

**TRANSFORMATIONAL LEADERSHIP AND
IMPLEMENTATION OF DIGITAL LITERACY
PROGRAMME IN KENYA**

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**Transformational Leadership and Implementation of Digital
Literacy Programme in Kenya**

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the Degree of Doctor of Philosophy in Leadership and Governance
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DECLARATION

This thesis is my original work and has not been presented for a degree in any other University.

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DEDICATION

I dedicate this work to God almighty for the good health He gave me during the period I was studying. To my family starting with my wife Betty and children; Joyline, Rakel, Galileo, and Mark for the continuous encouragement they gave me during the study period. As I kept working on this research, I was always reminded of the pain my parents went through in educating me and would like to dedicate this great work to them. God bless you all.

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LIST OF ABBREVIATION AND ACRYMONS

CDF:	Constituency Development Fund
CEO:	Chief Executive Officer
DLP:	Digital Literacy Programme
ICT:	Information Communications and Technology
KEPSA:	Kenya Private Sector Alliance
KICD:	Kenya Institute of Curriculum Development
KPLC:	Kenya Power and Lighting Company
MLQ:	Multifactor Leadership Questionnaire
MoE:	Ministry of Education
NGMA	National Government Multi-Agency
PLS:	Partial Least Square
PTA:	Parents Teachers Association
SMEs:	Small and Medium-Sized Enterprises
SPSS:	Statistical Package for the Social Sciences
TSC:	Teachers Service Commission
USA:	United States of America
VARP:	Variance of the Total People

DEFINITION OF TERMS

Digital Literacy Programme: The Digital Literacy Programme is a program borne out of the Government of Kenya's vision to make sure every pupil is prepared for today's digital world, and to transform learning in Kenya into a 21st-century education system (The Republic of Kenya, 2018).

Idealized Influence: Idealized influence refers to behaviors like showing that the benefits of the group are more important to a leader than the benefits of the individual. The leader demonstrates high ethical norms and becomes a role model for the subordinates (Ndisya, & Juma, 2016).

Implementation: Implementation is the realization of an application, or execution of a plan, idea, model, design, specification, standard, algorithm, or policy (Kruse, 2016)

Individualized Consideration: Individualized consideration is the degree to which the leader supports followers and acts as their mentor or coach and listens to his or her concerns and needs (Bass, 2015).

Inspirational Motivation: Inspirational motivation refers to leaders who have a strong vision for the future based on values and ideals. Here the leader articulates a vision that is appealing and inspiring to followers (Bono & Judge, 2014).

Intellectual Stimulation: Intellectual stimulation involves leaders arousing and challenging followers' awareness of problems and their capacity to solve those problems (Bass, 2015).

Legal Framework: A legal framework encompasses the laws, regulations, and policies that are put in place to govern an organization or an activity (Thai, 2009).

- Multi-Agency:** Multi-agency refers to the ability for project agencies to work efficiently as a team and thus represents a set of values that encourages listening, responding constructively to views expressed by others, providing support, and recognizing the achievement of others (Wang, Chou & Jiang, 2015).
- Project Management:** Project management details the use of skills, knowledge, tools, and techniques that can be applied in the execution of project activities, to finally achieve project needs (Hilorme et al., 2019).
- Programme:** A programme is defined as “a group of related projects managed in a coordinated way to obtain benefits and control not available from managing them individually (Winter & Szczepanek, 2018).
- Transformation Leadership:** Transformation leadership is defined as a leadership behavior that transforms the norms and values of employees, whereby the leader motivates the workers to perform beyond their expectations (Buil, Martinez & Matute, 2019).

ABSTRACT

Over the last century there have been several waves of massive investment on implementation of technology projects to improve education, but none has had significant lasting impact on education due to implementation challenges. The goal of leadership in project implementation is to transform and lead the project to success. Transformative leadership utilize necessary techniques to motivate team members in a project and create a psychologically safe environment that encourages better performances during project implementation. The government of Kenya, as per its vision 2030 blue print, developed a Digital Literacy Programme through Ministry of education which was meant to integrate information communication and technology in teaching and learning in all primary schools across the country. This study was to establish whether transformational leadership had significant influence on implementation of the project. The general objective of the study was to analyze transformational leadership on the implementation of the Digital Literacy Programme in Kenya. The specific objectives were to examine the idealized influence, inspirational motivation, intellectual stimulation, individualized consideration, and the moderating of the legal framework on the implementation of the Programme. The research design adopted both quantitative and qualitative descriptive analysis as well as positivism research philosophy. The target population of the study was 300 project managers who implemented the Digital Literacy Programme in Kenya. The study used simple random sampling technique to sample a population of 171 participants who were the respondents in the research. Data was collected by use of online questionnaire and via email to the respondents. Quantitative data collected was analysed by the use of descriptive statistics such as frequencies, percentages, means and standard deviations. In addition, the study conducted a multiple regression analysis to establish the relationship between the dependent and independent variables. Qualitative data was analysed through content analysis. From the findings, there was a positive significance influence between transformational leadership and implementation of the project. Idealized influence, inspiration motivation, intellectual stimulation, individual consideration and legal framework as a moderator were established to have significant influence on implementation of the programme. The study established that intellectual stimulation has the highest influence with t-value of 6.956, followed by idealised influence with t-value of 6.529 and individual consideration has the least influence with t-value of 4.468. In conclusion the study established that there was positive influence of transformational leadership on implementation of Digital Literacy Programme in Kenya by 75.7% variation. The study recommends formulation of policies to guide implementation of government multi-agency projects. The study identified political elites as key stakeholders however their involvement in the project should be through a guided framework to avoid interference which could lead to project failure. The study suggested further studies on project planning, project implementation process, projects being implemented by private sectors and of stakeholder involvements on projects implementation to help compare and generalised the findings.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

Leadership is utilized at varying degrees in Project Implementation. In all definitions of leadership, some elements must be present in project implementation. These include social impact and a goal that others must be empowered to achieve. In the context of project implementation, this definition is complete and thus applies to the different phases of project implementation (Kruse, 2016). Project Implementation is the transformation of ideas from their abstract form in the proposals to a realistic presentation while keeping the objectives at higher interest and utilizing the available resources (material, human, and time) for quality output.

1.1.1 Background to The Study

One of the most significant trends in the world has been the increasing amount of project activities across different sectors and industries (Winter & Szczepanek, 2018). With the utility of a project being dependent upon successful implementation, the search for ways of enhancing project performance has been on for several years (Chan & Kumaraswamy, 2017; Zimmerer & Yasin, 2017; Assaf & Al-Hejji, 2016) which has led to identification of critical success factors. Despite this, implementation of project seems to be a universal phenomenon in projects (Talukhaba, 2014; Assaf & Al-Hejji, 2006; Frimpong et al., 2016, Gichunge, 2017). Over the last century there have been several waves of massive investment on implementation of technology projects to improve education, but none has had significant lasting impact on education due to implementation challenges (Zhao, Pugh, Sheldon & Byers, 2015). There have been efforts both at national and regional levels to harness the use of ICT in education. European member states meeting in Lisbon identified ICT as a core component of the knowledge society and a necessary instrument for adapting education to it. As a result e-learning initiatives and programs were adopted with specific funding and strong support of stakeholders (Commission of European Communities, 2017). An examination of countries in the

Asian-Pacific has shown that ICT is not being used to its full potential in enhancing quality of teaching and learning (UNESCO, 2017). There are both leadership and capacity related barriers that have to be overcome. The report indicates implementation challenges, infrastructure, equipment's and connectivity as impediments to utilization of ICT in their education systems.

Most studies on implementation of ICT projects in Africa have focused on constraints and benefits of ICT in a macro perspective. There is need for more studies on Africa's readiness to benefit from use of ICT especially in education. A study by Infinedo (2015) revealed that Africa has long been disadvantaged by poor leadership and affordable connectivity with the rest of the globe. African countries are not prepared or compare poorly with other economies on the global networked economy. Infinedo (2015) classified the level of readiness in Africa in three regions; North Africa, sub-Saharan Africa (south) and sub-Saharan Africa (East and west). South Africa has higher attainment of e-readiness than other parts of Africa. Miller (2017) attributes this to leadership and to well nurture policies. Variations in level of readiness can be attributed to different levels of economic development and geographical locations. A survey report titled: 'Are our children learning? Annual Assessment Report' by Uwezo Kenya for 2015, notes that there is at least one computer out of 10 schools in Kenya and only five out of the ten use them for learning purposes. Meanwhile, only one out of ten schools has an email address. Uwezo tested over 153,000 children in all the 47 counties across Kenya. The report cited poor policies and management approach on the implementation of the initiative.

1.1.2 Leadership and Project Implementation

Leadership is utilized at varying degrees in Project Implementation. In all definitions of leadership, some elements must be present in project implementation. These include social impact and a goal that others must be empowered to achieve. Project Implementation is the transformation of ideas from their abstract form in the proposals to a realistic presentation while keeping the objectives at higher interest and utilizing the available resources (material, human, and time) for quality output. Transformative leadership is vital in project implementation and serves as an epoxy

that drives the teams towards achieving the objectives of any project. The goal of leadership in project implementation is to transform and lead the project to success. Transformative leadership utilize emotional intelligence to motivate team members in a project and create a psychologically safe environment that encourages better performances during all the phases of project implementation.

According to Harrison (2017), a project can be defined as a non-routine, non-repetitive, one-off undertaking, normally with discrete time, financial and technical performance goals. Project Management institute, USA, defines project as ‘a system involving the coordination of a number of separate department entities throughout the organization and which must be completed within prescribed schedules and time constraints. Project management is an organized venture for managing projects (Wiley, 2018). It involves scientific application of modern tools and techniques in planning, financing, implementing, monitoring, controlling and coordinating unique activities or tasks to produce desirable outputs in accordance with the pre-determined objectives within the constraints of time and cost (PMI, 2017). Project management consists of the following stages: Project planning; Project scheduling; and Project implementation, controlling and project monitoring and evaluation. Due to increased emphasis on projects and the fact that the utility of a project depends upon successful project completion, project management field of study has emerged as a distinct discipline from general management (Cleland & Ireland, 2015). Chase et al. (2013) defines project management as the process of planning, directing, and controlling resources in order to ensure high level of project performance which is normally expressed in terms of time, cost, quality and stakeholder satisfaction perspectives. With the objective of enhancing project performance, the PMI has a Project Management Body of Knowledge (PMBOK) guide which documents processes, knowledge areas and best practices applicable in most projects. In the current PMBOK, five basic process groups and ten knowledge areas are documented with issues related to two of the areas namely time and cost management being the subject of this study (PMI, 2013). Despite the importance and emphasis on projects, the end results for most projects have not been exciting with majority of projects across different countries, industries and sectors registering poor performance. Indeed, a review of extant literature shows that time and cost over-runs have become the norm

rather than an exception (Jugdev & Muller 2015; Kibuchi, 2015). Consequently, there has been increased number of litigations, wastage of resources, negative reputation of clients and professionals involved in unsuccessful projects as well as lack of envisioned product, service or change (Aibinu & Jagboro, 2015; Jugdev & Muller, 2015). Within project management, project manager's role is recognized as a key determinant of project performance (Pinto & Slevin, 2017). Several studies (Keller, 2015; Keegan & Den Hartog, 2014; Higgs & Dulewicz, 2014; Sunindijo et al., 2017) have theorized and tested the link between project manager's leadership style and project performance. For example, Keller (2015) found a link between project manager's transformational leadership style and project performance while Higgs and Dulewicz (2014) established a preference for transactional leadership style for simple projects and transformational leadership style for complex project. However, there are inconsistencies in the available literature on the choice of an appropriate leadership style that would result in high level of project performance. For instance, although Keegan and Den Hartog (2014) had predicted transformational leadership style to be appropriate for project managers, they found no significant relationship.

1.1.3 Multi-Agency Project

Multi-agency refers to the ability for project agencies to work efficiently as a team. Thus, Multi agency working represents a set of values that encourages listening, responding constructively to views expressed by others, providing support and recognizing the achievement of others (Wang et al., 2017). In projects, Multi agency is regarded as a key contributor to performance as it provides the means through which organisations are able to integrate a multitude of expertise required for successful completion of a project (Mendelsohn, 2017). In addition, a review of the literature shows that project performance is influenced by teamwork (Chan et al., 2013; Wang et al., 2015; Mishra et al., 2013; Muller & Turner, 2018). Thus, Multi agency working is critical in the attainment of project objectives in that the responsibility of implementing various activities rests with relevant agencies. In most projects, project participants are drawn from different organizations/government departments/parastatals/ ministries and also from disparate areas of specialization. In

addition, relevant agencies usually undertake non-repetitive tasks to produce the expected output through application of specific skills, knowledge and expertise. In order to achieve high level of project performance, relevant agencies must be fully integrated and focused on project objectives which call for high level of Multi agency working (Chervier, 2015; Kumaraswamy et al., 2014; Cheng et al., 2016). Through leadership, project managers are able to articulate project vision, integrate and coordinate relevant agencies, build team commitment and also enhance team cohesion (Bucia et al., 2010). However, for some projects, formation of a cohesive team is complicated in that relevant agencies might be simultaneously involved in several projects with different leadership and management styles.

