



Influence of Transformative Leadership on Quality of Vocational Training in Youth Polytechnics within Nakuru County

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ABSTRACT

With the devolved modes of governance in Kenya, administration departments have been established at the county levels with the intention of bringing services near the people. Education is an essential service that is key to the development of the country. Youth vocational training is one of the components of education that was devolved, the other being Early Childhood education. The transition from the national government to county governments is characterized with grappling with new roles and mandates, emergence of disruptive technologies and unstable financial support among others. These pose a threat to the quality of youth vocational training in the polytechnics. The study's objective was to evaluate transformational leadership that comprises of four factors namely; idealized influence, inspirational motivation, intellectual stimulation and individualized consideration and their influence on the quality of vocational training in youth polytechnics in Nakuru County. The study was anchored on the Transformational Leadership Theory and Theory of Social Partnerships. The researcher embraced a mixed method research design that employed both quantitative and qualitative research approaches aimed at attaining the benefits of research triangulation. The target population for the study was 198 youth polytechnic staff and 11 sub-county education officers. The study used clustered sampling to select 33 youth polytechnics from all the 11 sub-counties in Nakuru County and purposive sampling for the education officers. A census was done for the 198 polytechnic staff members. Data was collected using questionnaires from the officers and interview schedules from the administrators. Data was analyzed with the help of Statistical Packages for Social Science (SPSS) using descriptive statistics to present results in summaries. For all the aspects of transformational leadership in the youth polytechnics, the resultant mean was more than 3 which implies that transformational leadership was practiced to a great extent. From the inferential statistics namely regression, correlation and Chi-square, all the coefficients were positive and the p-values less than 0.05. This informed the rejection of the null hypotheses thus accepting the alternative. This implies that transformational leadership has a strong positive influence on quality of vocational training that is significance at 5% levels of significance. Based on the study findings, the study advocate for support of youth polytechnics with adequate facilitation, stakeholder involvement as well as collaboration of different agencies to ensure that the youth polytechnics are able to offer quality vocational training. There is also a need for the policy makers to ensure that transformational leadership is implemented in institutions of similar nature based on its effectiveness.

Key Words: *Transformative Leadership, Vocational Training, Youth Polytechnics, Idealized Influence, Inspirational Motivation, Intellectual Stimulation, Individualized Consideration*

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1.0 Introduction

1.1 Background to the Study

Education and training are the key contributor to human capital development and a basic human right. This is the reason for it remaining the subject of various significant world conventions and conferences such as Universal Declaration of Human Rights in 1948 (UN, 2000), the World Education Forum (WEF) and Education for All (EFA) agenda (UNESCO, 2004), to which Kenya is a signatory. The Millennium Development Goals (MDG, 2000) singled out education as the key to development. There is a close relationship between Technical and Vocational Education and Training (TVET), social employment, socio-economic growth, and development (Ministry of Higher Education Science and Technology (MHES &T, 2008). This is because of its orientation towards the world of work and its emphasis on the acquisition of employable skills (Afeti, 2006). Leadership is considered to be a concept of influence in the direction of generality and abstraction (Bass & Avolio, 1997). It is also perceived to be coping with change, more so, transformational and visionary leadership which is critical to an organization's success (Louw & Venter, 2011). Transformational leadership entails the leaders with integrity and honor who show their subordinates the true characteristics of a good leader making them likable to their followers.

Transformational leaders encourage employees under their leadership to rise above their individual interests and dedicate themselves towards the benefits of the entire organization that of the public in consideration to their extensive term achievement. This culminates into the transformation of the followers into leaders with the leaders becoming moral agents (Mannarelli, 2006). Nowadays leaders' companies are required to demonstrate behaviors, skills, and characters that are more linked with transformational leadership that is attributed to highly efficient and successful organizations as a result of the cultivated better relationship of leaders and their supporters who tend to exert extra efforts (Lee & Chang, 2006). Transformational leaders are considered to motivate followers to perform past their expectations by rationally stimulating and rousing them to go beyond their own self-interest for an advanced collective purpose, they also use a conciliation process where followers swap over efforts and services for rewards. Transformational leadership is a process that changes and transforms individuals. It is the skill to get people to wish for change, to improve, and to be led (Erkutlu, 2008). A transformational leader activates follower motivation and increases follower commitment. Three transformational leadership behaviors, namely charisma, individualized consideration, intellectual stimulation are related to leadership effectiveness (Hackett & Hortman, 2008; Leithwood & Jantzi, 2008).

Transformational leadership is considered to be one of the most powerful factors motivating purposeful action and high employee performance in the public sector (Paarlberg and Lavigna, 2010; Park and Rainey, 2008; Trottier, Van Wart, and Wang, 2008; Wright, Moynihan and Pandey, 2012). There has been a policy of instituting transformational leadership in Kenya's Public Sector (PS) by the Government of Kenya (GoK) in pursuit to serve her citizens better. This has been rolled out through several interventions, for instance, the signing of performance contracts mainly



by leaders in the PS as well as the marketization of the State-Owned-Enterprises (SOEs) so as to enhance competitiveness and profitability as in the private sector. (GoK, 2001).

Initially, the PS embraced transactional leadership which entailed the leaders giving their followers something in exchange of services or something of their interest (Kuhnert & Lewis, 1987). Transformational leadership is advocated for since it is considered to be better than transactional leadership as it results in achieving greater and sustainable improvements in efforts, development, and performance. With the influence of transformational leaders, followers make self-sacrifices, commitment to difficult tasks leading to the attainment of high performance. With the introduction of performance contracting in the PS by GoK in early 2000, senior state officials heading the ministries and government departments as well as Chief Executive Officers (CEOs) of SOEs and parastatals had to change their leadership styles from transactional leadership into transformational leadership so as to effectively execute their performance contracts (GoK, 2001; 2003; 2006; 2007). This is retaliated in a Cabinet paper introducing the Kenya School of Government (KSG) that points out that transformative leadership development strategy is a strategy of PS leadership paradigm shift that entails nurturing and supporting leaders who are capable of realizing the dream of the Results for Kenyans (Kuhnert & Lewis, 1987; Ngaithwe, 2014).

