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Factors Influencing Implementation of Kenya's Vision 2030 in Government Institutions: A Case of Kenya School of Goverment

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Abstract: ***The purpose of this study was to assess the factors influencing implementation of The Kenya vision 2030 in government institutions. A case of Kenya School of Government. The study was guided by the following objectives: to examine organizational factors that affects the Kenya school of government implementation of vision 2030; to investigate the extent of strategy implementation toward achievement of vision 2030 in the Kenya school of government and to examine the human resources effectiveness in Kenya school of government in implementation of vision 2030. The beneficiaries of this study are goverment and pravite institutions particularly top management incharge of strategic plan implementation. This study used a mixed methodology which entailed both qualitative and quantitative methodology. The study employed a descriptive survey research design. The target population for this study was 133 subjects comprising top management 19, departmental heads 30, and sectional heads 40 and 44 lecturers in Kenya school of government Nairobi. Random sampling was used to select top management 6,departmental heads 9,sectional heads 12 and lecturers 13. The study utilized two sets of data collection instruments, which are questionnaires and interview schedule. The content validity of the interview and observation schedule was ascertained with the help of my research supervisor. Before the actual data collection the researcher tested the reliability of the instrument using Spearman Brown prophesy formula of split half technique. Data from the field was collected, cleaned, coded and recorded. Data collected by use of the questionnaire, will be coded, and analyzed, using Statistical Package for Social Scientists (SPSS 20). Descriptive statistics was used to analyze the quantitative data obtained. This specifically included percentages and frequency counts. On the other hand, qualitative analysis entailed analysing in words or pictures by collecting data, recording peoples' experiences not selecting any pre-chosen aspect. The qualitative data obtained in this study was analysed by organizing them into similar themes and tallying the number of similar responses. The results of data analysis were presented using frequency distribution tables, bar graphs and pie charts. Based on the findings of this study, the researcher makes the following conclusions: The management of the Kenya school of Government did emphasize on the implementation of vision 2030 to the staff. However, there was shortage of funds that were directed towards the initiative, with most of departments receiving less than 25% of the expected funding. The study further concluded that the management of Kenya School of Government did have strategies to implement the vision 2030. However, majority of the staff members indicated that they were not acquinted with what to do in order to participate in the realization of vision 2030. recommendation: There is need for the institutions of higher Learning management to effectively involve staff and students in strategic planning process in order to improve service delivery in the Institutions. The study also recommends that evaluative reviews and audits of benefits and drawbacks of Vision 2030 initiative on service delivery should be done in public institutions in order for the staff to learn from the experiences.Stability of resources enhances the motivating effect of Vision 2030 strategy hence improving service delivery.***

Keywords: Public University, Private University, Vision, Leadership

1. Statement of the Problem

The Government of Kenya has developed key policy documents over the last ten years; Poverty Reduction Strategy Plan (PRSP) of September 2002 and its successor the Economic Recovery Strategy Programme (ERS) of 2003, and the Vision 2030 of 2008; they all emphasize the importance of education in development.Vision 2030 proposes among others; intensified application of Science, Technology and Innovation (STI) to raise productivity and efficiency (GOK 2007) through, government's commitment to provision of resources for scientific research, enhancement of technical capabilities of the workforce and the raising of the quality of teaching mathematics, science and technology in schools, polytechnics and universities. Other steps include the establishment of new technical training institutions, Kenya school of Government, as well as the enhancement of closer collaboration between industry and training institutions.

Implementation of a strategy is often deemed more difficult than the formulation of the strategy itself yet most of the literature already in existence mainly focuses on effects of strategy formulation (Bantel & Osborn, 2001; Dobni & Luffman, 2003). With the lack of a clear vision and unemplemented strategies, institutions of learning in kenya have been facing management and perfomance issues. Very minimal studies have been conducted to analyse the factors that are influencing implementation of strategies. It is usually assumed that once a strategy is formulated it will automatically be implemented and the desired results achieved. This study therefore aimed at assessing the factors that are influencing implementation of The Kenya vision 2030 strategy in government institutions. A case of Kenya School of Government

1.1 Objectives of the Study

1.1 .1 General Objective

To assess the factors influencing implementation of The Kenya vision 2030 in government institutions.