Thus, for successful project execution, project managers should endeavor to understand their project teams and adapt their leadership style accordingly.

Hoegl and Gemuenden (2013) posit that the behavior of a project team can be conceptualized in terms of activities (observable actions), interactions (connectedness of members) and sentiments (member's emotions, motivations or attitudes). Extant literature also indicates that leadership is positively related to Multi agency working in terms of team communication, collaboration and cohesiveness (Bass, 2010; Zaccaro et al., 2013; Wang et al., 2015). Several studies (Bass & Avolio, 2014; Yammarino et al., 2017) posit that leadership style adopted can enhance team communication. In addition, extant literature has shown that team collaboration is impacted on by leadership style. Further, Dionne, et al., (2014) also suggests that leadership may increase team cohesiveness. Thus, for a project to be successful, the project manager must adopt a leadership styles that facilitate teamwork

1.1.4 Global Perspective of Transformational Leadership

Transformational leadership focuses on the enhancement of followers' involvement with the goals of the organization (Berson, Waldman & Pearce, 2016) leading to employee engagement in the long run. A central aspect of the transformational leadership style is the need for change for the benefit of both the individual and the organizations they lead. As promoters of change, such leaders will influence their

subordinates to follow in their direction. Transformational leadership acts as a bridge between leaders and followers to develop a clear understanding of followers' interests, values, and motivational levels (Mukwenda, 2017). Goal-setting helps followers to achieve their goals working in the organizational setting and encourage followers to be expressive and adoptive to new and improved practices and changes in the environment (Oluseyi & Ayo, 2015).

A central aspect of the transformational leadership style is the need for change for the benefit of both the individual and the organizations they lead. These leaders create an inspiring vision of their organizations and motivate their followers to work towards achieving organizational success (Jiang, Zhao & Jiongbin, 2017). As promoters of change, the leader will influence their subordinates to follow in their direction and act as a bridge between leadership behaviors and organizational performance. The leaders elevate their followers' interests, values, and motivational levels to perform beyond expectations and achieve the organization's goals (Zineldin, 2017). Vasilagos, Polychroniou, and Maroudas (2017) depicted transformational leaders as having four distinct factors; idealized influence, inspirational motivation, individualized consideration and intellectual stimulation known as the four) are of a transformational leader.

Gupta, Loon and Casimir (2016) in Canada showed that employee engagement is associated with an employees' perception of leadership style in his or her direct supervisor, negatively when classical or transactional leadership styles are perceived and positively in the case of visionary or organic leadership. Moreover, three employee characteristics moderated the relationship between the perceived leadership style and employee engagement in different ways. Chung-Fang and YiYing (2018) in the Taiwanese hotel industry found that the leaders in this industry exercised transformational leadership with employees believing that their managers emphasized high-quality performance.

In Australia, Jiang, Zhao and Jiongbin (2017) established that the best-performing companies were significantly using transformational leadership as compared to poor performing companies. This argument is supported by Sahibzada, Kakakhel and

Khan (2016) findings that transformational leadership has a positive and significant influence on organizational commitment, employee motivation, and job satisfaction in Iran. Veisheh et al. (2017) also found that the characteristics of transformational leadership such as inspirational motivation, hopeful influence, personal observations, and intellectual encouragement influence both organizational culture and performance.

In Turkey, Yahaya and Ebrahim (2016) indicate that transformational leadership stimulates organizational commitment, which in turn influences job satisfaction. This is achieved by leaders behaving in ways that inspire and motivate their followers, paying attention to the needs of each follower, ensuring a supportive organizational climate and encouraging two-way communication in the organization. Sun, Chen and Zhang (2017) in the USA demonstrated that transformational leadership is linked to good individual and organizational performance. Organizations, as well as individuals, both have goals and objectives that they exist to pursue in line with their vision and mission. The realization of these goals, and or objectives comes through great effort, which leadership must put into consideration. The probability of success levels in organizations will and is always pegged on effective and transformational leadership.

1.1.5 Regional Perspective of Transformational Leadership

Mansur and Jia (2019) noted that transformational leadership plays a critical role in improving performance in Libya. Trmal, Bustamam and Mohamed (2017) emphasized the need for African countries to adopt transformational leadership since it is important in improving the performance of the employees.

Oluseyi and Ayo (2015) noted that effective leadership was crucial in African organizations as it is throughout the world. In Nigeria, effective leadership positively influenced employee performance. Thus, the role of leaders in ensuring excellent performance cannot be overemphasized (Moronfolu & Adewunmi, 2017).

In Zimbabwe, Hlatywayo (2017) the concept of transformational leadership has not taken roots fully. It is still at the initial stages of enhancing leadership in most of its

institutions. For instance, the extent to which transformation leadership had been established and could utilize transformational leadership to take competitive advantage and uniqueness in government institutions. Essentially business organization leaders usually comprehended their role in the school production process. In Egypt, Bottomley et al. (2016) established that transformational leadership is significantly used in both public and private institutions. Also, individualized consideration, charisma, intellectual stimulation, and inspirational motivation were found to improve employee commitment and organizational performance. These findings are supported by Nazarian, Soares and Lottermoser (2017) argument that the transformational leadership style has a positive and significant influence on organizational performance in Nigeria.

According to Oluseyi and Ayo (2015), inspirational motivation is shown when leaders articulate appealing visions of the employees and encourage them to take up ambitious goals. Intellectual stimulation in leaders is shown when they encourage their followers to be creative, innovative, take risks, and challenge stable assumptions. Individualized consideration involves leaders showing concerns with employee performance and professional development. In Uganda, transformative leadership in universities is based on the fact that changes taking place in public universities in Uganda have led to new challenges that call for improved exchange of knowledge and information among university staff to engage in organizational learning (Mukwenda, 2017).

However, organizational learning taking place in public universities in Uganda was generally low and leans more on professional development activities rather than on establishing a trusting and collaborative environment, sharing and monitoring university mission, and then taking leaderships and risks respectively. Perceived idealized influence, intellectual stimulation, inspirational motivation, and individual consideration behaviours of transformational leadership outcomes were individually positively related to the perceived organizational learning taking place in public universities in Uganda (Veale, Worthen & McKay, 2017).

Studies have been carried regarding transformational leadership and implementation of government projects; Garcia, Pinig and Manguiat (2017) on the influence of perceived transformational leadership and work engagement on counterproductive work behaviour in the Philippines noted that work engagement significantly influenced employees' counterproductive work behaviour. However, the above study addressed the issue of work engagement on counterproductive work behaviour and left implementation of multi-agency government projects. In Nigeria, Amanchukwu, Stanley, and Ololube (2015) focused on the effect of project management leadership on the performance of projects and concluded that there was a significant relationship between project management leadership and performance of projects. However, the study did not address the link between transformational leadership and the implementation of multi-agency government projects.

1.1.6 Local Perspective of Transformational Leadership

Most of the organizations in Kenya both in the private and public sectors have embraced the importance of transformative leadership. Most government institutions have embraced three out of the four transformational leader dimensions that are inspirational motivation (though weak), creative stimulation, and personalized consideration (Gathondu, Nyambegera & Kirubi, 2018). Both transformational leadership and employees' engagement are instrumental in achieving positive organizational outcomes. Three of the four leader behaviours; intellectual stimulation, inspirational motivation, and individualized consideration of supervisor in government institutions in Kenya are positively related and significant for both employees' engagement and organizational performance in government institutions in Kenya (Kahuari, Muraguri & Kinyua, 2019).

Amin (2016) found that inspirational motivation had the most significant influence on project performance, followed by individualized consideration and intellectual stimulation. Also, the study found that leaders act as coaches and advisors to individuals, mentor the junior staff to improve personal and professional growth and support a flexible work schedule. Besides, the study found that the relationship between the staff and the leaders was considered good; employees in the

organization were involved in problem-solving and participated in decision-making. The leaders also motivate confidence among the staff and are responsive to employee ideas and thought.

Besides, leaders have articulated a clear vision for the future and exhibit a commitment to the goals that have been laid out. Ndisya and Juma (2016) on the application of the components of transformational leadership showed that the relationship between inspiration motivation and performance of staff was positive. Thus, when attempts at reform processes do not yield the intended outcomes, it can certainly be attributed to the type of leadership in practice.

1.2 Statement of the Problem

The government of Kenya, as per its vision 2030 blue print, developed a Digital Literacy Programme through Ministry of education which was meant to integrate information communication and technology in teaching and learning in all public primary schools across the country. The use of electronic technology has been recognized as a key strategy in improving the efficiency, cost effectiveness and relevance of a sector. Its success in education sector was hinged not only on financing but also the preparation and implementation modality. The government initiated the program out of the conviction that technology has the power to bring about systemic change in basic and higher education by transforming teaching and learning through integrating technology in the learning environment. The programme involved distribution of computing devices to all public primary schools with digital content, electricity connection to primary schools, teacher development and set up of two local assembly lines for production of electronic devices. The programme was started by the Ministry of Education in 2013 but failed to be implemented.

During the 2013/2014 financial year, the Ministry of Education received Ksh 24.5 Billion to cater for the four components of implementing Digital Literacy Programme in Kenya. In 2014, the government attempted to implement the programme again but did not succeed. At this point an additional Ksh.17.5 billion was allocated for the project (Republic of Kenya, 2018) and the structure of the project implementation was reviewed. In 2015, the government restructured the

programme to have it implemented by Ministry of ICT through ICT Authority on considering the high level of technology involved. Further, the following key implementing agencies were incorporated among them; Rural Electrification Authority, Kenya Power and Lighting, Kenya Institute of Curriculum development, The Nation Treasury, The Attorney General's office, Parents Teachers Association (PTA), the Universities, Teachers Service Commission, Kenya National Union of Teachers to support and implement this program.

After this restructuring the government was able to implement the programme. However, the issue of leadership still remained a challenge given the fact that the programme was now being implemented by several agencies with different mandates and structures.

The programme was considered as one of the Kenya government flag ship project among others in their National ICT Master Plan. With successful implementation of this programme, the government expects increased national digital literacy levels and revolution of the country's digital economy. This could not be achieved without having a robust and focused leadership in the implementation of programme given the multi-agency approach taken by the programme. With leadership having been recognized as a key success factor in general management and the fact that transformational leadership was positively related to teamwork in terms of team communication, collaboration and cohesiveness, it was expected that project manager's transformational leadership influenced effective implementation of the project. Thus, the study was undertaken to answer the following question; what was the influence of transformational leadership on implementation of Digital Literacy Project in Kenya

1.3 Research Objectives

1.3.1 General Objectives

The general objective of this study was to analyze transformational leadership and implementation of Digital Literacy Programme in Kenya.

1.3.2 Specific Objectives

The study was guided by the following objectives;

- i. To examine the influence of idealization and implementation of Digital Literacy Programme in Kenya.
- ii. To establish the influence of inspirational motivation and implementation of Digital Literacy Programme in Kenya.
- iii. To assess the influence of intellectual stimulation and implementation of Digital Literacy Programme in Kenya.
- iv. To determine the influence of individualized consideration and implementation of Digital Literacy Programme in Kenya.
- v. To investigate whether Legal Framework has moderating influence between transformational leadership and implementation of Digital Literacy Programme in Kenya.

1.4 Research Hypotheses

- H₀₁:** There was no significant influence of idealization and implementation of Digital Literacy Programme in Kenya.
- H₀₂:** There was no significant influence of inspirational motivation and implementation of Digital Literacy Programme in Kenya.
- H₀₃:** There was no significant influence of intellectual stimulation and implementation of Digital Literacy Programme in Kenya
- H₀₄:** There was no significant influence of individualized consideration and implementation of Digital Literacy Programme in Kenya.
- H₀₅:** There was no significant influence on the legal framework as a moderator on the relationship between transformational leadership and implementation of Digital Literacy Programme in Kenya.

1.5 Significance of the Study

The Digital Literacy Programme was one of the Kenya Government flagship programs with key deliverables as the development of a competent workforce for the 21st-century economy, spur industrialization through the development of local assembly plants, creation of employment for youth, and empowering the locals through the provision of electricity to the villages. Successful implementation of this program could transform the lives of many Kenyans especially those living in rural areas as well as improve the education system of the country.