Since early 2000, the government of Kenya (GoK) introduced performance contracting in the public service (Government of Kenya, 2001; 2003; 2006; 2007). In order to effectively execute their performance contracts, senior state officials heading ministries and CEOs of SOEs (parastatals) were required to change their leadership styles from transactional leadership to transformational leadership. A Cabinet paper that introduced the Kenya School of Government (KSG) makes this very clear (Bundi, 2016). Youth Polytechnics are responsible for training in artisan courses, popularly known as Government Trade Tests (GTTs). The main targets are those who have attained the primary and secondary school education as well as the dropouts. National polytechnics normally offer diploma courses which are prerequisite for most mature entry university admission criteria. Technical and vocational training centers require physical facilities like classrooms, libraries, desks, laboratories, books, and playing fields have a direct impact on students' performance in schools (Ayoo, 2003). Research done by Gurney in London noted that successful teaching and learning took place in school buildings that were safe, clean, quiet, comfortable and healthy (Gurney, 2007). He further observed that lack of such facilities affects the teachers' morale and effectiveness while poorly maintained physical facilities affect the learners' ability to succeed because they impact on factors like learners' attitude towards the school, self-esteem, security, comfort and social behavior. The need to reform TVET provision has been undergoing policy overhaul to increase access, make it more relevant and appropriate to the sectors development needs and realign it with the global socio-economic direction (Nyerere, 2009). To this end, the Government of Kenya (GoK) has formulated policies on TVET backed by legal strategies that revolve around, among others; equity in access, promotion of partnerships among VET stakeholders and linkages to promote relevant skill development to meet market needs. This study focuses on the quality of vocational training in youth polytechnics by examining the effective presentation of the training, proper sequencing, timeliness, consistency and fairness of examination, encouraging feedback from students, encouraging students, standard, quality as well as the relevance of the vocational training.

Besides, the TVET Act of 2013 the principle of the institution appointed by the cabinet secretary based on the recommendation of the board of governors or a chief executive officer for the private TVET institution to provide operational guidance and leadership (National Council for Law



Reporting, 2013). Effective leadership by principles is critical to promote conducive teaching and learning environment. In this regard, the Nakuru County Vocational and Technical Act 2014 sub-section 6 states that states that TVETs shall promote the general welfare and social needs for the staff and students (Oduor et al., 2017). Nakuru County TVETs Act of 2014 seeks to ensure that TVETs promotes competency development to enable the county achieve vision 2030 (Chelimo, 2022). The national government policy to send capitation grants to the TVETs from has made these institutions accessible to young people (Chelimo, 2022). According to Cytonn Report (2018), Kenyan government is keen on ensuring that TVET institutions promote competency development needed to achieve vision 2030 goals and big four agenda. This illustrates that the government is re-structuring TVETs to meets the goal of promoting competency development on innovation and entrepreneurship (Cytonn Report, 2018). TVETs transformation to implement new technical and vocational courses under the competence-based education and training policy calls for the principles to adopt effective leadership style (Kenya News Agency, 2022).

1.2 Statement of the Problem

Quality and affordable education that accessible to the citizens is not only a requirement of the Constitution of Kenya that was promulgated in 2010 but also an emphasis in the social pillar of Vision 2030 which is Kenya's development blueprint. For the full enjoyment of the benefits attributed to devolution, there is a need for the effective transition of functions that were the mandate of the national government into the county government. Kenya's devolution transition has seen the establishment of new administrative structures, the emergence of new centers of power and continuous development and evolution of new relations between the national and the county governments. Despite education being a national government mandate, youth vocational training in Kenyan polytechnics was devolved to the county governments. However, this transition is faced with several challenges as the institutions involved are grappling with new roles and mandates. This can be attributed to inadequate establishment of structures, delayed disbursement of funds and derailed project implementation among others. This compromises the quality of vocational training in terms of inadequate staffing, student enrollment, examination related challenges and most importantly vocational training that is not relevant as far skills acquisition is concerned.

The former Nakuru County administration injected Ksh 164 million in TVETs to upgrade these facilities to enable them meet the required standards under the competence-based education and training policy and attract enrolments in the county 24 TVETs institutions spread across the 11 sub-counties (Kenya News Agency, 2022). Despite these effectors, Kenya News Agency (2022) reports that 70% of the Nakuru County TVETs struggle to attract candidates because of the mismatch of the courses these institutions offer. According to findings of a study on youth perception of TVET training in Nakuru County found that low enrollment to the county polytechnic institutions is associated to poor perception of these institutions due to poor facilities and quality of training services (Oduor et al., 2017). Gachunga et al. (2020) have pointed out that goals and objectives of TVETs are not met because of low intake and lack of materials or resources to promote effective learning process. This means that as the TVET institutions change in terms of the practices, structures, and processes to improve enrolment and improve quality of learning, an effective leadership style is critical (Chelimo et al., 2020). As Chelimo et al. (2020) effective leadership styles have assumed prominent role in the TVET institutions' competitiveness in terms of attracting students and provide relevant and quality courses. In study exploring the relationship between committed leadership and competitiveness of polytechnics in Kenya, Gachunga et al.



(2020) found that committed leadership embraces elements of transformative leadership styles including inspirational motivation, idealized influence, and intellectual stimulation to promote effective operation of their institutions. However, majority of participants in the Gachunga et al. (2020) study stated that these elements transformative leadership style were not applied in their TVET institutions. Despite the fact that transformative leadership is key in ensuring that youth polytechnics are run in a harmonious environment, adequate training in quality and accessibility, responsive and supportive for multiple education policies, visions, missions, and innovations, there are no such studies carried out in Kenya, more so in Nakuru County. Very few studies have highlighted the impact of transformational leadership in education whose findings suggest that it influences teacher job satisfaction, their classroom, school conditions and student engagement with learning institution (Leithwood & Jantzi, 2008). It is against this backdrop that the researcher is set to carry out a study to evaluate the influence of transformative leadership on quality of youth vocational training in youth polytechnics in Nakuru County.

1.3 Research Objectives

The general objective of the study was to evaluate the influence of transformative leadership on quality of youth vocational training in youth polytechnics in Nakuru County.

The study was guided by the following specific objectives;

- i. To evaluate the influence of idealized influence on the quality of vocational training in youth polytechnics in Nakuru County.
- ii. To assess the influence of inspirational motivation on the quality of vocational training in youth polytechnics in Nakuru County.
- iii. To establish the influence of intellectual stimulation on quality of vocational training in youth polytechnics in Nakuru County.
- iv. To examine the influence of individualized consideration on the quality of vocational training in youth polytechnics in Nakuru County.