1.1.2 Specific Objectives of the Study

The study was guided by the following objectives

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1) To find out the influence of institution leadership on implementation of vision 2030 in the Kenya school of government.
2) To investigate the extent of strategy implementation toward achievement of vision 2030 in the Kenya school of government

2. Literature Review

2.1 Introduction

This chapter presents a review of literature under the following sub headings;

2.2 Theoretical Framework

2.2.1 Synoptic Model Thoery

The study will be modeled on Synoptic Model developed by Hudson (1979), this model includes four classical elements, namely: goal setting, identification of alternatives, evaluation of means against ends, and implementation of decisions. Development planning is principally an act of deciding ahead of time the what, the how, the when, and the who of identifying and determining development goals, policies ad plans; and serious setting of alternative courses of action, procedures and strategies needed to achieve the purposes of government institutions. In this case, the general objective of the Kenya School of government is ensuring realization of vision 2030.

2.2.2 The Agency Theory

Agency theory is a management approach where one individual (the agent) acts on behalf of another (the principal) and is supposed to advance the principal's goals. The agent therefore advances both the principals' interests and his own interests in the organization. A balance of these interests should be merged in order to arrive at the corporate objectives of the organization through the agent because he/she is in charge of the vast resources of the organization. Hence the agents' role in strategic formulation and the overall strategic management process cannot be underestimated. They say that the firm is often characterized as a nexus of both explicit and implicit contracts linking the management and its different stakeholders, including claimholders, workers, unions, customers, suppliers and the state among others. The Agency Theory holds the view that there should be proper synergy between the management and its stakeholders in order to work towards a common goal.

2.2.3 Resource-based theory on strategy implementation

This study is grounded in the Resource-Based View theory (RBV) of the firm. This theory maintains that in order to develop a sustainable competitive advantage, organizations must create resource in a manner that is rare, non-imitable, and non-substitutable. The theory argues that because the resources that have historically provided organizations with competitive advantage are easily and rapidly imitated, the human resources of the organization may be an extremely important source of sustained competitive advantage.

3. Conceptual Framework

Conceptual framework is a concise description of the phenomenon under study accompanied by a graphical or visual depiction of the major variables of the study (Mugenda, 2008). According to Young (2009), conceptual framework is a diagrammatical representation that shows the relationship between dependent variable and independent variables. In the study, the conceptual framework will look at the factors influencing implementation vision 2030 in Kenya as shown below.

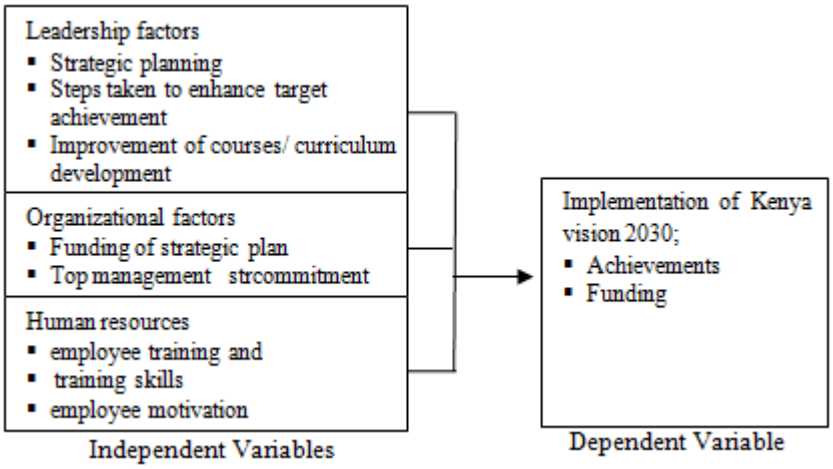


Figure 2.1: Conceptual Framework

The conceptual framework of the study is based on the implementation of Kenya Vision 2030 in Government institutions is influenced by various factors

2.3.1 Leadership Factors

These are the factors related to the institution leadership, and that affect the implementation of vision 2030 in the institution. In this case, they include; steps taken to enhance target achievement, improvement of courses/curriculum development and training offered to the lecturrs and other staff. According to (Gary, 2006), leadership is the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to strategically accomplish shared objectives. (Peter 2007) describes leadership as a process whereby an individual influences a group of

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individuals to achieve a common goal. (Reny and Robson 2002) viewed leadership as about committed influence—the ability to influence your subordinates, your peers, and your bosses in a work or organizational context.