The study was significant to the following bodies and many others who could find the study relevant for them:

Policy Makers

First, the findings of this study suggest the extent to which various components of transformational leadership were believed to have an influence in the implementation of Digital Literacy Programme. The emphasize attributes of the transformational leader could be used in the public sector for; policy formulations; recruitment and selection as well as training and development of managers. This, in turn, helps to increase employee engagement levels and implementation of multi-agency government projects in Kenya thereby boosting the realization of Kenyan Vision 2030. In addition the study will guide the leadership of the country in effective delivery of flagship programmes through multi-agency approach.

Project Managers in the Public Sector

The project managers handling government projects in Kenya might also benefit by understanding the engagement levels of their workforce and the leadership attributes applicable for implementation of multi-agency projects. The information may be used for training of existing leaders or future recruitment purposes if the skills of these leaders are to enhance implementation of multi-agency government.

Project Managers in the Private Sector

The study might also be useful to project managers in the private sector who would like to borrow the learnings while implementing multi-agency projects and compare similarities of the challenges. The research provides valuable information regarding the significant influence of transformational leadership in the implementation of projects.

Scholars and Researchers

The findings from this research are beneficial to other researchers interested in carrying out their research on government programs being implemented by more than one agency to find if similar challenges are being experienced by other projects. The research provides valuable information regarding the significant influence of transformational leadership on the implementation of multi-agency government projects in Kenya, thereby contributing to the general body of knowledge and form a basis for further research study. The study facilitates individual researchers and scholars to identify gaps for further studies.

Government

The Digital Literacy Programme (DLP) is considered strategic by Kenya government and its successful implementation will not only transform education sector but also spur economic growth of the country through industrialization, job creation and development of competent workforce required for 21st century digital economy. The findings of the study will guide the Kenyan government in responding effectively to the key challenges hindering the success of the programme.

1.6 Scope of the Study

The study focused on the institutions involved in the implementation of the Digital Literacy Programme in Kenya. The institutions that were targeted were the Kenya Institute of Curriculum Development (KICD) which was in charge of digital content development, Information and communications Technology Authority (ICTA) who was in charge of digital devices and overall coordinator, Teachers Service

Commission (TSC) who was in charge of teacher training, Kenya Power and Lighting Company (KPLC) who was in charge of electrification of schools, and the Ministry of Education (MoE) who was in charge of school infrastructure enhancement.

1.7 Limitation of the Study

The study had some limitations. The first limitation was securing the valuable time of respondents to respond to the questionnaires. To address this limitation, the researcher allowed the respondents three weeks to respond to the questionnaires and encouraged the respondents on the benefits and significance of the study. The second limitation was the negative reception of the research by some respondents because the questionnaire contained information that they considered critical and confidential to their work stations and as such, some feared that the information could expose them to their bosses/leaders and the entire public. To address this, the researcher reassured the respondents that information was only for academic purposes and that research content would be shared with them. The third limitation was that the respondents were project heads and they move from one area to another managing the Digital Literacy Programme, hence a big challenge to the researcher in data collection. But this challenge was addressed by the use of google forms, constant emails and telephone conversations as well as regular visits to their offices, by researcher, to get the information needed.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In this second chapter, relevant literature information that was related and consistent with the objectives of the study was reviewed. Important issues and practical problems were brought out and critically examined to determine the current facts. This section was vital as it determined the information that linked the current study with past studies and what was still needed to be explored to improve knowledge. The chapter was structured into a theoretical framework and conceptualization, empirical review, critique of the existing literature relevant to the study, a research gap, and a summary of the literature.

2.2 Theoretical framework

This section looked at the theoretical framework that was anchored on underpinning principles that specifically reviewed the Transformational Leadership Theories, Goal Setting models, implementation of Projects, whereby, transformational leaders make followers more aware of the importance and value of their work, thereby inducing them to transcend self-interest for the sake of the organization. The leaders develop follower skills and confidence to prepare them to assume more responsibilities and as a result, followers trust the leader and are motivated to do more than originally expected (Veale, Worthen & McKay, 2017).

2.2.1 Transformational Leadership Theories

James McGregor Burns introduced the concept of transformational leadership in his 1978 book, "Leadership." He defined transformational leadership as a process where "leaders and their followers raise one another to higher levels of morality and motivation." Transformational leadership theory is a prominent representative of the new theories that have occupied center stage in leadership research in the last two decades (Yusuf, 1998). Yusuf (1998) established the concept of transformational leadership and emphasized that transformational leaders inspired groups to work

towards achieving the common goals to attain a higher level of self-actualization desired instead of self-interest by instilling a clear mission and vision and building up trust and confidence among them.

Bass (1999) further developed and enhanced Burns' leadership theory by putting more focus on the followers' needs as opposed to the leaders' needs. Bass (1999) interpretation of transactional and transformational leadership suggested the theory of transformational leadership. Bass (1999) observed that an effective leader who possesses transformational attributes and abilities was able to transform his or her firm to greater heights to a position of achieving greater performance. Burns' theory of transformational leadership focuses to a greater extent on social reform by the moral elevation of followers' values and needs. Bass focuses on attaining practical organizational objectives (Mahsud, Yukl & Prussia, 2010). Transformational leadership theory describes how effective leaders inspire and transform followers by appealing to their ideals and emotions, whereby, transformational leaders make followers more aware of the importance and value of their work, thereby inducing them to transcend self-interest for the sake of the organization. The leaders develop follower skills and confidence to prepare them to assume more responsibilities and as a result, followers trust the leader and are motivated to do more than originally expected (Veale, Worthen & McKay, 2017).

In the 1960s, Edwin Locke put forward the Goal-setting theory of motivation. This theory states that goal setting is essentially linked to task performance. It states that specific and challenging goals along with appropriate feedback contribute to higher and better task performance. The goal-setting theory provides that performance in organizations is enhanced when goals are set. The goals act to direct both leaders and employees in organizations towards certain performance targets. Organizational goals also provide performance standards and are what is measured to establish the achievement of objectives. Leaders in organizations should not only set goals, but the said goals should be specific and challenging if they are to provide meaning and stimulation to employees (Supeli & Creed, 2013).

According to Judge and Piccolo (2014), more challenging goals can be used by organizational leaders to motivate employees towards performance in both their tasks and hence organizational performance. Specific goals should be set at individual, team, and organization at large. Using the goal-setting theories leaders can enhance their follower's engagement and performance by setting clear, challenging, and meaningful goals. Such goals will not only stimulate the subordinates' thinking but will also provide opportunities for creativity and learning. Goal-setting theory, therefore, posits that conscious and well-defined goals are important if managers are to attain a particular standard and influence their employees and organizations (Bass, 1999).

The Contingency theory of leadership was developed by Fred Fiedler in 1958 during his research on leader effectiveness in group situations (Fiedler, 1964). Fiedler believed that one's effectiveness to lead depended on their control of the situation and the style of leadership (Shamir & Howell, 2018). The leader's effectiveness is contingent on the leader's style matching the situation, not adapting to it. This theory assumes that styles are fixed and that they cannot be adapted or modified (Gupta, 2009). A leader is most effective when his or her attributes and style of leadership are matched with the situation and environment around them. The Contingency theory is not concerned with having the leader adapt to a situation, rather the goal is to match the leader's style with a compatible situation (Gupta, 2009). Contingency theory supports transformational leadership since the leader relies on building relationships between themselves and followers. The Contingency Theory can be used to create leadership profiles for organizations, in which certain styles can be matched with situations that have proven to be successful (Kuhnert & Lewis, 2017). Companies can know what type of person would fit in each position of the organization whenever there is an opening. This theory also helps to reduce what is expected from leaders and instead emphasizes finding a match to the situation (Gupta, 2009). The theory helped in establishing the role of inspirational motivation in the implementation of multi-agency government projects in Kenya since it tries to predict and consider which style is best in which circumstance for a leader.

The behavioural theory was developed by Kurt Lewin in 1930 (Lewin, 1930). Kurt argued that there are three types of leaders: Autocratic leaders whereby the leader decides without consulting the team. The democratic style where the leader allows the team's input in decision making. Laissez-faire leaders don't interfere; they allow people within the team to make many of the decisions. This works well when the team is highly capable, is motivated, and does not need close supervision (Bennis, 2009). The theory focuses on how leaders behave, that is whether the leaders dictate what needs to be done and expect cooperation or whether they involve their teams in decision-making to encourage acceptance and support leadership behaviour can be studied by analysing what leaders do concerning accomplishing tasks and maintaining the efforts of people performing the tasks. This means that leaders are not born but made (Jung & Avolio, 2009).

The behavioural theory of change posits that behaviour in a leader will evoke some sort of expected, specific, or measurable behaviour in the follower (Gonnah & Ogollah, 2016). Many of these leadership behaviours are appropriate at different times depending on the subject and the best leaders are those who can use many different behavioural styles, and choose the right style for each situation (Fairholm & Fairholm, 2009). Thus, transformational leaders influence behaviour and generate different ways of thinking, seeking new opportunities or solutions to problems, and adopting generative, exploratory thought processes. Transformational leaders have individualized consideration that encourages followers to question assumptions and think about new ways of doing tasks (Jung & Avolio, 2009). The theory helped in establishing the role of individualized consideration on the implementation of multi-agency government projects in Kenya since it tries to predict and consider which style is best in which circumstance for a leader.

The Social Learning theory was initiated by Albert Bandura (1977) who agreed with the behaviourist learning theories of classical conditioning and operant conditioning. The social learning theory of leadership states that people can learn through observation and direct experience (Bandura & Walters, 1977). It assumes that behaviour is a function of consequences and the perceptions that people have on the consequences (Luthans, Youssef & Avolio, 2007). Luthans, Youssef and Avolio

(2007) posit that most of the behaviour that people display is learned, either deliberately or inadvertently through the influence of models. The social learning approach takes thought processes into account and acknowledges the role that they play in deciding if a behaviour is to be imitated or not.

Through observing others, one forms an idea of how new behaviours are performed, and on later occasions, this information serves as a guide for action an aspect of intellectual stimulation. According to Harrison (2011), social learning theory tries to transformational leadership behaviours in the form of intellectual stimulation where the focus is on leaders' socialized charisma such as confidence, beyond self-interest, ethical standing, and making decisions without consulting their teams. This style of leadership is considered appropriate when decisions need to be made quickly, when there's no need for input, and when team agreement isn't necessary for a successful outcome. The theory helped in establishing the role of intellectual stimulation on the implementation of multi-agency government projects in Kenya since it tries to predict and consider which style is best in which circumstance for a leader.

2.2.2 Implementation Model

According to Artifact Implementation model of 2001, Rational Software Corporation, the implementation model is a composite, comprehensive artifact which encompasses all artifacts needed to build and manage the system in the run-time environment. Amade et al. (2012) established that environmental factors are more critical to the success of project implementation than skills portfolio of the project team. Collective responsibility among project stakeholders is a necessary condition for successful project implementation.

In multi-level systems of governance Hooghe and Marks (2003) the implementation of public policies is often de-centralized: policies adopted at the highest level are adapted, implemented, and enforced by actors at lower levels. As a result, policy outcomes crucially depend on the willingness and capability of these actors to implement the policy in a timely and reliable manner. For example, in the European Union (EU) directives, the most important type of EU legal act, are not directly

applied but have to be transposed and implemented by each member state (König & Luetgert, 2009; Steunenberg, 2006; Steunenberg & Toshkov 2009). Similarly, in federal countries, like Germany and Austria, in many policy areas regional authorities enjoy considerable autonomy in the implementation of decisions taken in the capitals (Hanf & Toonen, 1985; Mayntz, 1978) realise when all components and implementation subsystems are put in a comprehensive artifact which ease execution.

2.2.3 Project Implementation Theories

Project Management theory. This theory was developed by McClelland and McBer in 1980 (McClelland & McBer, 1980). According to the theory, competencies are an individual's traits, skills, attitudes, and knowledge that affect how the person completes his or her responsibilities. Competency impacts project success and it can be improved by development or training (Raven, 2011). Gladder (2010) explained that technical project managers ought to use techniques, tools, knowledge, and skills in an effective way to provide the expected outcomes and deliver the project as per the timeline, cost, and budget. Ryssel (2013) explained that these traditional approaches emphasize small processes in the work structure, rules on control measures, plans, and non-flexible project structures that often result to project failure.

Soderland (2012) noted that the project in-charge should have competencies in the management of projects such as the ability to make work the different project processes, ability to complete the project phases within the provided quality, schedule and cost, ability to mitigate and manage risks and the proper management of human, financial and physical project resources. Triestch (2015) added that for a project manager to be competent, they must have competencies in project management. Garish and Huemann (2014) explained that project managers must have various management tools and practices up their sleeves that can enhance the performance of the project. Further, project managers must have different plans for different projects in a bid to ensure they perform optimally (Edum-Fotwe, 2011).