2.0 Literature Review

2.1 Quality of Youth Vocational Training in Kenyan Polytechnics

Reliability is considered to be the capability of the polytechnics to deliver youth vocational training which is their primary mandate in dependable and accurate way. The main indicator for reliability is the trainees' perception toward the quality of the vocational training. People tend to seek services from organizations that deliver on their promises (Balwanz, 2012). There is need therefore, for polytechnics to be aware of students' expectations on reliability. The study's focus in reliability the polytechnics delivering services to at the promised time, the members of staff keep promises that match with the organization's goals, student complaints are promptly handled and solutions to problems facing students given priority. Competence is referred to as the capacity of the polytechnics to train youths with the adequate vocational training (Kathryn, 2008). Competency points at the performance indicators manifested by the polytechnic and its staff are capable of fulfilling their job responsibilities which is related to vocational. A competent institution commits to the expansion of skills and provision of services more confidently. Competence in this context would include the Polytechnic academic staff having the knowledge to answer students' questions, adequate academic staff, up to date theoretical and practical knowledge, qualified staff, teaching



expertise, and good communication. Responsiveness as an indicator for service quality refers to the willingness of staff members to help customers as well as showing commitment by providing prompt services (Ibrahim, Rahman, & Yasin, 2012). The staff members are attentive and ready to deal students requests as well as addressing their complaints. Responsiveness manifests to service users, for instance, by the length of time taken by a service provider to address complaints raised. Behavioral Indicators of responsiveness may include: listening and responding to student needs within legislative frameworks and policy guidelines; clarifying student's interests or expectations, when doubt exists; determination to meet student needs or requirements; continuous improvement of raining and service quality; establishing strategies focusing student's satisfaction. In the context of this study, responsiveness was focused as the willingness of the members of staff in the polytechnic to help students whenever required.

As a dimension of service quality, tangibility refers to the appearance of physical facilities, equipment, and personnel (Ziethaml et al, 2003). The physical features that are manifested in the process of service delivery influences the way customers perceive the service received. Service based institutions tend to combine tangibles with other service quality dimensions when formulating service quality strategy. In particular, polytechnics combine responsiveness and tangibles so as to deliver efficient vocational training and customer service in clean and well-equipped lecture facilities, sufficient equipment and facilities, modern equipment and facilities, ease of access, conducive and visually appealing environment, special features for persons with disabilities, minorities and marginalized groups, and support services including accommodation and sports. An empirical review of several studies has shown clear evidence that employees' motivation (professional project, intrinsic motivation and efficacy expectancies) have a significant influence on the quality of vocational training. The suggested motivational outcomes target intervention comprises of sharing of professional experiences, coping with strategic and resilience, irrational beliefs management, relaxation exercises, time management, teamwork, assertiveness and conflict management, healthy lifestyles and quality of life as well as perspectives for implementation of the taught strategies in their personal and professional life (Casida & Parker, 2011). In a Kenyan study carried out to examine the application of components of transformational leadership, it was found out that there is a positive relationship between inspirational motivation and staff performance (Chelimo et al., 2020; Susan, 2016). Intellectual stimulation results when leaders develop the capacity of followers to solve problems through creativity and innovative ways. Studies have consistently linked transformational leadership with the behavior of employees in the innovation implementation (Michaelis, Stegmaier, & Sonntag, 2010) as the transformational leaders are capable of nurturing creativity among the organizations' employees (Gachunga et al., 2020; Gumusluoglu & Ilsev, 2009). An organization is considered to be a combination of its numerous heterogeneous resources, knowledge being the most significant resource and strategy (Amit & Schoemaker, 1993). Innovation entails the organizational capability in acquisition, integration, storage, distribution, and application of knowledge which enables the organization to establish a competitive advantage that is sustainable.

An organization that manages innovative information well derives modern and effective ways that guarantee satisfaction of the clients (Zack, 1999). A knowledgeable workforce is a significant resource for a sustainable competitive advantage of an organization's future by building trust and commitment to clients. Studies have shown that intellectual stimulation as cultivated by transformational leaders encourages the employees to learn, work as a team, portray professionalism (Aragón-Correa, García-Morales, & Cordón-Pozo, 2007; Geijsel, Van Den Berg,



& Slegers, 1999; P. K. Lee, Cheng, Yeung, & Lai, 2011). It entails the leaders challenging their followers to develop assumptions, take risks, work together, challenging the status quo, sharing understanding willingly focused on clients' satisfaction and coping with the dynamic environment (Lee et al., 2011). It is the mandate of the organizational leadership to keep the employees well informed, actively trying to make jobs interesting and varied, use of teamwork where necessary as well as conducting an organizational-wide attitude survey regularly (Bovier & Perneger, 2003; Grill-Spector, Kushnir, Hendler, & Malach, 2000). The organization must show its commitment beyond just the job. Organizational commitment to the employees' individualized consideration entails the commitment of the organization that is categorized into three sub-factors, namely, effective, continuance as well as normative (Allen & Meyer, 1990).

2.2 Theoretical Review

2.2.1 Transformational Leadership Theory

The study was anchored on the Transformational Leadership Theory proposed by Bernard Bass (Bass & Avolio, 1997) that focuses on the employees scaling up their productivity through individual growth through emulating their leaders whom they emulate. Transformational leadership is a process by which the employees build confidence and efficacy through motivation from the leadership (Bass & Avolio, 1997). The tenets of transformational leadership theory are four namely; inspirational motivation, idealized influence, intellectual stimulation, and individualized consideration. (Bass & Bass, 2009). Through transformational leadership, employees are able to redirect their negative feeling of frustration and helplessness to more constructive ones, which, in turn, leads to heightened followers' performance (Ashkanasy & Tse, 2000). On the contrary, without effective transition in the operations of Kenyan polytechnics which are currently under the devolved county governments, the quality of vocational youth training is at stake due to employees' frustration and low-performance levels (McColl-Kennedy & Anderson, 2002). Recent studies have also shown that energetic, exciting, and emotionally appealing expressions of charisma create positive moods in employees and lessen the emotion-related phenomena of burnout and stress in the workplace (Bono & Ilies, 2006). The qualities of empathy, motivation, self-awareness, trust, and emotional stability, all qualities of a transformational leader, are also considered to be important elements of emotional intelligence (Humphrey, 2002). This was in turn ensure that there is effective presentation of the training, proper sequencing, timeliness, consistency and fairness of examination, encouraging feedback from students, encouraging students, standard, quality as well as the relevance of the youth vocational training in the polytechnics.

2.2.2 Theory of Social Partnership

The second theory that the study was based on is the theory of social partnership which is anchored on the accumulation and generalization of the experience of social partnership in vocational education (Kiryakova, Tretiakov, Kolga, Piralova, & Dzhamalova, 2016). The theory highlights on the formulation and implementation of strategies of pedagogical science and art through social partnership by polytechnics in their quest to offer youth vocational education (Zakirova & Nikitina, 2016). The relevance of the theory in this study is evident as the study focuses on the delivery of quality training of youths in the polytechnics. The youths are sensitive to the way they interact with polytechnic members of staff whose motivation, inspiration and facilitation is highly related to the leadership in the institutions.



