

Strategic Plan Implementation as a Leadership Practice: Examining Its Influence on the Quality and Relevance of Training in Technical and Vocational Colleges in Kenya

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ABSTRACT

This study examined the impact of leadership practices of principals on the quality and relevance of training in public Technical and Vocational Colleges (TVCs) in the Rift Valley region of Kenya. The main objective was to assess how strategic plan implementation by principals influences institutional performance, particularly in relation to training outcomes. Leadership in TVET institutions is critical in ensuring effective management, optimal resource utilization, and alignment of institutional goals with national development priorities. The study adopted a mixed methods research design, integrating both quantitative and qualitative approaches to provide a comprehensive understanding of the research problem. The target population included principals, heads of academic departments, heads of non-academic sections, and trainees' representatives. A combination of cluster, random, stratified, and purposive sampling techniques was used to select the sample. Quantitative data were collected using structured questionnaires from 56 respondents, while qualitative data were obtained through interviews and analyzed thematically. Quantitative data were analyzed using the Statistical Package for the Social Sciences (SPSS) to generate descriptive statistics, while Pearson Moment Correlation was used to determine relationships among variables at a significance level of $p < 0.01$. The findings revealed that principals face significant challenges that hinder effective leadership and strategic plan implementation. These challenges include lack of modern equipment, deteriorating tools, inadequate capacity, weak industrial linkages, poor assessment of trainees during industrial attachment, low motivation, and declining enrolment. The study established that ineffective leadership practices, particularly in strategic plan implementation, contribute to disparities in the quality and relevance of training in TVET institutions. It also found that many principals lack the necessary skills for effective strategic planning and execution. The study recommends continuous professional development and targeted training for principals, as well as aligning performance contracting with strategic plans to enhance accountability and institutional effectiveness. The findings are useful to policymakers and stakeholders seeking to improve leadership practices in TVET institutions.

Keywords: Strategic plan Implementation, Leadership practices, Technical and Vocational Education and Training (TVET), Quality and Relevance of Training, Institutions, and Principals

INTRODUCTION

Background information

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). 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.

Leadership is about providing direction while management is about ensuring that programmes and procedures that have been initiated in the institution are running smoothly. Principals of TVCs are the Chief Executive Officers (CEOs) 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 facing the institutions. Therefore a principal of an institution must be equipped with both leadership and management skills, appropriate for the promotion and maintenance of standards, quality and relevance in education and training.

Strategic plans are plans for achieving long-range goals and living up to the expectations in statements of vision, mission and values, however the best plans are useless unless implemented, for Successful implementation the plan have to be linked to other systems of the organization like budgets and reward systems.

The institution lead by the principal requires strategic planning, which involves making decisions about the institution's long-term goals and strategies. One important mandate of the BOG is to develop the strategic plan for the institution as required in the TVET Act 2013.

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 constantly communicate the vision and mission of the TVC, pursue, and reinforce values that support the vision and mission and followers share, get commitment to and ensure the implementation of rational strategies that enable people to pursue the vision and mission. Standards, quality, and relevance in training in TVET institutions is a great requirement in TVET Act 2013.

Strategic Plan Implementation

Progressive organizations thrive on skillfully prepared strategic plans. These are plans are for accomplishing long-range organizational goals and living up to the prospects in statements of vision, mission and values; strategic plans are worthless unless implemented.

Quality and Relevance in Training

The quality and relevance of training in an educational institution are important because they directly determine how effectively learners/trainees acquire knowledge, skills, attitude, and competencies needed for real-life application. Training must be of quality (excellent design) and relevance- aligned with societal, industry, and learner needs

THEORETICAL FRAMEWORK

To comprehend, the impact of leadership practices of principals of TVCs in Kenya. This study was based on Visionary leadership theory (Bennis & Nanu, 1985; Kuoze and Posner, 1987; Sashkin, 1988). Kuoze 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. And the 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 theories, explain how leaders are able to lead organizations to attain outstanding accomplishments. The transformational and leadership practices theories were preferred for this study because principals have to work and perform in TVET institutions. These institutions have: visions, missions, strategic plans, shared values, and work with people, who have to be; motivated, inspired, and

In conceptualizing the relationship between the effective leadership of principals in TVET institutions; strategic plan implementation took top position as one independent variable that has direct impact on quality and relevance in training. Effective leadership of principals in their respective TVET institutions depends on

their performance on the implementation the strategic plan of their respective TVCs, to assure quality and *relevance in training*.

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 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 holders to solve the problems and challenges Research so far conducted in TVET institutions shows that there are many challenges: lack of equipment for practical, deteriorating tools, inadequate capacity, poor quality training, poor motivation of staff, lack of industrial linkages, failure to assess trainees, poor enrolment, inferior to facilities, 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),.. If these challenges, are not addressed will greatly affect the standards, quality, and relevance in training. No research attention has been extended to the leadership practices of the Principals. The studies, reports and expectations have not addressed the leadership practices of the Principals. This study was to examine the impact of leadership practices of the Principals, effective leadership for 21st century TVET institution will depend to a great extent on the principal's ability to lead by consistent adherence to policy implementation, for quality and relevance of training.

Objective of the Study

The objective of the study were to: Investigate how the principals strengthen the implementation of strategic plans to assure quality and relevance in raining.

LITERATURE REVIEW

Strategic plan implementation

Strategic plan is a long-term; show-based path that illuminates the direction an education institution or system wants to progress. Educational institutions develop strategic plans and use them to align: Leadership, finance, infrastructure, staffing, teaching, accountability, and learner outcomes, around a common vision. In practice, Strategic plan turns general educational goals into clear priorities, measurable targets, timelines, responsibilities, monitoring systems, and implementation actions

Strategic plan is vital because it helps education institutions: Respond to policy and societal transformation, assign resources more equitably, reinforce accountability and governance, encourage (equity, inclusion, and quality), improve trainee learning outcomes, and link day-to-day institution operations with long-term educational goals.