Firms are coming up with organized structures to manage their projects to ensure there are positive results consistently and that those who are working on these projects are competent. The firm ought to assess the competencies of the project employees and these competencies are documented in a database with the employees' profile that is consistently updated (Kometa, 2013). The theory is related to the research study as it outlines project management competencies that can help in the implementation of the multi-agency government projects in Kenya with the focus being on the Digital Literacy Program.

Implementation theory is based on social decision-making when information is decentralized has occupied economists since the days of Adam Smith. An influential article by Hayek crystallized the problem. Since "the data from which the economic calculus starts are never for the whole society given to a single mind", the problem to be solved is "how to secure the best use of resources known to any of the members of society, for ends whose relative importance only these individuals know" (Hayek (1945). A resource allocation mechanism is thus essentially a system for communicating and processing information. A mathematical analysis of these issues became possible after the contributions of Leo Hurwicz.

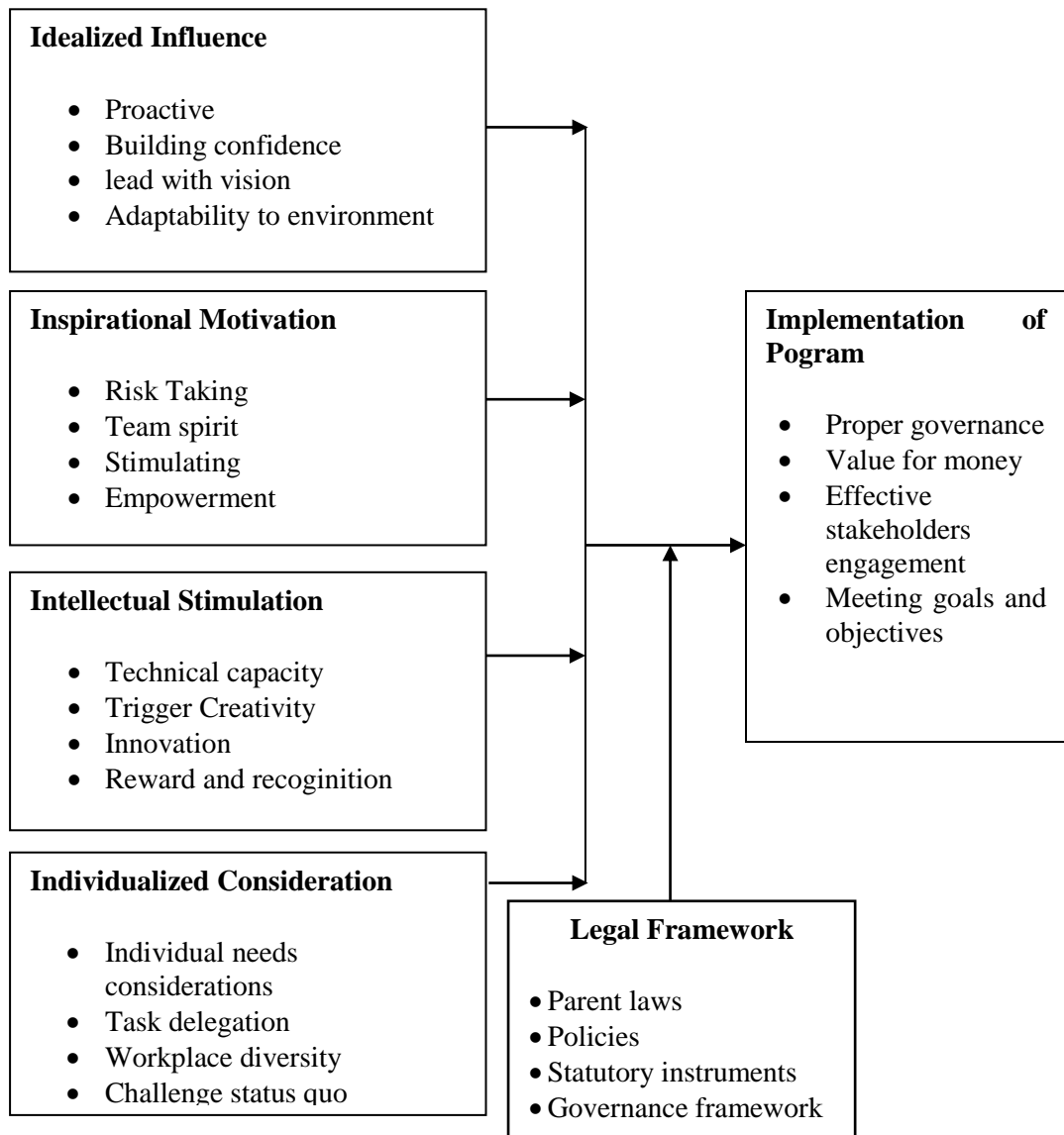
Hurwicz (1960, 1972) provided a formal definition of a resource allocation mechanism that is so general that almost any conceivable method for making social decisions is a possible mechanism in this framework. Hurwicz (1972) also introduced the fundamental notion of incentive compatibility. The theory of mechanism design provides an analytical framework for the design of institutions, with emphasis on the problem of incentives. Formally, the problem is formulated in terms of the implementation of social choice rules. A social choice rule specifies, for each possible state of the world, which outcomes would be socially optimal in that state. By definition, implementation is easier to accomplish the smaller is the set of possible states of the world. The theory emphasizes decentralized decision-making and allowing leaders to apply interventions with predetermine outcomes.

Nash implementation using mechanisms with general message spaces was first studied by Groves and Ledyard (1977), Hurwitz and Schneider (1978) and Maskin (1999). For a class of economic environments, Groves and Ledyard (1977) discovered that non-dictatorial mechanisms exist such that all Nash equilibrium outcomes are Pareto optimal. Hurwicz and Schmeidler (1978) found a similar result for the case of social choice from a finite set of alternatives. General results applicable to both kinds of environments were obtained by Maskin (1999). He found that a "monotonicity" condition is necessary for a social choice rule to be Nash-implementable. The theory is relevant in the implementation of Projects where leaders apply transformational leadership aspects which allows delegation of roles to enable mentorship and coaching for project teams.

2.3 Conceptual Framework

A conceptual framework provided the relationship between transformational leadership variables and implementation of Digital Literacy Programme in Kenya.

The moderating factor was Legal Framework. This relationship was represented graphically in figure 2.1 Conceptual Framework.



Independent Variable

Moderating Variable

Dependent Variable

Figure 2.1: Conceptual Framework

2.3.1 Conceptual Framework Variables.

2.3.1.1 Idealized Influence

The first dimension idealized influence refers to leader actions that make group values and goals salient. The leader promotes cooperation and teamwork by instilling in followers a desire to work towards common goals (Sable et al., 2015). The leader does this by articulating a group vision and fostering acceptance of group goals.

Emphasizing group goals is important as it elevates follower values and goals from self-interest to social interest and thus cultivates group cohesion. The leader demonstrates high ethical norms and becomes a role model for the subordinates (Bono & Judge, 2014).

In this element of transformational leadership, the leaders behave in ways that lead to them being role models for their followers. The leader, therefore, turns out to be admired, respected, and trusted by the followers who in turn want to emulate the leader. The followers also acknowledge extraordinary capabilities, persistence, and determination in their leader and the leader is willing to take risks to achieve organizational or personal goals but adopts ethical and moral conduct while doing that (Kark, Van Dijk, & Vashdi, 2018). Idealized influence can be explained within the organization in the context of knowledge creation. The term idealized influence means simply being influential over ideals. At the highest level of morality, leaders and their employees may dedicate themselves to the best ideals. By far the most effective trait-driven leadership style is charismatic (Waweru-Gathii & K'Obonyo, 2018).

Whereby, charismatic leaders have a positive influence on their followers and can change the self-focus of employees from negative to a positive focus (Mendelson et al., 2019). The result is that subordinates become more involved with the vision of the leader and are willing to make more sacrifices for that vision leading to a commitment to their organizations and achievement of organizational goals. Through idealized Influence, the leader provides role modeling for high ethical behavior and instill pride in their follower thereby they gain respect and trust of such followers. It is this attribute of a leader that motivates employees to contribute their best at work leading to organizational performance (Bono & Judge, 2014). Once employees feel motivated to perform at their best, they feel confident and enjoy their stay within their organizations. These employees thus become more committed not only to their jobs but their organizations (engagement) which ultimately leads to organizational performance (Judge & Piccolo, 2014).

2.3.1.2 Inspirational Motivation

Inspirational motivation is related to idealized influence but while charisma is held to motivate individuals, inspirational motivation is about motivating employees within the entire organization (Ayacko, 2017). Transformational leaders displaying inspirational motivation encourage their followers to become part of the overall organizational culture and environment (Zineldin, 2017). Leaders with inspirational motivation challenge followers with high standards and provide meaning to their tasks. This might be achieved through motivational speeches and conversations and other public displays of optimism and enthusiasm, highlighting positive outcomes, and stimulating teamwork. The followers are willing to invest more effort in their tasks, feel encouraged and optimistic about the future and believe in their abilities (Oluseyi & Ayo, 2015).

Inspirational motivation arises from the use of both effective and communicative styles of influence. This behaviour articulates the importance of leaders communicating high expectations to employees, inspiring and motivating them by providing meaning and challenge to the employees so that they can develop a shared vision in organizations (Owuor, 2018). Inspirational managers align individual and organizational objectives, thus making the achievement of organizational objectives an attractive means of achieving personal objectives (Gagne, 2018). Through the vision, the leader offers to the followers the opportunity to see meaning in their work. Followers are challenged with high standards and a leader encourages them to become part of the overall organizational culture and environment. Inspirational motivation might be achieved through motivational speeches and conversations by the leader and other public displays of optimism and enthusiasm, highlighting positive outcomes, and stimulating teamwork (Gagne, 2018).

Due to inspirational motivation, followers are willing to invest more effort in their tasks, feel encouraged and optimistic about the future and believe in their abilities. In other words, the supervisor is optimistic and enthusiastic about the future. This leads to follower commitment to and contributions to their organizations. The idealized influence and inspirational motivation are strongly correlated and are sometimes

combined to form a measure of Charisma (Mukwenda, 2017). Inspirational motivation makes use of behaviour to motivate and inspire employees by offering a shared meaning and a challenge to the followers (Lewa et al., 2018).

The leader offers meaning and challenge that motivates and inspires the work of the employees. In this regard, the leader promotes team spirit, enthusiasm, and optimism in their followers by involving them in a positive vision of the future and by communicating high expectations that followers want to achieve (Ndisya & Juma, 2016). The alignment of individual needs with the needs of an organization is a fundamental strategy of inspirational motivation. Transformational leaders attempt to nurture the spirit of teamwork and commitment by clarifying the vision, mission, and strategic goals of the organization and creating a strong sense of determination among the employees (Martin, 2017).

Inspirational motivation translates to confidently and positively communicating the vision, showing energy and enthusiasm to create an appealing and convincing vision. The extent of inspiring and stirring up followers into progressive and productive action is not a question for inspirational motivation leaders; it is the hallmark of their leadership being (Pawar, 2016). That puts a demand on them to continuously learn and employ tactics that are fresh in triggering and sustaining cooperation and team spirit at the place of work. The result of such action from the leader will be experienced everywhere, ranging from fostering interterm collaboration, to a culture of collective responsibility (Chun-Fang & Yi-Ying, 2018). Mukwenda (2017) noted that the dimensions of inspirational motivation indicate that respondents have the enthusiasm to carry out tasks because the leader can arouse the aspirations of subordinates, and subordinates are also able to advance team spirit in all tasks at hand. Accordingly, they argue that inspirational motivation sets the basis for sharing knowledge, which is key to enhancing job autonomy and the general performance of the organization.

2.3.1.3 Intellectual Stimulation

The third transformational leadership dimension is intellectual stimulation. Here, the leaders question the assumptions and beliefs of the organization and encourage followers to be innovative and creative, thus approaching old problems in new ways. The leader empowers followers by persuading them to propose new and controversial ideas without fear of punishment or ridicule.

They do not impose their ideas judiciously and certainly on subordinates (Orabi, 2016). The supervisor challenges the subordinates to see problems from a different perspective, thinking outside the box. In this way, the supervisor makes the workers active thinkers within the organization and consequently employees become more involved in the organization (Vasilagos, Polychroniou & Maroudas, 2017). Through intellectual Stimulation, the leader takes risks to solicit followers' ideas. Leaders with this style stimulate and encourage creativity in their followers leading to engagement and thus organizational performance. Employees who encounter such leaders are empowered and rarely look up to their leader to solve problems arising from work. They instead think of creative and stimulating ways to solve challenging jobs or problems that lead to effectiveness in handling issues (Judge & Piccolo, 2014).