2 Independent Variables

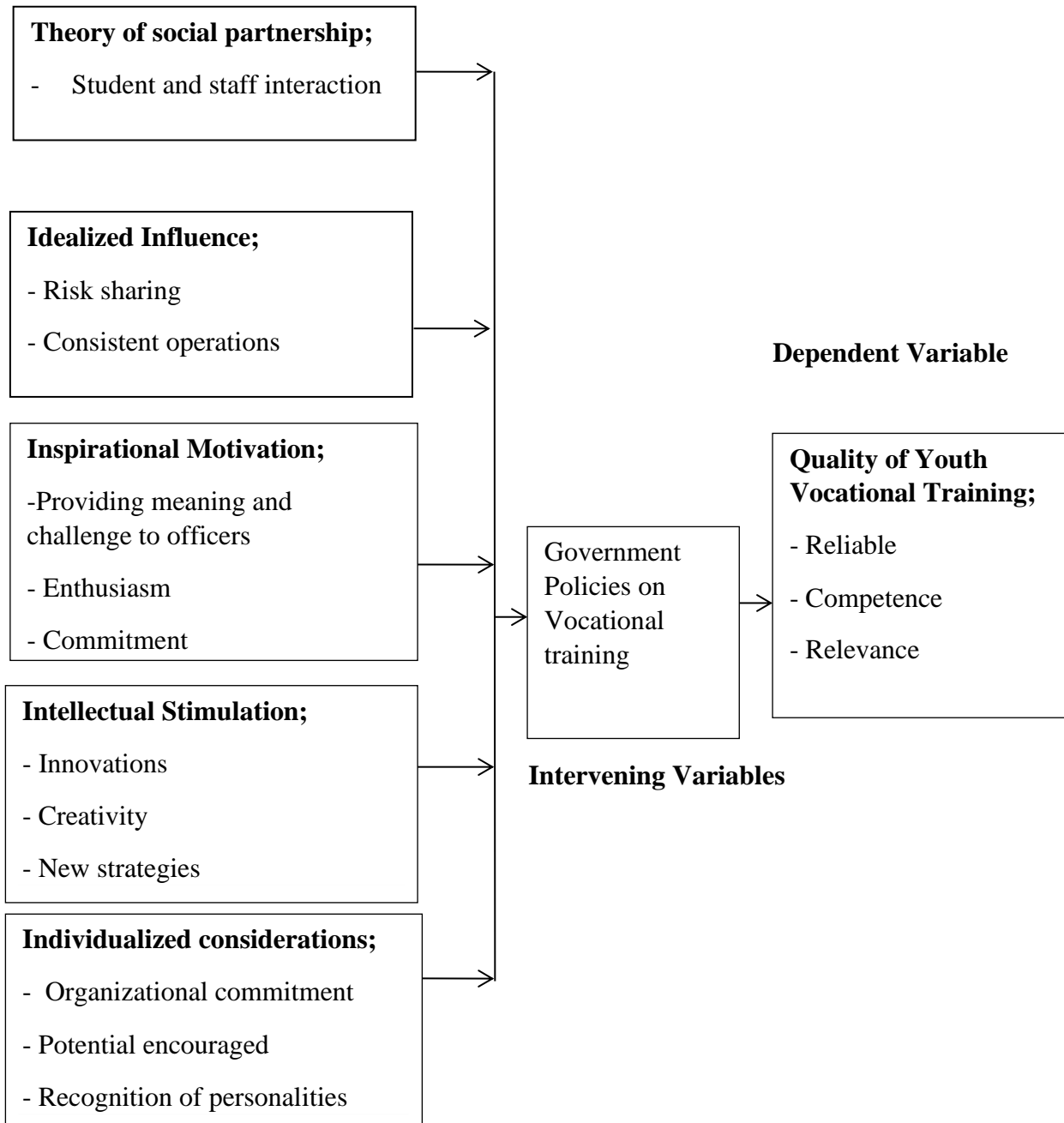


Figure 1: Conceptual Framework

3.0 Research Methodology

This study adopted a Mixed Method Research Design (MMRD) that embraced both quantitative and qualitative approaches targeting education officers in youth polytechnics within Nakuru County, as well as the administrators in charge of education within the county. The use of a mixed



method research design ensured triangulation which facilitated the collection of data from different categories of respondents (Walliman, 2005). The quantitative research approach is considered suitable since it enabled the researcher to test the relationships between variables and elaborate and validate facts. On the other hand, qualitative research approach entailed inductive inquiry enabling the gathering of non-statistical data using techniques such as interviews with a view to have a deeper insight and understanding of the phenomena being investigated (Mouton & Babbie, 2001). The mixed research design will enable greater understanding of the relationship between transformative leadership style and quality of vocational training in Nakuru youth polytechnics or TVETs from the qualitative and quantitative data. By collecting both qualitative and quantitative data, the researcher will offset the inherent weakness of each method (Dawadi et al., 2021). Lastly, the mixed method research approach will allow the research to expand the inquiry with sufficient breadth and depth to generalize findings to the TVETs in Nakuru County (Dawadi et al., 2021).

The study focused on the youth vocational training centers in all the 11 sub-counties in Nakuru County. Nakuru County is located at the Mid-Rift valley region and is neighbored by eight other counties namely; Kericho and Bomet to the west, Baringo and Laikipia to the North, Nyandarua to the east, Narok to the south-west and Kajiado and Kiambu to the south. Nakuru was the provincial headquarter for Rift Valley Province, Kenya's largest province in the former administrative regime. The study targets officers in all the 33 youth polytechnics in all the 11 sub-counties in Nakuru. The study targeted the total population of officers in the youth polytechnics within Nakuru County is 198. The key informants included 11 education officers, that is 1 in each sub-county so as to give an in-depth insight into the management of the youth polytechnics.

The study targeted both teaching and non-teaching staff in the youth polytechnics in Nakuru County. The multi-stage methods were used to arrive at the study sample. The polytechnics were clustered as per the 11 the sub-counties. A census of the 198 staff members deployed in the polytechnics was conducted. The researcher sampled the 11 education officers stationed at the sub-county education offices purposively as they have relevant information concerning the management of polytechnics as well as the quality of vocational training.