TVC institution lead by the principal 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.

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 ennobling 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) claim 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 Mutwol (2012).

Quality and Relevance in Training

Quality and relevance in training in TVET institutions is a great requirement in TVET Act 2013. When training is both high quality and relevance it: Bridge the gap between education and industry, creates competent work – equipped graduates, betters institutional status and approval outcomes, aids innovation and national development, 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

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. TVET Act 2013 has given BOG the supreme organ of the TVCs, the mandate 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.

METHODOLOGY

The study used descriptive survey design and descriptive statistical techniques were used to describe the frequency distribution of the leadership practice of the principals in relation to policy implementation. Used mixed method, which entailed blending or incorporation of quantitative and qualitative inquiries.

Study Area

The study was carried out in the vast Rift valley region, in four counties : Emining TTI (Baringo), RVIST (Nakuru), Ollessos TTI, Kaiboi TTI (Nandi) , Rift Valley TTI (Uasin Gishu). The five TVET institutions were purposely selected because of their respective establishments.

Target population

The target population was 82 people in the five TVCs, which comprised of the principals (5), heads of departments (Administration and academics) (42), heads of sections (Non -Academics) (30), and the trainees' council representatives (5).

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 according to the available departments and then random sampling technique was used to get an equal proportion of the HODs (Administration and academics) (38) and HOS (non-academics) (20) 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.

Validity and reliability of the data collection instruments.

Validity of the research instruments were ascertained by researcher supervisor, through thorough scrutiny. While reliability of the research instruments was confirmed through research piloting which carried out in Shambere TVC in Kakamega County, western region of Kenya.

Data Collection Procedures

The researcher visited each of the five TVCs twice. In the first round was introduction and permission from the principals to conduct the research. Questionnaires were administered to principals (5), heads of academic departments (50), heads of non- academic sections (25) and chairmen of students council(5) 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 researcher assistants picked the filled questionnaires from the respondents and a quick summery shown that returned questionnaires were principals (4)80%, heads of departments academic (31) 62%, heads of non-academic sections (16)64% and chairmen of student council (5)100%.

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 the researcher access to respondents’ opinions, views, and attitudes on the leadership practices of the principal and made a summery from the interviews.

The response was principals (4)80%, heads of departments academic (31)62%, heads of non-academic sections (16)64% and chairmen of student council (5)100%.

Data Analysis procedure

The quantitative data collected was analyzed using the Statistical Package for Social Science ,while data collected from the interview schedule was analyzed thematically.

RESULTS AND DISCUSSIONS

The 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. The findings are discussed below.

Principals

Table1: Principals’ response on strategic plan implementation

	Statement	SD		D		N		A		SA	
		F	%	F	%	F	%	F	%	F	%
1	The principal should ensure everyone understands	0	0	0	0	0	0	1	25.0	3	75.0

	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.	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		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 1. 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 a 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 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.

Heads of departments (administration and academics)

Table 2: 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 2, 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.

Heads of Sections (non-academics)

Table 3: 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 that will influence how work gets done	0	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 about the meaning and purpose of work in TVC	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 3 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 be achieved. From the above one can deduce from these findings on strategic plan 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.

Chairmen of trainee council representative

Table 4: 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 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.

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 shown principals are implementing strategic plans as indicated by majority of the respondents and Strategic plan implementation has a significant positive correlation on quality and relevance of training.

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.

Combined descriptive statistics:

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 strategic plan implementation and indicators. The results are presented and discussed below.

Table 5: Combined responses on leadership practices, and indicators

Leadership practice/Indicators	N	Min	Max	Mean	Std deviation
Strategic plan implementation	56	1	5	1.5923	0.79566
Indicators	56	1	5	1.7328	0.95243

The analysis presented in Table 5 shows the combined responses from principals, heads of departments, and heads of section and chairmen of trainee representatives on strategic plan. The results shows that principals are implementing strategic plans. This concurs with posner and Kouzes(1995) findings that leaders have to 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 ($m=1.7358$) on a liker scale(1-5) is below average this reveals that principals are weak/poor in strategic plan implementations,

The findings 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.

CONCLUSION

This study established that strategic plans serve as essential roadmaps for guiding institutional direction, decision-making, and long-term development in Technical and Vocational Colleges (TVCs). The findings revealed that although principals make efforts to implement strategic plans, their effectiveness remains limited due to weaknesses in execution. These shortcomings hinder the achievement of institutional vision, mission, and strategic objectives, ultimately affecting the quality and relevance of training offered in TVET institutions.

The study further confirmed that strategic plan implementation has a significant positive relationship with the quality and relevance of training. However, inadequate communication of vision and mission, limited stakeholder involvement, and insufficient leadership capacity in strategic execution undermine the full realization of expected outcomes. As a result, institutions struggle to align their operations with planned goals, leading to inefficiencies and reduced training effectiveness.

In conclusion, effective leadership practices, particularly in the implementation of strategic plans, are critical for enhancing institutional performance in TVET colleges. Strengthening principals' capacity in strategic planning and execution is therefore necessary to ensure that institutions achieve their intended goals and deliver high-quality, relevant training that meets industry and societal needs.

RECOMMENDATION

To address the identified gaps, the study recommends that principals integrate strategic plans into performance contracting, annual operational plans, and continuous monitoring and evaluation processes. Additionally, the Ministry of Education, through the TVET department, should provide regular training and capacity-building programs for principals on strategic plan development and implementation.

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