Intellectual stimulation provokes followers to think of new methods and means innovatively by getting them involved in the process of decision-making as well as problem-solving that impacts their social, economic, environmental and political wellbeing (Alrowwad, Obeidat & Aqqad, 2017). Encouraging and expecting followers to challenge their old ways of doing things were key ingredients that help to keep on changing. Leaders who are intellectually stimulating see the advantages of creating unity through diversity. By bringing together and integrating a diverse range of perspectives, they can create genuinely new ideas and initiatives. The goal of intellectual stimulation is to continuously generate the highest levels of creativity from the subordinates (Thuan, 2019). It is therefore important that top management practice intellectual stimulation to spur their employees into enhancing their self-efficacy at work. Ultimately efficient employees will enhance productivity at both individual and organizational levels (Orabi, 2016).

2.3.1.4 Individualized Consideration

The fourth dimension of transformational leadership according to Bass (2015) is individualized consideration. Providing support is important as it builds trust with one's followers and helps them to cope with the task and interpersonal stressors via social support from the leader. This dimension concerns a dyadic relationship between the leader and the follower and involves showing respect and caring for follower needs (Sable et al., 2015).

In individualized consideration, the leader responds to the specific, unique needs of followers to ensure they are included in the transformation process of the organization.

People are treated individually and differently based on their talents and knowledge and to allow them to reach higher levels of achievement that might otherwise have not been achieved (Koveshnikov & Ehrnrooth, 2018). Individualized influence may take the following form; expressing words of thanks or praise to subordinates, fair workload distributions, and individualized career counseling, mentoring, and professional development activities. Besides having an overarching view of the organization, the transformational leader must also comprehend those things that motivate followers individually thus leading to engagement and hence organizational performance (Ng & Rivera, 2018).

Individualized considerate leaders pay special attention to each follower's needs for achievement and growth by acting as an advisor, coach, or mentor.

Subordinates and colleagues are developed successively to the higher levels of potential. Individualized consideration is practiced when new learning opportunities are created along with a supportive climate. Individual differences in terms of needs and desires are recognized (Zineldin, 2017). The leader delegates tasks as a means of developing followers. Delegated tasks are monitored to sincerely identify if the followers need further support. Despite the policy bottlenecks faced by organizations, their management can improvise individual consideration techniques that would go a long way in tapping individual employee potential and maximize it

to enhance both employee performance and project implementation (Yahaya & Ebrahim, 2016).

2.3.1.5 Legal Framework

A legal framework encompasses the laws, regulations and policies that are put in place to govern an organization or an activity (Thai, 2009). According to Nteere (2012) government policy is the principle that is behind the actions taken up to help in digital project implementation. These actions are administrated in the form of laws, regulations and administrative practice. Another definition of government policy provided by Pinto and Trailer (2014) provides that it is experimental or theoretical assumptions made on what is needed to solve a given issue or problem. The focus by governments to come up with public infrastructure projects and implement them to build trust and support from the citizens has also led to more policies being passed in this investment area.

Kerzner (2018) focused on projects that dealt with induced technology and noted that government sectors that focused on these projects relied on government policies to ensure that the projects were implemented within the provided guidelines and regulations. Although the policies provided do not make it a rule that the project recipients should be made part of the projects, the argument made by Kerzner (2018) is that the project should engage all the involved stakeholders to meet the project's post and pre-requirements. Governments come up with policies focusing on the implementation of infrastructure projects to improve economic development, pursue social objectives and improve on the existing societal challenges (Nyakundi, 2015). Policies are also provided in the implementation of projects to ensure that resources are equitably distributed from one section of the country to the other to ensure equitable growth (Kerzner, 2018).

Kerzner (2018) maintains that this goal should be achieved at the minimum cost. According to Ngundo (2018), effective policies that are focused on the performance of projects should emphasize the effectiveness of these projects and the implementation process should ensure the project meets the socio-economical, regulatory, and institutional goals of the recipients and also please the proponents of

the project. Besides, an effective policy should advocate for effective implementation that ensures that the project is implemented in line with the cost budgeted for. The resources should also be used efficiently and there should be equitable in the treating of stakeholders and the project managers should do away with prejudice and discrimination and if there are confidentialities to be protected, this should be adhered to (Ting, 2016).

Musyoki and Gakuu (2018) explain that policies are provided to support the successful implementation of the project and also ensure there is integrity in the project management processes. Further, such policies ensure that the decisions made related to the project are transparent and made according to the provided regulations and these decisions are made based on accurate data. Gatti (2012) points out that transparency is an important factor in public infrastructure projects as it leads to clarity and openness. Therefore, government policies hope to be the bridge that links the public infrastructure projects, budgeting, planning, and the achievement of its financial goals when the implementation process is underway. Osman and Kimutai (2019) noted that government policies played a crucial role in enhancing the implementation process of these projects concerning performance, structure, size, and conduct of the projects during the implementation phase.

2.3.1.6 Implementation of Digital Literacy Programme

According to Silviu and Schipper (2015) implementation projects can be accessed via the analysis of three key indicators which are systemic, project benefits, and social development indicators. It is then from these indicators, that it is possible to establish the different factors that affect the implementation of a project. If the implementation is to be achieved, project teams ought to pay special attention to these three indicators especially during the planning phase of intended projects. Available technology, project process, organizational structure and culture influence the degree of implementation of projects (Kaimenyi & Wanyonyi, 2019).

For a project outcome to exceed the target there is a need for oversight for policy and strategic guidance, coordination of project partners and key stakeholders, and implementation arrangements for delivering project services to beneficiaries. Project

oversight mechanisms are included in institutional arrangements to provide policy and strategic guidance to ensure the delivery of the project outcomes and achievement of the project objectives and goals (Kerzner, 2018). Project oversight entities normally consist of stakeholders with a direct interest in the project. Their tasks include providing advice on work plans and budgets, monitoring the quality of the project as it develops, providing advice about changes to the project, including harmonization and alignment with government priorities and policies, regulatory environment and legislative changes (Meredith, Mantel & Shafer, 2017).

The continuity of a project and the resulting benefits are of great interest to all stakeholders since a lot of resources are invested by the donors. Road construction is perhaps most prominently promoted as a means of bringing economic benefits or encouraging economic development (Van Asselt et al., 2015). The intention can be that economic benefits would flow from the road's use in unlocking new areas of land for development, or by reducing the distance traveled between places, or by enabling time-saving for road users by reducing congestion. The quality of life and socio-economic conditions of living of people may get significantly affected by the speed and ease with which they can move and carry their goods (Kerzner, 2017).

According to Herington (2017) stakeholder participation is the process through which stakeholders influence and share control over development initiatives and the decision and resource which affect them.

When projects are successful continued participation of stakeholders is supposed to make the development demand-driven and effective. Through continued participation, stakeholders feel ownership of projects and solutions; encourage transparency and accountability of the organizations offering service. Also, there will be better monitoring of project activities and the stakeholders will gain a better understanding of the strengths and weaknesses of their activities, identify the procedures of other projects that are beneficial and those that are obstructive and redundant. A truly participatory monitoring and evaluation process will, therefore, lead to both stakeholder empowerment and their ownership of other projects in the future (Meredith, Mantel & Shafer, 2017).

2.4 Empirical Studies

Effective performance by an individual, group, or organization is understood to depend on leadership by a human being with the ability to find the correct and accurate path and stimulate others to take it. In most editions of transformational leadership theory, it is a fundamental, main and essential hypothesis that an effective leader will manipulate followers to make self-surrender and put forth outstanding and excellent effort to achieve a higher level of project implementation (Yukl, 2014). Keller (2012) also originated that transformational leadership positively affected the performance of research and development (R&D) projects in a large R&D organization.

According to the research findings of Geyer and Steyrer, (2013) the associations between leadership and implementation of projects we locate support for the expansion hypothesis (H1) that transformational leadership affects implementation in addition to the effect of transactional leadership. Means transformational leadership has more significant effects on project implementation than transactional leadership. The next findings and results might require particular and unusual concentration for creating new hypotheses: the central part of Transformational Leadership emerges to be more powerfully related to long-term than to short-term performance.

The hypotheses pointed out that there would be a significant correlation and association between the three factors of project managers' leadership style (transactional, transactional, and laissez-faire) as professed by a subordinate of project managers and subordinates' readiness and eagerness to put forth the additional effort, leadership effectiveness on project performance (Davis et al., 2008). Analysis results specify that although transformational leadership presents effectual leadership, a superior attempt of additional exertion, usefulness, and contentment is achievable with expanding transformational leadership. Both transformational and transactional (contingent reward) can be operated in the project management atmosphere to encourage acquaintances to build up and carry out their efforts further than typical expectations and anticipations. On the other hand, transformational leadership varies from transactional by identifying employee needs

and endeavoring to extend those needs from lower to higher levels of maturity (Avolio, & Bass, 2016).

This study offered conclusive findings concerning transformational leadership and success in the project implementation work environment. The findings of this research provide the conclusion that the subordinates have common desires from their leadership. Subordinates desire to know what is to be accomplished and why, a practical view of the dream, and affection and connection to the final goal (project implementation). Most of the project managers are project goal-oriented or achiever. Thus, having such project managers that give a reward for project success and are worried about professional goals builds a positive relationship between project managers and subordinates (Davis et al., 2008).

Asiimwe, Kavoo-Linge and Sikalieh (2018) focused on the relationship between transformational leadership style and SMEs growth in the top 100 SMEs in Kenya. The study employed a causal research design with a target population of 553 owners and Managers of the top 100 KPMG SMEs of 2013. It was concluded that in a transformational leadership style, the managers of an organization motivate by making employees more aware of the importance of their outcomes and productivity in their tasks. The managers encourage employees to think critically and seek innovative methods to approach their work and assignments, resulting in intellectual stimulation and consequently outstanding performance of the organization. The consideration and participation of employees and other junior staff in decision-making ensure a two-way conversation in a bid to exchange views between the leader and the followers to tackle a given challenge or problem.

When determining the effect of transformational leadership on employee engagement: a survey of civil service in Kenya, Datche and Mukulu (2017) used survey data collected from 252 civil servants. Simple random sampling was employed to select the respondents for the study. Primary data was collected using a structured questionnaire and data analyzed with the help of SPSS version 22.0. The findings revealed that transformational leadership though positively related to employee engagement in general; the leader behaviors of intellectual stimulation and

individualized consideration of supervisor were found to be positive and moderately related to employee engagement. Supervisors' inspirational motivation of the leader was weak and insignificant while idealized influence was negatively related to employee engagement.

The study focused on the relationship between transformational leadership and employee engagement while the existing study seeks to focus on the role of transformational leadership style on the performance of the parliamentary service commission.

Mwangi and Kwasira (2017) focused on the role of transformational leadership on organizational change in selected public secondary schools in Nakuru North sub-county, Kenya. The study used a descriptive survey research design where questionnaires were employed for data collection.

The data were analyzed using descriptive and inferential statistics. It was revealed that principals of secondary schools simplify the accomplishment of goals by instilling a sense of confidence and optimism amongst the members of staff. More so, inspirational motivation was concluded that plays a crucial role in the organizational change in foretasted learning institutions.

Fauji (2017) study determined the effect of intellectual stimulation on the implementation of projects which was mediated by knowledge sharing and innovation, where the model tested on the 56 owners of small and medium enterprises (SMEs) in Tegal, Indonesia. Utilizing the purposive sampling technique, and software analysis techniques PLS (Partial Least Square) was used in this research. The final results indicated that there were positive effects on intellectual stimulation, experiential sharing, and explicit knowledge sharing; explicit knowledge sharing had a positive effect on product innovation and product innovation had a positive effect on project success. While experiential sharing had a positive effect on product innovation, it was not significant, so the hypothesis was rejected. The study concluded that intellectual stimulation as one dimension of transformational leadership has a positive and significant impact on experiential sharing and explicit knowledge sharing.

While evaluating the influence of idealized influence and intellectual stimulation leadership behavior on employee performance in small and medium enterprises in Kenya, Ogola, Sikalieh and Linge (2017) targeted the KPMG top 100 SMEs of 2014 in Kenya. A correlational research design was employed to establish the relationship between Idealized Influence leadership behavior and employee performance in Small and Medium Enterprises in Kenya. The study correlated idealized influence, intellectual stimulation and employee performance and found that all the items of idealized influence and intellectual stimulation were positively and significantly related to employee performance.

The study found that idealized influence and intellectual stimulation explained a significant proportion of variance in employee performance.

Nyokabi, K'Aol and Njenga (2017) focused on the effect of idealized influence and inspirational motivation of the CEO on performance in the private sector in Kenya. The study adopted the positivism research philosophy and descriptive correlational research design.