Since the study targeted three different categories of the respondents, the researcher will employ three different tools to collect data, namely questionnaires, focus group discussion guide and interview schedule. The data was collected from the selected polytechnic staff using semi-structured questionnaires. The questions were mainly be marked on a five-point Likert Scale format. There were a few open-ended questions to allow the respondents to express themselves on issues concerning transitional leadership and quality of vocational education in the youth polytechnics that were not well captured by the Likert Scale format. The questionnaires used because they assure the participants of anonymity hence encouraging them to be more truthful in their response. Further, the questionnaire has the advantage of eliminating the researcher's interference which may be more prevalent in interviewing. Besides, they are cheaper to administer them and analyze the data (Mouton & Babbie, 2001).

Reliability in research refers to the degree to which a research instrument is able to produce consistent results or data after repeated trials (Blanche, Durrheim, & Painter, 2006). The instrument's reliability was tested using the pilot study to be conducted in 3 polytechnics in Uasin Gishu County neighbouring Nakuru. A Cronbach's Alpha which is greater than 0.7 was considered to be reliable (Golafshani, 2003). Validity is ability of the research instrument to gather accurate



and meaningful information as per the study objectives (Blanche et al., 2006). Validity was enhanced through construct validity, internal validity, external validity, face validity and translation validity (Golafshani, 2003). The questionnaires were piloted so as to identify those questions that are vague in eliciting relevant information with regard to the study objectives. The questions were amended in consultation with the supervisors before the collection of the actual data.

The researcher sought an introduction letter from Mount Kenya University and a research permit from the National Council for Science, Technology, and Innovation (NACOSTI). Once permission was granted, the researcher visited each of the targeted polytechnics and issue the questionnaires herself. The selected respondents were given relevant instructions verbally and assured of confidentiality after which they were given enough time to fill in the questionnaires, and then the researcher collected the filled in questionnaires. Face to face interviews were conducted for the key informants. The study yielded both qualitative and quantitative data. Qualitative data was analyzed using content analysis techniques. Themes from thematic/content analysis were transformed into quantitative data that would eventually be analyzed quantitatively (Onwuegbuzie, 2011). Quantitative data was classified and coded with the help of a codebook prepared in accordance to the research variables. Data was analyzed with the help of Statistical Packages for Social Sciences (SPSS). Descriptive statistics in terms of measures of central tendencies (frequencies, mean and percentages) and measures of dispersion (standard deviations) were used to summarize the research findings. The relationship between the transformative leadership and quality of vocational education was tested using inferential statistics namely regression, correlation and Chi-square at 5% levels of significance so as to enable study conclusions.

Relevant authorization from Mount Kenya University and research regulatory body namely National Commission for Science, Technology, and Innovation (NACOSTI) was sought prior to the commencement of the study. For the sampled respondents, informed consent and room to voluntary participation was established before engaging in the study. The researcher avoided any action that may have caused physical or emotional harm to the subjects. This was done by carefully wording sensitive or difficult questions in the data collection instruments. The researcher avoided subjectivity in the research by as much as possible keeping personal biases and opinions at bay. The researcher objectively and accurately represented the responses. The highest level of confidentiality and privacy was observed by ensuring that the information obtained from the respondents was only used for academic purpose.

4.0 Research Findings and Discussions

4.1 Idealized Influence on the Quality of Vocational Training

Table 1: Idealized Influence on the Quality of Vocational Training

Statement	Percent					μ	σ
	1	2	3	4	5		
Leaders are able to inspire followers to achieve a specific goal	5.9	5.9	29.4	29.4	29.4	3.7	1.2
Leaders influence followers to use additional personal effort	5.9	5.9	29.4	35.3	23.5	3.6	1.1
Leaders behave in ways that present them as role models to their followers	6.3	18.8	12.5	18.6	43.8	3.8	1.4



Statement	Percent					μ	σ
	1	2	3	4	5		
Leaders are admired by their followers	5.9	5.9	23.5	35.3	29.4	3.8	1.1
Leaders portray extraordinary capabilities	6.3	0.0	37.4	37.5	18.8	3.6	1.0
Leaders are persistence when carrying out their mandate	0.0	18.8	25.0	31.2	25.0	3.6	1.1
Leaders show determination	0.0	6.3	25.0	31.3	37.4	4.0	1.0
They are ready to take risks to achieve organizational or personal goals	6.3	6.3	25.0	18.8	43.6	3.9	1.3
Their approach in achieving their goals is ethical	0.0	5.9	29.4	35.3	29.4	3.9	0.9
They embrace more effective charismatic leadership style	0.0	12.5	12.5	37.5	37.5	4.0	1.0
They ensure that operations manifest high level of morality	5.9	5.9	41.2	29.4	17.6	3.5	1.1
They foster objective transparency	0.0	6.3	25.0	12.4	56.3	4.2	1.0
They set high standards	0.0	6.2	37.5	18.8	37.5	3.9	1.0
They create a positive vision	0.0	6.3	18.8	24.9	50.0	4.2	1.0
They challenge the employees positively	5.9	11.8	23.5	29.4	29.4	3.6	1.2
They establish enthusiasm and optimism for attaining success in work	5.9	5.9	11.7	47.1	29.4	3.9	1.1
There is active leading by example	11.8	11.8	17.6	29.4	29.4	3.5	1.4

Source: Researcher (2023)

The study findings revealed that leaders are able to inspire followers to achieve a specific goal according to the views of majority of the polytechnic staff members (29.4 %) who stated that they do it to a good extent with similar proportion considering it to be excellent and moderate. On the other hand, 5.9 % of the staff members stated that it is done poorly with a similar proportion citing very poor. The response was further summarized using descriptive statistics that yielded a mean of 3.7 and a standard deviation of 1.2. Since the mean exceeds 3, it is clear that leaders are able to inspire followers to achieve a specific goal in youth polytechnics in Nakuru County.