2.3.2 Organizational Factors

These are the factors that involve the management and the organization of the management, and that affect the implementation of vision 2030. In this stuy, they include; funding and top management commitment. Petrovic, Kittl and Teksen (2001) recommended that a practical methodology for implementation that supports the evolution of the business, when successfully implemented in such a way that it improves business processes, will lead to the development of new, strategic business models, influencing business performance and the ongoing strategic direction of the firm. Information is the same of blood which streams into the organization's vessels and brings it to life. Information systems' function in implementing process is mainly concern with internal circulation of information and appears on environmental uncertainty phenomenon. Information ambiguity is a situation in which problems couldn‘t empirically and explicitly be understood or analyzed and gathering more data about them is not possible.

2.3.3 Human resources factors

These are the factors that are related to the staff and management of the staff, and that affect the implementation of vision 2030. The specific focus of this study is employee training and training skills, and employee motivation. Ghee (1986) also asserts that human resource development should refer to not only aspects of physical well being of people such as life expectancy, infant mortality, rates of morbidity and levels of nutrition but also to socio-cultural aspects including education and employment, social cohesion and stability, political expression, cultural diversity and even ecological harmony. This implies that human resource development is a multifaceted concept encompassing provision of all those conditions necessary for man to develop himself and others. The choice of sectors for action becomes a strategic choice and hence investment in such a sector should be increased because the role they play will help in achieving more than one goal of Human Resource Development at a go. For instance, education will reduce mortality rate, increase knowledge required to do jobs in different sectors, and even increase food production in the agriculture sector.

2.3.4 Implementation of Vision 2030

In this study, implementation of vision 2030 is the dependent variable. The Kenya Vision 2030 is the national long-term development blue-print that aims to transform Kenya into a newly industrializing, middle-income country providing a high quality of life to all its citizens by 2030 in a clean and secure environment. The Vision comprises of three key pillars: Economic; Social; and Political. The Economic Pillar aims to achieve an average economic growth rate of 10 per cent per annum and sustaining the same until 2030. The Social Pillar seeks to engender just, cohesive and equitable social development in a clean and secure environment, while the Political Pillar aims to realize an issue-based, people-centered, result-oriented and accountable democratic system. The three pillars are anchored on the foundations of macroeconomic stability; infrastructural development; Science, Technology and Innovation (STI); Land Reforms; Human Resources Development; Security and Public Sector Reforms (GOK, 2012). Kenya’s Vision 2030 which aims to make Kenya ‘a globally competitive and prosperous nation with a high quality of life is basically a human resource development policy because if implemented as planned, the programs and flagship projects contained in it are bound to improve the quality of life of the Kenyan people.

4. Research Methodology

The methodology that was used in the study.

4.1 Research Design

The descriptive survey design is considered for the study because the researcher recorded, analyze and describe the factors affecting implementation of vision 2030 in Kenya school of Government.

4.2 Target Population

The target population is summarized in table 3.1.

Table 3.1: Target Population

Category	*Frequency*	*Percentage*
Top Management	15	12.40%
Departmental Heads	28	23.14%
Section Heads	38	31.40%
Subordinates	40	33.06%
Totals	121	100%

Source: HR Manual KSG, 2015

4.3 Data Collection Instruments

The study utilized questionnaires as data collection instrument.

4.3.1 Questionnaires

Questionnaires contained both open and closed ended items. The questionnaires were developed from the objectives and research questions.

4.4 Data Collection Procedures

The researcher visited all the respondents to administer the questionnaires. The respondents were given one week to respond to all the items adequately. Raw data was collected using questionnaires distributed to respondents.

4.5 Pilot Test

The pilot study helped the researcher gain valuable insights into the process and make necessary adjustments to avoid major problems. The researcher launched a pilot study in one of the departments of KSG in order to determine the feasibility of the instruments before launching the full scale operation.

4.5.1 Validity of the instruments

Validity refers to the accuracy and meaningfulness of inferences based on the research results (Kothari, 2004).

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Validity is concerned with the extent to which an instrument measures what it is intended to measure.

4.5.2 Reliability of the Research Instrument

Reliability is a measure of the degree to which a research instrument yields consistent results after repeated trials (Mugenda & Mugenda, 2003). Before the actual data collection the researcher tested the reliability of the instrument using Spearman Brown prophesy formula of split half technique.

