcher created rapport with the respondents and administered the questionnaires to principals, lecturers and students leaders. The questionnaires were collected immediately they were filled.

Data Analysis Techniques

Before processing the responses, the completed questionnaires were edited for completeness and consistency. This study generated both qualitative and quantitative data obtained from open-ended and close-ended questions respectively. Quantitative data was coded and entered into the Statistical Package for Social Sciences (SPSS). Data was analyzed and was presented in tables and graphs (pie charts and bar graphs). Qualitative data was analyzed based on the content matter of the responses with common themes or patterns being grouped together into coherent categories. These categories were used to explain the findings.

RESEARCH RESULTS

The study indicates that though the principals' individual characteristics dictate the kind of leadership style he/she use in an institution, majority of the principals were above fifty years and having served for more than five years appeared to be egocentric with making, maintaining and retaining the decisions, this observation contrasted with principals who were below fifty years of age. Principals with Masters degree were more approachable, flexible and used all-inclusive approach in decision making. It appeared that lecturers and students were more involved in decision making than principals with a lower qualification. The findings also revealed that participatory, all-inclusive approach of leadership yielded to successful implementation of the strategic plans in TTIs. As evidenced by the scores, the

principals apply a blend of all the leadership styles in their management although there is a tendency to lean towards democratic leadership style while managing the affairs of their respective institutions. It was evidenced that institutions' policies, structure and culture, funds, employee skills, Government policies, competition from other learning institutions, physical resources and location of technical institutions affects strategic planning processes. This means that involvement of student leaders and lecturers in strategic planning would have little effect if such factors are not adequately considered in the planning process.

Stakeholders' involvement in strategic plans has shown that there is improved service delivery in TTIs. The level of participation of stakeholders in strategic planning was that of empowering, partnership and consultation. This rating had a high correlation with principals who had masters and degree qualifications. These findings are in agreement with what Mchunu (2010) in his dissertation on stakeholder by the School Management Team found out that the principals are aware that it is imperative for them in a new education dispensation to involve all the stakeholders in decision-making processes when it comes to the management of change in schools.

From the results, the principal is believed to be responsible for formulation of the strategic plan. This should be the case because the principal is the Chief Executive of the institution and the controller of the institution budgetary outlay hence able to commit sufficient resources to ensure proper formulation of the strategic plan. In deed this fact is strengthened by top management providing the necessary advice in strategic planning and gives resources to formulate and implement plans successfully. Both the Directorate of Technical Education and Board of Governors provide policy direction to ensure effective formulation of Government plans. The Principal performs his/her duties through the Heads of Department (HODs). Hence HODs will be involved in overseeing the formulation of the plan at the department level. These comments are in line with a call made by the DoE (2000:13) that School Management Teams should use their authority and power to develop the ability of others to manage change effectively in schools.

In his study responses from Heads of Departments in Mchunu's (2010) research, clearly indicate that the involvement of the stakeholders in making decisions on change in some of the schools is at minimal level. This makes the researcher to conclude that some principals seem comfortable in taking decisions on their own without any input from other relevant stakeholders. In this regard, Lazarus and Davidoff (1997:163) maintain that without active involvement of all the stakeholders, people tend to feel disconnected, undervalued and ultimately not engaged in their work.

These findings also relates with what the researcher in the MetLife Survey of the American Teacher, (1989), who ruled that 40% of teachers strongly agreed that principals should have greater control over the rules governing their school. Findings also show that 67% of teachers indicated their belief that leadership is a school-wide effort by strongly agreeing that every school should establish a leadership committee of principals, teachers and students to set and enforce rules.

CONCLUSIONS

This study sought to establish how principals' leadership styles influences the stakeholders' involvement in strategic planning. Principals' age, experience and academic qualifications had an influence on the levels of involvement of lecturers and students' leaders in strategic planning. Those with a higher academic qualification, longer experience and higher ages tended to involve lecturers and students more in strategic planning. On the type of leadership styles applied in TTIs, it was evident that principals use a blend of the three leadership styles; -Autocratic, democratic and delegative leadership styles though the tendency was to lean more towards democratic leadership style.

On establishing the extent to which principal's leadership styles influence the strategic planning practices in public TTIs, it was found that the principal was the main person in overseeing that strategic plan was formulated and that the principal is the main person who delegates. All the institutes (100%) strategic plans (48%) of the students' leaders were aware of the strategic plans. Majority (92%) of the students' leaders were aware of the institutions' mission, vision and core values. A majority (75% and 73 %) of the lecturers agreed that top management provides the advice and resources necessary in strategic planning and implementation respectively. This indicates that the principals involve students' leaders and lecturers in the strategic planning processes and that they are aware of the institutions mandate vision and guiding values.

Principals involve lecturers in all stages of strategic planning process mainly through consultation and involve them more at implementation by empowering them to perform the activities set out in the strategic plan. They also involve students' leaders in all stages of strategic planning process mainly through informing and consulting them. On implementation of strategic plans, all principals agreed that involvement of lecturers and students' leaders in strategic planning would greatly improve on the implementation of the plans. Concerted efforts in running any institution will greatly improve productivity.

RECOMMENDATIONS

In this section, the researcher makes suggestions that will be useful in improving the leadership behaviours and strategic planning processes in TTIs with a view of increasing the Net Enrolment Ratio and move towards production of the right human capital to ensure achievement of vision 2030. Based on the findings, the study made the recommendations that:

In order to improve leadership in TTIs, the Teachers Service Commission (TSC) should be keen on promoting lecturers who have adequate academic qualifications, experience and of an age of above 40 years for sound management of TTIs. This is because those with a Masters degree and of an age above 40 years tended to engage lecturers and student's leaders more in strategic planning.

Ministry of Higher Education, Science and Technology builds capacity in principals' leadership styles as they had direct relationship with stakeholders' involvement in strategic planning. This is because through capacity building major variances in the leadership styles will be reduced and means of leadership styles ratings as provided by student's leaders, lecturers and principals will move closer to each other. However, the capacity building initiatives should be based on a leadership framework developed for TTIs. This is because leadership varies according to the type of TTI. This framework will clarify what good leadership at the TTIs should be and what conditions must be in place for such leadership to be exercised. Such ground rules on good leadership at the TTIs will help to set a qualified framework for the necessary development of leadership at TTIs as well as providing inspiration for development of leadership skills in these institutions.

MoHEST should develop Strategy Development Framework (SDFs) and this should include the Statement of Stakeholder Involvement (SSI). The SSI will set out standards for involving the stakeholders in the production of institutional strategies. This will also link to other stakeholder involvement initiatives in the growth of the institutions and provide a standard measure to determine the level of involvement of stakeholders in strategic planning processes. Principals would then be encouraged to consider how the principles of involvement apply to different types of strategic planning process including Strategic Enrollment Management (SEM) that is key to addressing the twin challenge of access and equity to technical education programmes.

There is need for principals in TTIs to organize workshops/seminars/meetings for teaching staff, non-teaching staff and students to build capacity and sensitize everyone on their roles on implementation of each. The principles agreed 100% that involvement of lecturers and students in strategic planning would improve implementation of the plans. This will make everyone move in the same direction hence achieving the set mission, vision, values and objectives.

The strategic plan being a major communication strategy in TTIs, there is need to involve all relevant and key stakeholders in strategic planning and implementation so as to avoid the feelings of 'in' versus 'out' groups which lead to conflicts in organizations. The Board of Governors/Trustees need to see this is done as the managers of TTIs.

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