4.2 Inspirational Motivation on the Quality of Vocational Training

Table 2: Inspirational Motivation on the Quality of Vocational Training

Statement	Percent					μ	σ
	1	2	3	4	5		
Leaders clarify the vision, mission and strategic goals of the organization	0.0	0.0	31.3	25.0	43.7	4.1	0.9



Statement	Percent					μ	σ
	1	2	3	4	5		
They have effective communication styles	0.0	5.9	41.2	23.5	29.4	3.8	1.0
They clearly articulate their high expectations to employees	6.3	0.0	37.5	25.0	31.2	3.8	1.1
They provide meaning to their followers	0.0	11.8	35.3	29.4	23.5	3.6	1.0
They challenge their followers to develop a shared vision for the organization	0.0	6.7	13.3	46.7	33.3	4.1	0.9
They align individuals with organizational objectives	0.0	6.7	26.7	33.3	33.3	3.9	1.0
They develop a vision and positive expectations that followers can accomplish	0.0	5.9	23.5	52.9	17.7	3.8	0.8
They make achievement of organizational objectives an attractive	0.0	7.7	38.4	23.1	30.8	3.8	1.0
They promote team spirit, enthusiasm and optimism of their followers	0.0	12.4	31.3	31.3	25.0	3.7	1.0
They share their professional experiences with their followers	6.3	6.3	18.8	43.6	25.0	3.8	1.1
They nurture the spirit of teamwork	0.0	12.5	25.0	18.7	43.8	3.9	1.1
They create a strong sense of determination among the employees	0.0	11.8	41.2	23.5	23.5	3.6	1.0
They usually point out positive results and advantages,	0.0	5.9	35.3	41.2	17.6	3.7	0.8
They emphasize aims and stimulate employees	0.0	11.8	47.1	11.8	29.3	3.6	1.1

Source: Researcher (2023)

Study findings indicate that leaders clarify the vision, mission and strategic goals of the organization according to the views of majority of the polytechnic staff members (43.7 %) who stated that they do it excellently similar to by 25.0 % who said it is to a good extent and 31.3 % saying it is moderate. The response was further summarized using descriptive statistics that yielded a mean of 4.1 and a standard deviation of 0.9. Since the mean exceeds 3, it is clear that leaders in youth polytechnics clarify the vision, mission and strategic goals of the organization in Nakuru County.



4.3 Intellectual Stimulation on the Quality of Vocational Training

Table 3: Intellectual Stimulation on the Quality of Vocational Training

Statement	Percent					μ	σ
	1	2	3	4	5		
The leaders nurture creativity among the organizations' employees	5.9	0.0	29.4	47.1	17.6	3.7	1.0
They are vibrant in knowledge acquisition	5.9	0.0	35.3	41.2	17.6	3.6	1.0
They integrate knowledge	0.0	0.0	41.2	35.3	23.5	3.8	0.8
They develop adequate means of distributing knowledge,	0.0	0.0	41.2	35.3	23.5	3.8	0.8
They are efficient in application of knowledge to better the services	0.0	0.0	35.3	47.1	17.6	3.8	0.7
They lead in deriving modern and effective ways that guarantees satisfaction of the clients	0.0	0.0	18.7	50.0	31.3	4.1	0.7
They lead in developing new products (services)	0.0	5.9	41.2	35.3	17.6	3.6	0.9
The develop new standards of performance	0.0	5.9	17.6	52.9	23.6	3.9	0.8
They are able to utilize the available resources to improve their efficiency	0.0	12.5	25.0	25.0	37.5	3.9	1.1

Source: Researcher (2023)

From the study, it was revealed that leaders nurture creativity among the organizations' employees according to the views of majority of the polytechnic staff members (47.1 %) who stated that they do it to a good extent with 17.6 % saying that it is done excellently while 29.4 % said it is moderate. However 5.9 % of the staff members stated that it is done very poorly. The response was further summarized using descriptive statistics that yielded a mean of 3.7 and a standard deviation of 1.0. Since the mean exceeds 3, it is clear that leaders nurture creativity among the organizations' employees in youth polytechnics in Nakuru County.

4.4 Individualized Consideration on the Quality of Vocational Training

Table 4: Individualized Consideration on the Quality of Vocational Training

Statement	Percent					μ	σ
	1	2	3	4	5		
They keep employees well informed	11.8	0.0	23.5	47.1	17.6	3.6	1.2
They actively try to make the job interesting	5.9	5.9	29.4	41.2	17.6	3.6	1.1



Statement	Percent					μ	σ
	1	2	3	4	5		
They actively try to make the job varied	5.9	5.9	35.3	35.3	17.6	3.5	1.1
They conduct regular organizational-wide attitude surveys	0.0	11.8	17.6	58.8	11.8	3.7	0.8
They provide and communicate advancement opportunities to employees	0.0	5.9	29.4	41.2	23.5	3.8	0.9
They promote organizational affective commitment	0.0	5.9	47.1	35.3	11.7	3.5	0.8
They promote organizational continuance commitment	0.0	5.9	52.9	35.3	5.9	3.4	0.7
They promote organizational normative commitment	0.0	6.3	31.1	56.3	6.3	3.6	0.7
They value healthy and adequate interaction of employees with significant others	6.3	6.3	25.0	43.6	18.8	3.6	1.1
They provide employees with opportunities to attend to others	0.0	6.3	25.0	43.8	24.9	3.9	0.9
They provide employees with opportunities to be attended by others	0.0	12.5	31.2	31.3	25.0	3.7	1.0
They give employees the opportunity and platform to show case their expertise	0.0	5.9	41.2	29.4	23.5	3.7	0.9
They are prompt in work-place facilitations	0.0	0.0	29.5	52.9	17.6	3.9	0.7
They are good in formulating managerial policies	0.0	11.8	23.5	41.2	23.5	3.8	1.0

Source: Researcher (2023)

From the study, it was revealed that leaders keep employees well informed according to the views of majority of the polytechnic staff members (47.1 %) who stated that they do it to a good extent with 17.6 % saying that it is done excellently while 23.5 % said it is moderate. However, 11.8 % of the staff members stated that it is done very poorly. The response was further summarized using descriptive statistics that yielded a mean of 3.6 and a standard deviation of 1.2. Since the mean exceeds 3, it is clear that leaders keep employees well informed in youth polytechnics in Nakuru County.



4.5 Reliability of Vocational Training

Table 5: Reliability of Vocational Training

Statement	Percent					μ	σ
	1	2	3	4	5		
Students receive services from the institution at the time it was promised to them	5.9	5.9	11.7	47	29.4	3.9	1.1
The institution and its staff keep promises to match the goals	0.0	5.9	29.4	35	29.4	3.9	0.9
The operations of the training institution are consistent with the students' expectations	6.3	6.3	31.3	31	25	3.6	1.1

Source: Researcher (2023)

From the study, it was revealed that the students are given services from the institution at the time it was promised to them according to the views of majority of the polytechnic staff members (47.0 %) who stated that they do it to a good extent with 29.4 % saying that it is done excellently while 11.7 % said it is moderate. However, 5.9 % of the staff members stated that it is done poorly with a similar proportion stating that is done very poorly. The response was further summarized using descriptive statistics that yielded a mean of 3.9 and a standard deviation of 1.1. Since the mean exceeds 3, it is clear that students receive services from the institution at the time it was promised to them in youth polytechnics in Nakuru County.