The target population consisted of 984 senior managers reporting to the CEOs of 183 private sector companies under the umbrella of the Kenya Private Sector Alliance (KEPSA). A sample size of 284 was drawn using stratified random sampling, and data were collected using structured questionnaires. Data were analyzed using descriptive statistics namely frequencies, means, and standard deviation. Inferential statistics were also used in the analysis which included Pearson's correlation, Analysis of Variance (ANOVA), and multiple linear regressions. Results of the multiple linear regression showed that the CEO's idealized influence and inspirational motivation significantly predicted the performance of senior managers. Goal orientation as a moderating variable showed that goal orientation significantly predicted the relationship between idealized influence and inspirational motivation of the CEO and the performance of senior managers.

While assessing the factors influencing the implementation of donor-funded projects in Nakuru County, Kenya, Kuria and Wanyoike (2016) adopted a descriptive

research design where the target population was 726 respondents. Stratified random sampling was used as the sampling technique and a semi-structured questionnaire was used to collect data which was analyzed using descriptive and inferential analysis with the aid of SPSS version 22.0. Enhancing monitoring and evaluation enhanced the implementation of donor-funded projects because a lack of project monitoring and control leads to project failure. Adequate funding, the commitment of resources by the beneficiary community and engagement or participation in project activities alone cannot sufficiently promote the sustainability of donor-funded projects. As a result, the level of funding is a critical factor influencing the implementation of donor-funded projects. On stakeholder involvement and participation of the community, the study concluded that it influenced donor-funded project implementation.

Choudhary, Akhtar and Zahee (2016) evaluated the impact of transformational and servant leadership on organizational performance: a comparative analysis in Pakistan. A sample of 155 participants is taken from the profit-oriented service sector of Pakistan.

Data through surveys gathered on a five-point Likert scale from organizations. SPSS version 22.0 was used for statistical analysis. The result showed that transformational leadership had more impact on organizational learning than servant leadership. Furthermore, organizational learning enhances organizational performance. Managers and leaders of the corporate sector can get benefited from this study.

Their main objective is to maximize the profitability of the organization thus, they can choose a leadership style that polishes their abilities and helps them to achieve profit maximization.

Adebayo and Raj (2016) while evaluating transformational leadership: towards effective governance in Nigeria. The quantitative research and survey questionnaires were randomly administered to 240 local administrators in the 30 local governments in Osun State, Nigeria. Transformational leadership was found to be ethical and effective leadership and was effective especially in the time of organizational crises and uncertainties. Transformational leadership can help reduce the problem of

corruption and perceived inefficiencies in Nigerian public institutions. Transformational leadership can shape the organizational culture and culture and lead by examples and engage in ethical conduct and personal principles and value that inspires others.

2.5 Critique of Existing Literature

Transformational leaders stimulate the intellectual capacity of their followers and allow for organizational learning, creativity and innovation; and support the hope and aspirations of their followers. While evaluating transformational leadership and organizational culture as predictors of employees' attitudinal outcomes in Egypt, ElKordy (2016) used a structural equation model to test the hypothesized relations. The findings provided evidence on the significant influence of a strong organizational culture and transformational leadership practices on employees' satisfaction and organizational commitment, with culture showing a higher impact than leadership on both work attitudes. The study also showed that transformational leadership is received positively by Egyptian employees as reflected in higher levels of satisfaction and commitment.

Ouma (2016) study looked into the factors that determined the implementation of Gedo Region, Somalia-based health projects. The descriptive research had a target population of 55 members of staff of the World Vision who was part of the health projects located in the Gedo region of Somalia. The research outcomes indicated that poor communication methods negatively affected understanding, sharing of information among team members, the approval process, and communication between the project team and management thus resulting in ineffective project implementation. The study found that World Vision Somalia had a plan for implementation stages that helps in assessing the keenness of an organization for change as well as the efficacy of the proposed change targets. The study found that there was enough financial support for project implementation at World Vision Somalia thus effective project implementation since finances are essential in the running of a project initiative in terms of facilitating the execution of implementation tasks.

Jerobon (2016) evaluated the effects of idealized influence on employee performance in a survey of Nandi County Government where the study adopted a descriptive research design. This study employed a stratified random sampling method as a technique of probability method. Questionnaires were used as the main instruments of data collection for this survey and they were analyzed using SPSS version 22.0. The study concluded that to achieve employee performance idealized influence should be adopted. There was a positive relationship between idealized influence and employee performance implying that enhancement of idealized influence leads to better performance.

Leadership theory concluded that there was no single method of leading which each leadership vogue ought to be supported bound things; this signifies that there is a unit bound those that perform at the most level inbound places. Abbasi and Zamani-Miandashti (2015) focused on the role of transformational leadership, organizational culture and organizational learning in improving the performance of Iranian Agricultural Faculties. A sample of 329 faculty members was selected using a stratified random sampling method with proportional allocation. The questionnaire was the main tool for data gathering. The results showed that there was a positive and significant relation between contextual components transformational leadership and learning organizational culture and process component organizational learning.

Ayub (2015) conducted a study on the perception of intellectual stimulation, creative innovation among Educational project managers in Pakistan working in tertiary level colleges that was qualitative, Data was collected using observation and in-depth interviews. One main domain of intellectual stimulation and its variables was developed and the emergence of different themes was noted. The results revealed that in the domain of intellectual stimulation all the participants of the study showed positive themes for the variable of creativity. Seven of the project managers showed positive themes for the variable of innovation, whereas three project managers showed negative responses. It was concluded that managers with management qualifications had better concepts about the key ideas of Intellectual stimulation, creativity, and innovation; as compared to those who were working at these managerial posts based on their long-term experience only.

Koech and Namusonge (2015) focused on the effect of leadership styles on organizational performance at State Corporations in Kenya. Descriptive survey research was used and also structured self-completed research questionnaires. Correlations between the transformational-leadership factors and organizational performance ratings were high whereas correlations between the transactional-leadership behaviors and organizational performance were relatively low. Laissez-faire leadership style was not significantly correlated to organizational performance. Based on the findings, the following recommendations were given: managers should discard the laissez-faire leadership style by becoming more involved in guiding their subordinates; public managers should formulate and implement effective reward & recognition systems. The above study though it was a local study it's different from the current study which seeks to determine the role of transformational leadership style on the implementation of multi-agency government projects in Kenya.

When evaluating the influence of intellectual stimulation and conflict resolution on project implementation: a case of constituency development fund construction projects in public secondary schools in Kisumu County, Kenya, Wagude and Ndiritu (2015) used Exposit facto design. The probability sampling used was a stratified and simple random sampling technique. Data were analyzed both quantitatively and qualitatively. There was a relationship between intellectual stimulation with conflict resolution and the implementation of CDF projects. It was therefore recommended that accredited MLQ coaching is desirable; coaching from the systems' psychodynamic stance could equip the leader in terms of awareness of diversity dynamics and conflict management. Koech and Namusonge (2015) focused on the effect of leadership styles on organizational performance at State Corporations in Kenya.

Abbasi and Zamani-Miandashti (2015) focused on the role of transformational leadership, organizational culture, and organizational learning in improving the performance of Iranian Agricultural Faculties. The study was a global study and focused on the moderating effect of organizational culture and organizational learning on the relationship between transformational leadership and performance. Choudhary, Akhtar and Zahee (2016) evaluated the impact of transformational and

servant leadership on organizational performance: a comparative analysis in Pakistan. The study was a global study and focused on both transformational and servant leadership.

Adebayo and Raj (2016) while evaluating transformational leadership: towards effective governance in Nigeria. The study was a global study and focused on transformational leadership's role in ineffective governance. ElKordy (2016) evaluated transformational leadership and organizational culture as predictors of employees' attitudinal outcomes in Egypt. The study was a regional study and evaluated transformational leadership and organizational culture to role employees' attitudinal outcomes.

Datche and Mukulu (2017) determined the effects of transformational leadership on employee engagement: a survey of civil service in Kenya. The study focused on the relationship between transformational leadership and employee engagement. Mwangi and Kwasira (2017) focused on the role of transformational leadership on organizational change in selected public secondary schools in Nakuru North sub-county, Kenya. The study focused on transformational leadership on organizational change and was limited to public secondary schools in Nakuru North Sub County. Asiimwe, Kavoo-Linge and Sikalieh (2018) focused on the relationship between transformational leadership style and SMEs growth in the top 100 SMEs in Kenya. The study was limited to between transformational leadership style and SMEs growth in the Top 100 SMEs in Kenya.

2.6 Research Gap

This involves highlighting weak areas not adequately covered in the previous research literature reviews. Fauji (2017) study determined the effect of intellectual stimulation on the implementation of projects which was mediated by knowledge sharing and innovation. The findings indicated that there was a positive effect on intellectual stimulation, experiential sharing, product innovation, product innovation on project success. The above study focused only on one aspect of transformational leadership which is intellectual stimulation and left out the other aspects of

transformational leadership. Further, it didn't reveal the mediating variables that had the greatest effect on transformational leadership.

Ogola, Sikalieh and Linge (2017) evaluated the influence of idealized influence and intellectual stimulation leadership behavior on employee performance in small and medium enterprises in Kenya. The study found that idealized influence and intellectual stimulation explained a significant proportion of variance in employee performance. The above study focused on only two components of transformational leadership and didn't indicate which had a greater effect on employee performance.

Nyokabi, K'Aol and Njenga (2017) focused on the effect of idealized influence and inspirational motivation of the CEO on performance in the private sector in Kenya. Results showed that the CEO's idealized influence and inspirational motivation significantly predicted the performance of senior managers. The above study focused on only two components of transformational leadership and didn't indicate which had a greater effect on performance. The study also focused on the performance of senior managers alone and left out the other staff.

Jerobon (2016) evaluated the effects of idealized influence on employee performance in the Nandi County Government and noted that there was a positive relationship between idealized influence and employee performance. The above study only considered one aspect of transformational leadership and left out the importance of project implementation and concentrated on employee performance. Koech and Namusonge (2015) focused on the effect of leadership styles on organizational performance at State Corporations in Kenya. It was noted that correlations between the transformational-leadership factors and organizational performance ratings were high whereas correlations between the transactional-leadership behaviors and organizational performance were relatively low. The above study focused on all the two leadership styles which are transformational-leadership and Laissez-faire leadership style and left out the other two components of leadership which affect organizational performance.

Abbasi and Zamani-Miandashti (2015) focused on the role of transformational leadership, organizational culture and organizational learning in improving the performance of Iranian Agricultural Faculties. The results showed that there was a positive relationship between transformational leadership, organizational culture and organizational learning. The above study didn't indicate the individual influence of each component of transformational leadership on performance and also didn't focus on the aspect of project implementation.

Choudhary, Akhtar and Zahee (2016) evaluated the impact of transformational and servant leadership on organizational performance: a comparative analysis in Pakistan. The result showed that transformational leadership had more impact on organizational learning than servant leadership. However, the study didn't explain the reason why transformational leadership had more impact on organizational learning than servant leadership and further the influence of each component of transformational leadership and servant leadership on organizational performance.

Adebayo and Raj (2016) evaluated transformational leadership: towards effective governance in Nigeria and found that transformational leadership was found to be ethical and effective leadership and was effective especially in the time of organizational crises and uncertainties. However, the study didn't indicate the type of transformational leadership that was most effective in the enhancement of effective governance. ElKordy (2016) evaluated transformational leadership and organizational culture as predictors of employees' attitudinal outcomes in Egypt and showed that transformational leadership is received positively by Egyptian employees. However, the study didn't indicate the type of transformational leadership that enhanced employees' attitudinal outcomes most in the organization.

Kuria and Wanyoike (2016) assessed the factors influencing the implementation of donor-funded projects in Nakuru County, Kenya. It was noted that level of funding, stakeholder involvement and participation of the community influenced donor-funded project implementation. The above study left out the importance of transformational leadership which is important in enhancing project implementation and also didn't indicate how the factors that affect project implementation can be

improved. Ouma's (2016) study looked into the factors that determined the implementation of Gedo Region, Somalia-based health projects. The research outcomes indicated that good communication and financial support enhanced project implementation. The above study left out the importance of transformational leadership which is important in enhancing project implementation and also its focus was on health projects which are different from IT projects.

2.7 Summary of Literature

A transformational leader promotes cooperation and teamwork by instilling in followers a desire to work towards common goals. The leader does this by articulating a group vision and fostering acceptance of group goals. Emphasizing group goals is important as it elevates follower values and goals from self-interest to social interest and thus cultivates group cohesion. Inspirational motivation arises from the use of both effective and communicative styles of influence.

This behaviour articulates the importance of leaders communicating high expectations to employees, inspiring and motivating them by providing meaning and challenge to the employees so that they can develop a shared vision in organizations.