4.5.3 Data Analysis and presentation

O'neil,Cathy and Schutt,Rachel (2014) defines data analysis as categorizing, manipulating and summarizing of data in order to obtain answers to research questions. This study employed descriptive statistics to analyze the data obtained. Data from the field was collected, cleaned, coded and recorded. Data collected by use of the questionnaire, was coded, and analyzed, using SPSS 20.

4.5.4 Data presentation

The results of data analysis were presented using frequency distribution tables, bar graphs and pie charts. Qualitative data was presented descriptively. The researcher interpreted the findings and conclusions drawn.

5. Summary, Conclusion and Recommendations

5.1 Introduction

A summary of the main study findings is presented, together with a conclusion of the study. The chapter further covers recommendations of the study as well as suggestions for further studies.

5.2 Summary of the Main Findings

The first objective of the study sought to establish the influence of institution leadership on implementation of vision 2030 in the Kenya school of government The study established that Strategic plans and the progress on implementation are not regularly and timely funded, as was revealed by 41.8% of the respondents. The study further established that the top management funding links strategic objectives with the day to day objectives at different levels and locations, as was revealed by 46.6% of the respondents.The study further established that the top management did not permits and solicits extra funding from others institutions with regard to strategic plan implementation, as was revealed by (52.4%) of the respondents.

The second objective of the study sought to establish the extent of strategy implementation toward achievement of vision 2030 in the Kenya school of government. The study established that the majority (57.3%) of the respondents strongly agreed that Understanding of the role of strategic plan is a key factor in the vision 2030 execution process. The study further established that the steps taken enhance targets achievement is aligned to the strategic plan implementation, as was revealed by 54.8% of the respondents. The study further established that 49.8% of the respondents agreed that the strategic plan promotes clear allocation of roles and tasks.

The third objective of the study sought to examine the human resources effectiveness in Kenya school of government in implementation of vision 2030. The study established that training changes affect strategy implementation, as was revealed by the majority (51.9%) of the respondents. The study further established that the organization provides the necessary employee training to ensure that the employees keep up with strategy implementation changes, as was revealed by the majority (54.1%) of the respondents. The study established that Kenya School of Government has adopted training forecasting in coping with the change processes, as has been indicated by the majority (51.6%) of the respondents. The study further established that the training adopted is agile and flexible to accommodate the strategy plan changes. This was revealed by 50.6% of the respondents. The study established that the organization responds better to existing training skills challenges and improve the anticipation of future developments, as was revealed by 52.6% of the respondents.

5.3 Conclusion

Based on the findings of this study, the researcher makes the following conclusions

The management of the Kenya school of Government did emphasize on the implementation of vision 2030 to the staff. However, there was shortage of funds that were directed towards the initiative, with most of departments receiving less than 25% of the expected funding.

The study further concluded that the management of Kenya School of Government did have strategies to implement the vision 2030. However, majoority of the staff members indicated that they were not acquinted with what to do in order to participate in the realization of vision 2030.

The human resources were adequate and well qualified. However, they lacked clear guidelines, and motivation that would lead them towards the realization of vision 2030, since the entire initiative was underfunded.

5.4 Recommendations of the Study

Based on the findings of this study, the researcher makes the following recommendation:

5.4.1 Leadership Factors

The study recommengs that the management shuold invest more in strategic implementation in the organization as the study established that strategic implementation affects the performance of vision 20130. The study also recommends that evaluative reviews and audits of benefits and drawbacks of Vision 2030 initiative on service delivery should be done in public institutions in order for the staff to learn from the experiences.

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5.4.2 Organizational Factors

Stability of resources enhances the motivating effect of Vision 2030 strategy hence improving service delivery. This study recommends that adequate resources and tools must be provided to the staff and students as part of Vision 2030 initiative in order to enhance service delivery in the institutions of higher Learning.

5.4.3 Human resources factors

The staff should be intensively involved in developing the service charters because they will be informed on the agreement that the Institutions promises to do to satisfy their customers. They should be intensively involved in developing the work plans and strategic plans as well as defining measurable targets and outputs in order to improve service delivery.

5.5 Suggestions for Further Research

These are:

1) A comparative study on the effectiveness Vison 2030 initiative on service delivery between the public universities and private universities in Kenya.
2) The leadership in promotion of Vision 2030 in the universities governance and performance. This will provide more insights on how universities leadership relates to the performance of the Vision 2030.

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