4.6 Competence of Vocational Training

Table 6: Competence of Vocational Training

Statement	Percent					μ	σ
	1	2	3	4	5		
The training staff have the qualification (knowledge and skills) to train students	0.0	0.0	41.2	29.4	29.4	3.9	0.9
There is adequate training staff	0.0	12.5	56.2	12.5	18.8	3.4	1.0
There is up to date theoretical and practical knowledge	0.0	0.0	29.5	52.9	17.6	3.9	0.7
The training staff have adequate teaching expertise and good communication	0.0	5.9	17.6	35.3	41.2	4.1	0.9

Source: Researcher (2023)

From the study, it was revealed that training staff have the qualification (knowledge and skills) to train students according to the views of majority of the polytechnic staff members (29.4 %) who stated that they do it to a good extent with a similar proportion stating that it is done excellently while 41.2 % said it is moderate. The response was further summarized using descriptive statistics that yielded a mean of 3.9 and a standard deviation of 0.9. Since the mean exceeds 3, it is clear



that training staff have the qualification (knowledge and skills) to train students in youth polytechnics in Nakuru County.

4.7 Responsiveness of Vocational Training

Table 7: Responsiveness of Vocational Training

Statement	Percent					μ	σ
	1	2	3	4	5		
The student complaints and problems are addressed appropriately	0.0	0.0	41.2	35.3	23.5	3.8	0.8
There is minimal length of time taken by a staff to address complaints raised by students	0.0	5.9	23.5	41.2	29.4	3.9	0.9
There is adequate responding to student needs within legislative frameworks and policy guidelines	0.0	11.8	5.9	52.9	29.4	4.0	0.9
There are mechanisms of clarifying student's interests or expectations when doubt exists	0.0	11.8	11.8	52.9	23.5	3.9	0.9
The institution makes sure that student needs or requirements are satisfactorily met	5.9	0.0	17.6	35.3	41.2	4.1	1.1
Regular steps are taken to improve the quality of services produced	0.0	0.0	17.6	41.2	41.2	4.2	0.8

Source: Researcher (2023)

From the study, it was revealed that student complaints and problems are addressed appropriately according to the views of majority of the polytechnic staff members (23.5 %) who stated that they do it a good way with a 23.5 % stating that it is done excellently while 41.2 % said it is moderate. The response was further summarized using descriptive statistics that yielded a mean of 3.8 and a standard deviation of 0.8. Since the mean exceeds 3, it is clear that student complaints and problems are addressed appropriately in youth polytechnics in Nakuru County.

4.8 Tangibles of Vocational Training

Table 8: Tangibles of Vocational Training

Statement	Percent					μ	σ
	1	2	3	4	5		
There are clean and well-equipped lecture facilities	5.9	5.9	47.1	17.6	23.5	3.5	1.1
There are sufficient equipment and facilities	0.0	0.0	56.3	24.9	18.8	3.6	0.8
There are modern equipment and facilities,	6.3	12.5	31.3	31.3	18.6	3.4	1.2



Statement	Percent					μ	σ
	1	2	3	4	5		
The institution is easy of access,	0.0	0.0	18.8	49.9	31.3	4.1	0.7
There is conducive and visually appealing environment	0.0	0.0	23.5	41.2	35.3	4.1	0.8
There are special features for persons with disabilities, minorities and marginalized groups	6.3	12.5	31.3	43.6	6.3	3.3	1.0
There is adequate support services; accommodation and sports	0.0	6.3	43.8	31.1	18.8	3.6	0.9

Source: Researcher (2023)

From the study, it was established that there are clean and well-equipped lecture facilities according to the views of majority of the polytechnic staff members (23.5 %) who stated that they are excellent with 17.6 % stating that it is done excellently while 47.1 % said they are moderate. However, 5.9 % stated that they are poor with similar proportion saying that they are very poor. The response was further summarized using descriptive statistics that yielded a mean of 3.5 and a standard deviation of 1.1. Since the mean exceeds 3, it is clear that there are clean and well-equipped lecture facilities in youth polytechnics in Nakuru County.

4.9 Regression Analysis of Transformative Leadership on Quality of Vocational Training

Table 9: Regression ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Regression	5.963	4	1.491	8.781	0.001
Residual	2.037	12	0.17		
Total	8.000	16			

A Dependent Variable: Quality of Vocational Training

b Predictors: (Constant), Idealized Influence, Inspirational Motivation, Intellectual Stimulation and Individualized Consideration

Source: Researcher (2023)

The p -value=0.001<0.05 as displayed in the Regression ANOVA, this implies that regression analysis at 5% levels of significance is applicable for the study. This was confirmed that the researcher could proceed conducting the regression analysis to test the influence of transformative leadership on quality of vocational training.

Table 10: Regression Model Summary

Model	R	R Square	Adjusted R Square	Standard Error of the Estimate
1	.863	0.745	0.661	0.41197



a Predictors: (Constant), Idealized Influence, Inspirational Motivation, Intellectual Stimulation and Individualized Consideration

b Dependent Variable: Quality of Vocational Training

Source: Researcher (2023)

According to R-Square value = 0.863 as presented in Table 4.9 above, the combined effect of effect of idealized influence, inspirational motivation, intellectual stimulation and individualized consideration a high extent of 86.3 % of the dependent variable that is quality of vocational training with the rest proportion being explained by extraneous variables as well as the error term.

Table 11: Regression Coefficients

	Unstandardize d Coefficients (B)	Std. Error	Standardize d Coefficients (B)	T	p-value
(Constant)	0.972	0.547		1.775	0.000
Idealized Influence	0.020	0.173	0.026	0.113	0.000
Inspirational Motivation	0.141	0.238	0.161	0.592	0.000
Intellectual Stimulation	0.300	0.224	0.332	1.338	0.000
Individualized Consideration	0.343	0.229	0.418	1.495	0.000

Dependent Variable: Quality of Vocational Training

Source: Researcher (2023)

The regression coefficients as displayed in Table 4.10 above were used to construct the regression model below. From the model, the constant value was found to be $\beta_0 = 0.972$. Quality of Vocational Training = $0.972 + 0.020$ Idealized Influence + 0.141 Inspirational Motivation + 0.300 Intellectual Stimulation + 0.343 Individualized Consideration. The relationship between Idealized Influence and Quality of Vocational Training recorded a coefficient of regression $\beta_1=0.020$, p-value= $0.000 < 0.05$. This implies that Idealized Influence have a positive effect on Quality of Vocational Training that is significant at 5% levels of significance.