Intellectual stimulation provokes followers to think of new methods and means innovatively by getting them involved in the process of decision-making as well as problem-solving that impacts their social, economic, environmental and political well-being. Individualized considerate leaders pay special attention to each follower's needs for achievement and growth by acting as an advisor, coach, or mentor. Subordinates and colleagues are developed successively to the higher levels of potential. Individualized consideration is practiced when new learning opportunities are created along with a supportive climate.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presented the methodology that was adopted in attaining the objective of the study which was the transformational leadership and implementation of digital literacy programme in Kenya. This section identified research design and philosophy, target population, sample frame, and sampling techniques, data collection instruments, data collection procedures, piloting, data analysis and presentation, and finally measurement of variables.

3.2 Research Design and Philosophy

3.2.1 Research Philosophy

Research philosophy relates to the development of knowledge and the nature of that knowledge (Saunders, Lewis & Thornhill 2009). Two research paradigms may underpin research, that is, positivism and social constructivism. Positivism assumes in its understanding of the world that the environment and the events of interest are objectives, external and independent of the researcher (Bryman & Bell, 2003). Social constructivism, however, assumes that the understanding of the environment and events in it are socially constructed and subjective from the researcher's point of view.

The positivism research philosophy was appropriate for this study based on the underlying assumptions of this paradigm relative to social constructivism. Positivism is also the philosophy of science where information is derived from logical and mathematical treatments and reports of sensory experience are the exclusive source of all authoritative knowledge. Constructivism is ‘an approach to learning that holds that people actively construct or make their knowledge and that reality is determined by the experiences of the learner’ (Elliott et al., 2000).

3.2.2 Research Design

According to Kothari (2014) research design is a plan, a roadmap, and a blueprint strategy of investigation conceived to obtain answers to research questions; it is the heart of any study. The study employed a descriptive and explanatory research design. A descriptive design is concerned with determining the frequency with which something occurs or the relationship between variables (Bryman & Bell, 2011).

Thus, this approach was suitable for this study, since the study collected comprehensive information through descriptions that help identify variables.

Bryman and Bell (2011) assert that a descriptive design seeks to get information that describes existing phenomena by asking questions relating to individual perceptions and attitudes. This technique was also preferable because it allows the analysis of many variables by the researcher at a go and by use of this technique; the researcher is capable of describing the various variables and conditions of the research (Erik & Marko, 2011). The research design was applied in creating frequency distributions, percentages, and tables, amongst the numerous variables as well as determining the level to which the variables are linked.

An explanatory research design was used to test the hypothesis in inferential statistics. The primary purpose of explanatory research is to explain why phenomena occur and to predict future occurrences. Explanatory studies are characterized by research hypotheses that specify the nature and direction of the relationships between or among variables being studied and also generalize the results to the population from which the sample is selected. The data are quantitative and almost always require the use of a statistical test to establish the validity of the relationships (Saunders, Lewis & Thornhill, 2012).

3.3 Target Population

According to Kombo and Tromp (2014), a population is a well-defined set of people, services, elements, events, and groups of things or households that are being investigated. This definition ensures that the population of interest is homogeneous.

Cooper and Schindler (2011) contend that the target population is the larger group of items to which the research ultimately would like to generalize the result of the study. The target population was 300 project managers with the key mandate of governance of various digital literacy programs in the following institution KICD, TSC, KPLC, ICT Authority, and the Ministry of education.

3.4. Sampling Frame and Sampling Technique

3.4.1 Sampling Frame

A sampling frame is a list of all the elements in the population from which the sample is drawn (Cooper & Schindler, 2011).

A sampling frame is also a list or other device used to define a researcher's population of interest (Kombo & Tromp, 2014). The sampling frame defines a set of elements from which a researcher can select a sample of the target population. Because a researcher rarely has direct access to the entire population of interest, a researcher must rely upon a sampling frame to represent all of the elements of the population of interest. The sampling frame was 300 project managers from the institutions involved with the key mandate of governance in the implementation of the Digital Literacy Program in Kenya that includes KICD, TSC, KPLC, ICT Authority, and the MoE. A sample frame is needed so that everyone in the population is identified so they have an equal opportunity for selection as a subject (Kombo & Tromp, 2014).

3.4.2 Sample and Sampling Technique

Sampling as explained by Erik and Marko (2011) is used to choose a few persons in the research such that they are representative of the population under study. Kothari, (2014) stated that a sample is a small group from where the accessible population is obtained from. The study deployed a simple random sampling technique since the study population was already identified by the agencies, in this way, it is was not conceivable to isolate this population into strata to induce a representative sample. Erik and Marko (2011) point out that simple random sampling methods are preferred

as they can give an estimate of the population under study with better precision and provides a sample that is more representative of the population. For the data collection, the appropriate sample size was computed to achieve the true proportion at a 95% confidence level. To calculate the sample size, Yamane's formula (1967) was employed.

$$n = \frac{N}{1+N(e)^2}$$

Where n is the sample size, N is the population size, and e is the level of precision (0.05).

$$\begin{aligned} n &= 300 / 1 + 300(0.05)^2 \\ &= 300 / 1 + 300 (0.0025) \\ &= 171 \end{aligned}$$

The researcher took a random sample from each stratum proportionate to the population proportion to come up with 171 respondents.

3.5 Data Collection Instruments

The study utilized primary data. The primary data was collected in the form of questionnaires since they provide a relatively cheap, quick, and efficient way of obtaining large amounts of information from a large sample of people. Data can be collected relatively quickly because the researcher would not need to be present when the questionnaires were completed. This is useful for large populations when interviews would be impractical (Kothari, 2014). The questionnaire comprised of closed-ended questions to save time and also enabled respondents to answer questions in their own words.

Closed-ended questions require the respondent to choose from among a given set of responses (Mugenda & Mugenda, 2012). They comprised mainly of Likert scales and numerical ranges questions. According to Cooper and Schindler (2011), Likert scales are the most frequently used varieties of summated rating scales; they are the most

reliable and provide a greater volume of data than many other scales. They are also a better approximation of the normal response curve. This study used a Likert scale because they communicate interval properties to respondents, and therefore produce data that can be related to an interval scale.

3.6 Pilot Testing

A Pilot study that involved 30 employees from the 5 corporations was carried out which is 10% of the sample. This is based on the model used by Mugenda and Mugenda (2012) who contend that 10% of the sample is generally recommended for pilot testing. Piloting enabled the researcher to determine the clarity of question items in the questionnaire. Questions that elicited ambiguous responses were adjusted accordingly. It, therefore, enabled the researcher to check the suitability of the instruments to collect the required data. All aspects of the questionnaire were pre-tested including question content, wording, sequence, form and layout, question difficulty and instructions.

3.6.1 Validity of Instruments

According to Gill and Johnson (2012), validity is the degree by which the sample of test items represents the content the test is designed to measure. Content validity which was employed by this study is a measure of the degree to which data collected using a particular instrument represents a specific domain or content of a particular concept. The pilot study enabled the study to be familiar with research and its administration procedure as well as identifying items that require modification. The result helped the study to correct inconsistencies arising from the instruments which will ensure that they measure what is intended.

3.6.2 Reliability of Instruments

According to Kothari (2014), reliability is the consistency of measurement. Kothari (2014) contends that the more reliable a data collection instrument is, the more consistent the measure is. Reliability, therefore, is the measure of the degree to which research instruments give consistent results in repeated trials and is usually

influenced by a random error. Mugenda and Mugenda (2012) contend that a random error is a deviation from a true measurement because of the factors that have not been addressed effectively by a researcher. As the random error increases, the reliability of the research instrument decreases. In this study, the random error was minimized to increase reliability by targeting a large sample, adjusting the questions in the research instruments to be understood the same way by different respondents and administering the instrument twice to the same group of respondents.

Kombo and Tromp (2014) contend that scale reliability is the proportion of variance that is attributed to the true score of the latent construct and is usually measured by internal consistency reliability that indicates homogeneity of items comprising a measurement scale. The extent to which the items in a model are inter-correlated is given by internal consistency and where inter-item correlations are high, it means that such items have a strong relationship to the latent construct and therefore having a possibility of measuring the same thing.

Cronbach's alpha methodology, which is based on internal consistency, was used to test the reliability of the data. Cronbach's alpha measures the average of measurable items and their correlation. A Cronbach's coefficient alpha can be written as a function of test items and the average inter-correlation among the items (Cronbach, 1951). Cronbach alpha is a general form of the Kuder-Richardson (K-R) 20 formula. The Kuder and Richardson Formula 20 test checks the internal consistency of measurements with dichotomous choices. It is equivalent to performing the split-half methodology on all combinations of questions and is applicable when each question is either right or wrong. A correct question scores 1 and an incorrect question scores 0. The test statistic is

$$\rho_{KR20} = \frac{k}{k-1} \left(1 - \frac{\sum_{j=1}^k p_j q_j}{\sigma^2} \right)$$

Where;

k = number of questions

P_j = number of people in the sample who answered question j correctly

q_j = number of people in the sample who didn't answer question j correctly

σ^2 = variance of the total scores of all the people taking the test = $\text{VARP}(R_1)$ where R_1 = array containing the total scores of all the people taking the test.

Overall scales' reliability of the present situation and the desired situation was tested by Cronbach's alpha, which is above the acceptable level of 0.70 which is acceptable reliability (Bryman & Bell, 2013).

3.7 Data Collection Procedure

The data collection procedure is the process of acquiring subjects and gathering information needed for a study (Erik & Marko, 2011). Data collection enabled the researcher to accumulate information about people, objects, or a phenomenon and about the setting in which they occur and are essentially categorized into primary and secondary data collection methods (Cooper & Schindler, 2011). Primary data was collected using a questionnaire. The researcher carried an introduction letter from Jomo Kenyatta University of Agriculture and Technology to assure the respondents that the information that they give would be treated confidentially and it would be used purely for research purposes.

The researcher made use of the frequent project meetings to persuade targeted respondents to fill up and return the questionnaires to ensure a high response rate. The researcher also encouraged the respondents to participate without holding back the information that they had as the research instruments would not bear their names. The questionnaire was administered through online google forms to respondents who were the employees of the implementing agencies. The project managers enabled to fill the questionnaire within the stipulated time were congratulated through emails and telephones calls.

To enhance the accuracy of the data, the researcher employed data cleaning techniques for quantitative attributes. In this study, all the completed questionnaires were cross-checked at the time of collection to ensure that all the sections are filled

by the respondent to avoid any missing data. At the data entry point, the data collection instrument was, first of all, be coded in SPSS software to provide a template on which the data was entered. This way, it is easy to detect any sections with the missing data and correct accordingly (Hellerstein, 2008).

3.8 Data Processing and Analysis

Data analysis is the process of evaluating data using analytical and logical reasoning to examine each component of the data provided which helps in inspecting, cleaning, transforming and modeling data to discover useful information, suggesting conclusions (Bryman & Bell, 2007). Data collected was both quantitative and qualitative. The descriptive statistical tools helped the researcher to describe the data and determined the extent used. The analysis was done quantitatively and qualitatively by the use of descriptive statistics. These included frequency distributions, tables, percentages, mean and standard deviation. Besides, advanced statistical techniques (inferential statistics) were considered as well as the use of content analysis techniques such as narratives, explanations and discussions were used for qualitative analysis.

Data analysis was done with the use of SPSS Version 24.0 for windows. This generated quantitative reports through tabulations, percentages, and measures of central tendency. Tables were used to summarize responses for further analysis and facilitate comparison. Cooper and Schindler (2011) noted that the use of percentages is important for two reasons; first they simplify data by reducing all the numbers to a range between 0 and 100. Second, they translate the data into standard form with a base of 100 for relative comparisons.

3.8.1 Regression Model

The researcher further employed a multivariate regression model to study the relationships between the factors studied here. The research deemed the regression method to be useful for its ability to test the nature of the role of independent variables on a dependent variable. Regression can estimate the coefficients of the linear equation, involving one or more independent variables, which best predicted

the value of the dependent variable (Cooper & Schindler, 2011). A multiple regression model was used to assess the collective effect of four independent variables and the dependent variable.

The regression model was as follows:

$$Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \varepsilon$$

The study used multiple regression models to establish the moderating role of the legal framework (Z) on the relationship between the independent variables and the dependent variable as follows:

$$Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + Z(\beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4) + \varepsilon$$

Where Z represents the moderating variable the legal framework

Where

Y = Project implementation;

β_0 = Constant Term;

$\beta_1, \beta_2, \beta_3,$ and β_4 = Beta coefficients;

X_1 = Idealized influence; X_2 = Inspirational motivation; X_3 = Intellectual stimulation; X_4 = Individualized consideration

Z = Legal framework;

ε = Error term

$\beta_1, \beta_2, \beta_3,$ and β_4 are regression coefficient which represents a unit change in the dependent variable as a result of a unit change in the respective independent variables and it is the proportion of positive effect. F-test was carried out in the study at a 95% confidence level. The significance of each independent variable was evaluated based on the value of the t-statistic and corresponding p-value in the regression output. The null hypothesis $H_0: \beta_2 = 0$ is rejected whenever the p-value

was less than 5%. Qualitative data was analyzed through thematic analysis while multiple regression models were used to test the hypotheses.