4.10 Chi-Square Analysis of Influence of Transformative Leadership on Quality of Vocational Training

Table 12: Chi-Square Results

Determiners	Chi-square	df	p-value
Idealized Influence	15.993	6	0.005
Inspirational Motivation	13.756	4	0.008
Intellectual Stimulation	15.949	4	0.002
Individualized Consideration	18.360	6	0.005

Source: Researcher (2023)



The test on the influence of transformative leadership on quality of vocational training yielded Pearson Chi-Square of $\chi^2(6, N=175) = 15.993$, $p=0.005 < 0.05$ for Idealized Influence, $\chi^2(4, N=175) = 13.756$, $p=0.008 < 0.05$ for Inspirational Motivation, $\chi^2(4, N=175) = 15.949$, $p=0.002 < 0.05$ for Intellectual Stimulation and $\chi^2(6, N=175) = 18.360$, $p=0.005 < 0.05$ for Individualized Consideration. These results confirm the Karl Pearson correlation and regression findings facilitating the conclusion that transformative leadership has a positive influence on quality of vocational training that is significant at 5% levels of significance.

5.0 Summary, Conclusions and Recommendations

5.1 Summary of Study Findings

Since the mean exceeds 3, it is clear that leaders are able to inspire followers to achieve a specific goal in youth polytechnics in Nakuru County. Since the mean exceeds 3, it is clear that leaders in youth polytechnics clarify the vision, mission and strategic goals of the organization in Nakuru County. Since the mean exceeds 3, the results show that the leadership of youth polytechnics in Nakuru County is characterized by leaders who nurture creativity among the organizations' employees. Since the mean exceeds 3, the findings implies that individualized considerations by leaders is characterized by leadership youth polytechnics in Nakuru County that keeps employees well informed in leaders actively try to make the job interesting, conducts regular organizational-wide attitude surveys as well as providing and communicating advancement opportunities to employees.

5.2 Conclusions

The inferential statistics test for the influence of idealized influence on the quality of vocational training yielded correlation coefficient $r = 0.667$, $p\text{-value} = 0.001$, coefficient of regression $\beta_1=0.020$, $p\text{-value}=0.000 < 0.05$ and Chi-Square coefficient $\chi^2(6, N=175) = 15.993$, $p=0.005 < 0.05$. Since the p -values for all the tests were less 0.05, the findings informed the rejection of null hypothesis 'There is no significant influence of idealized influence on the quality of vocational training in youth polytechnics in Nakuru County'. The researcher therefore accepted the null hypothesis 'There is a significant influence of idealized influence on the quality of vocational training in youth polytechnics in Nakuru County'. This implies that there is a strong positive influence of idealized influence on quality of vocational training youth polytechnics in Nakuru County that is significant at 5% levels of significant.

Upon testing the influence of inspirational motivation on the quality of vocational training using inferential statistics, the results were correlation $r = 0.765$, $p\text{-value} = 0.000$, coefficient of regression $\beta_2=0.141$, $p\text{-value}=0.000 < 0.05$ and Chi-Square coefficient $\chi^2(4, N=175) = 13.756$, $p=0.008 < 0.05$, $p=0.005 < 0.05$. Since the p -values for all the tests were less 0.05, the findings informed the rejection of null hypothesis 'There is no significant influence of inspirational motivation on the quality of vocational training in youth polytechnics in Nakuru County'. The researcher therefore accepted the null hypothesis 'There is a significant influence of inspirational motivation on the quality of vocational training in youth polytechnics in Nakuru County'. This implies that there is a strong positive influence of inspirational motivation on quality of vocational training youth polytechnics in Nakuru County that is significant at 5% levels of significant.

After testing the influence of intellectual stimulation on the quality of vocational training using inferential statistics, the results were correlation $r = 0.792$, $p\text{-value} = 0.000$, coefficient of regression $\beta_3=0.300$, $p\text{-value}=0.000 < 0.05$ and Chi-Square coefficient $\chi^2(4, N=175) = 15.949$,



$p=0.002<0.05$. Since the p-values for all the tests were less 0.05, the findings informed the rejection of null hypothesis ‘There is no significant influence of intellectual stimulation on the quality of vocational training in youth polytechnics in Nakuru County’. The researcher therefore accepted the null hypothesis ‘There is a significant influence of intellectual stimulation on the quality of vocational training in youth polytechnics in Nakuru County’. This implies that there is a strong positive influence of intellectual stimulation on quality of vocational training youth polytechnics in Nakuru County that is significant at 5% levels of significant.

The inferential statistics test for the influence of individualized consideration on the quality of vocational training yielded correlation coefficient $r = 0.821$, p-value = 0.000, coefficient of regression $\beta_4=0.343$, p-value= $0.000<0.05$ and Chi-Square coefficient $\chi^2(6, N=175) =18.360$, $p=0.005<0.05$. Since the p-values for all the tests were less 0.05, the findings informed the rejection of null hypothesis ‘There is no significant influence of individualized consideration on the quality of vocational training in youth polytechnics in Nakuru County’. The researcher therefore accepted the null hypothesis ‘There is a significant influence of individualized consideration on the quality of vocational training in youth polytechnics in Nakuru County’. This implies that there is a strong positive influence of individualized consideration on quality of vocational training youth polytechnics in Nakuru County that is significant at 5% levels of significant.

5.3 Recommendations

The researcher recommends the support of the youth polytechnics by the government through adequate and timely facilitation. This will ensure that the vocational training offered in the institutions is the right quality as per the required skills in the job market. The citizens especially the youths should be sensitized on the important role played by the youth polytechnics. This will encourage them to join the institutions so that they can equip themselves with relevant skills that can enable them earn a living and become independent. This will promote innovations and reduce idleness and unemployment that will go a long way in curbing the youths from engaging themselves in harmful behaviors like crime among other irresponsible activities.

Policy makers in education sector should ensure regular review of the training curriculum for the youth polytechnics to ensure that the training provides skills to the students that is the blend of knowledge in both the theory as well as hands-on skills that gives them competitive advantage in the relevant fields. The leadership of the youth polytechnics should ensure that they embrace transformative leaderships so as to ensure that they create a conducive environment by supporting the employees. This will ensure that operations in the institutions is meets the set objectives that are in line with the provision of quality vocational training. Employees should be motivated to ensure that they endeavor to provide quality services to their clients who are mainly the students. There is also need to ensure that all stakeholders are involved in the way the youth polytechnics are managed. Both levels of government, that is national and county governments should collaborate. The institutions of higher learning should support and facilitate research to continuously improve the curriculum and quality of the vocational training. The institutions should also liaise with the industries and other cooperates who are the potential employers to the trainees.

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