3.8.2 Correlation Analysis

Correlation analysis is the statistical tool that can be used to determine the level of association between two variables (Hall, 2008). This analysis determines the relationship between the dependent and independent variables. Correlation values ranged from 0 to ± 1.0 , a value of 0 shows that there is no relationship between the dependent and the independent variables. On the other hand, a correlation of ± 1.0 means there is a perfect positive or negative relationship (Cooper & Schindler, 2011). The relationship was considered as weak when $r = \pm 0.1$ to ± 0.29 , while the relationship was considered medium when $r = \pm 0.3$ to ± 0.49 , $r \pm 0.5$ to ± 0.74 is strong and when $r = \pm 0.75$ and above, the relationship is considered very strong. Given that the study entailed testing direct and moderating relationships, it is incumbent to specify each of the models that were used to analyse the relationships.

3.8.3 Diagnostics tests

Diagnostic tests are checks undertaken to test for violation of critical assumptions of regression models (Brooks, 2014). Therefore, this study undertook the following diagnostics tests; normality test, heteroscedasticity test, and multicollinearity test.

3.8.3.1 Normality assumptions

To test for normality assumptions, the study adopted an improved Shapiro-Wilk test. The improved Shapiro-Wilk test is a test for normality in regression studies which is normally preferred because of its superb power properties (Mendes & Pala, 2003). The test yields a value W which lies between zero and one. A value of one indicates normality whereas weak values indicate a departure from normality (Nornadiah & Yap, 2010). This study in principle, stuck to this stated convention of interpreting normality.

3.8.3.2 Heteroscedasticity

To test for heteroscedasticity, the study adopted the Whites test, which is a general test for heteroscedasticity (Kim, Morse & Zingales, 2006). Testing for heteroscedasticity is important as it determines the violation of the assumption of constant variances (Hayes & Cai, 2007). This is because serious heteroscedasticity leads to invalidated statistical inferences as it inflates Type I error (Hayes & Cai, 2007) thus regression estimates are not efficient in the presence of heteroscedasticity, therefore leading to the reduced statistical power of the regression coefficient in testing hypotheses. Heteroscedasticity can also affect the test of significance on the multiple correlation coefficient, R . (Hayes & Cai, 2007). If the assumption of homoscedasticity is found to be violated in this study, robust estimators for standard errors were used to mitigate against any invalid hypotheses (Hayes & Cai, 2007).

3.8.3.3 Multicollinearity

To test for multicollinearity the study used the variance inflation factor (VIF) technique. This technique indicates increases in coefficient variances in the presence of multicollinearity (Freund & Littell, 2000). The general rule is that values greater than ten suggest the presence of multicollinearity (Chatterjee & Hadi, 2006). If multicollinearity is detected, the remedy was to collect more data or drop off some of the correlated variables. The key limitation of multicollinearity is that it can yield unstable regression coefficients characterized by large standard errors and high variances, which can then lead to inaccurate statistical inferences (Bergmann & Hohenboken, 1995).

3.8.3.4 Analysis of Variance (ANOVA)

Analysis of variance (ANOVA) was used to test the significance of the model at a 95% confidence interval. It is essentially a procedure for testing the difference among various groups of data for homogeneity.

It solves the difficulty that arises with the t-test when examining the significance of the difference amongst more than two samples at the same time. The t-test compares

the actual difference between two or more means concerning the variation in the data (Cooper & Schindler, 2011).

3.8.4 Measurement of Variables

The table below represented the measurement of variables that included the independent variables, moderating variable, and the dependent variable.

Table 3.1: Measurement of Variables

Variable	Nature	Indicator	Measure
Implementation Of Digital Literacy Program Project	Dependent	The outcome against the target The continued flow of Benefits Continued stakeholder	Interval scale 1=Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree
Idealized Influence	Independent variable	Admiration and respect Ethical behaviour Trustworthiness	Interval scale 1=Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree
Inspirational Motivation	Independent variable	Visionary Optimistic Stimulating	Interval scale 1=Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree
Intellectual Stimulation	Independent variable	Arouse awareness Creative and innovative Empowerment	Interval scale 1=Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree
Individualized Consideration	Independent variable	Individual considerations Task delegation Workplace diversity	Interval scale 1=Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree
Legal Framework	Moderating Variable	ICT policy Education policy Budgeting policy	Interval scale 1=Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree

CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSIONS

4.1 Introduction

In this chapter, the study presents the findings of the study and their discussions. The chapter presents the general information of the respondents and analysis of the independent, dependent, and moderating variables. Descriptive and inferential statistics have been used to analyse the data.

4.2 Response Rate

The study distributed 171 questionnaires but only 156 questionnaires were returned having been dully filled. As shown in Table 4.1, the response rate was 156 questionnaires which translated to 91.2%. As Mugenda and Mugenda (2013) explained, a response rate of 50% and above is adequate for analysis and reporting, a response rate of 60% and above is adequate while that of 70% and above s excellent. Therefore, a response rate of 91.2% was considered excellent and was used for further analysis and reporting.

Table 4.1: Response Rate

Questionnaires	Frequency	Percent
Responded	156	91.2
Un-responded	15	8.8
Total	171	100.0

4.3 Reliability Analysis

Reliability refers to being consistent meaning that a measure should produce similar results even after being administered several times (Kothari, 2014). To increase reliability, similar items are added to a measure, also by carrying out the test using a

diversified sample and use similar test procedures. This test used Cronbach's alpha which measures internal consistency to determine the reliability of the questionnaire and it was computed using SPSS. Cronbach's Alpha coefficient of 0.6-0.7 is a commonly accepted rule of thumb that indicates acceptable reliability and 0.8 or higher indicates good reliability.

Table 4.2: Reliability Analysis

Variable	Cronbach's Alpha	Number of items
Idealized Influence	0.964	8
Inspirational Motivation	0.963	7
Intellectual Stimulation	0.943	7
Individualized Consideration	0.918	7
Legal Framework	0.886	7
Implementation of Program	0.912	4

In this study, 0.70 Cronbach's Alpha was considered acceptable. The findings presented in Table 4.2 shows that idealized influence had an alpha value of 0.964, inspirational motivation had an alpha value of 0.963, intellectual stimulation had an alpha of 0.943, individualized consideration had a Cronbach alpha of 0.918, legal framework had an alpha value of 0.886, and implementation of program had a value of 0.912. The findings show that all the variables had alpha values greater than 0.80, an indication that they had good reliability. This shows that all the questions met the reliability criteria ($\alpha > 0.70$).

4.4 Demographic Information

In this section, the study presents general information on the selected respondents. The study sought to determine the name of their institution and their length of service in those institutions.

4.4.1 Name of Respondents' Institution

Respondents were asked to indicate the institution they worked in. Figure 4.1 presents the findings obtained.

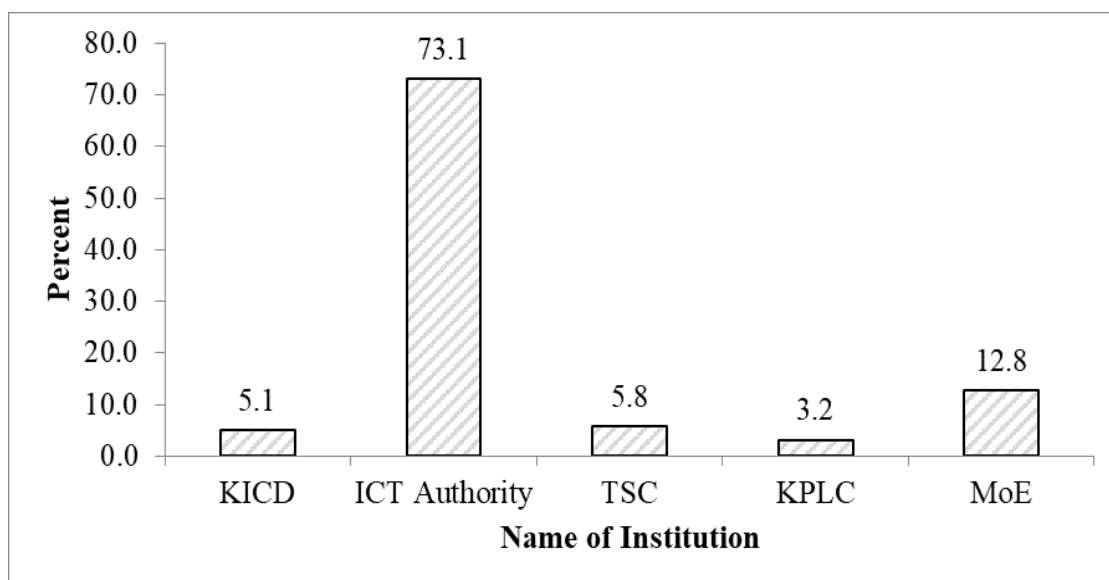


Figure 4.1: Name of Respondents' Institution

The findings presented in Figure 4.1 show that the majority (73.1%) of the respondents were from the ICT Authority, 12.8% were from the Ministry of Education, 5.8% from Teachers Service Commission, 5.1% from the Kenya Institute of Curriculum Development, and 3.2% from Kenya Power and Lighting Company. From the findings, it is evident that the study selected a representative sample that comprised of representatives from each institution targeted. The sample was therefore adequate and reliable in providing information on the role of transformational leadership in the implementation of Digital literacy program in Kenya. The ICT Authority has the highest number of despondence since it was the main implementing agency responsible for coordinating programme implementation from other agencies.

4.4.2 Respondents Length of Service in the Organization

The study sought to determine the length of time the selected respondents had served in the organization. Figure 4.2 presents the findings obtained.

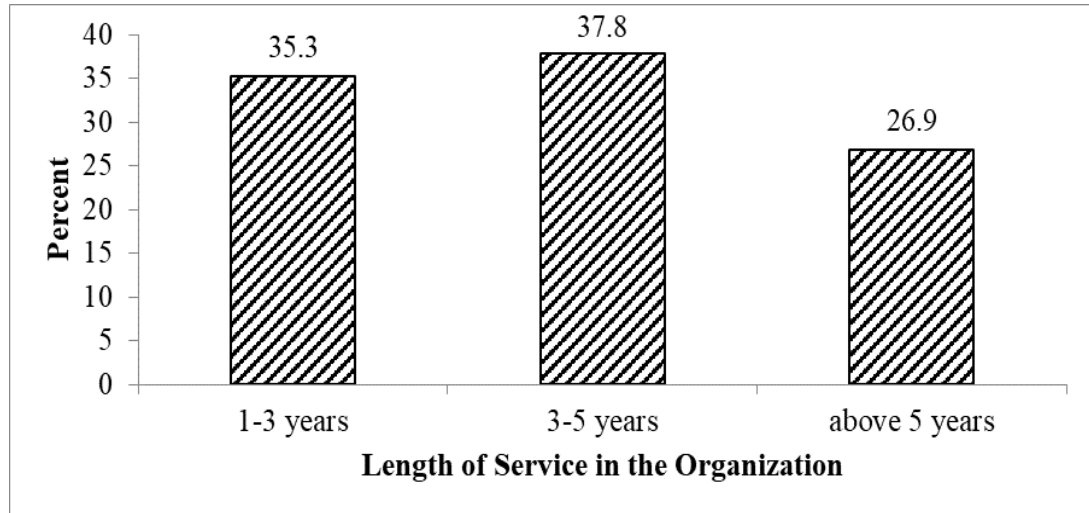


Figure 4.2: Respondents Length of Service in the Organization

The findings in Figure 4.2 show that 37.8% of the respondents had worked in their organization for 3 to 5 years, 35.3% for 1 to 3 years, and 26.9% above 5 years. These findings show that the selected respondents had worked in their respective organizations for a varied number of years. Most (37.58%) had worked for 3 to 5 years. The selected respondents were mainly supervisors of the projects at their institutions. These findings show that the selected respondents had worked in their organizations for quite some time and were therefore in a position to provide useful information for this study. They are well conversant and informed on significant influence of transformational leadership in the implementation of Digitalliteracy program in Kenya.

4.5 Descriptive Statistics

In this section, the study presents findings on Likert scale questions where respondents were asked to indicate their level of agreement or disagreement with various statements relating to the role of transformational leadership in the implementation of digital literacy in Kenya. Respondents were asked to use a 5-point

scale where 1- strongly disagree, 2- disagree, 3- moderate, 4- agree, 5strongly agree. The results were interpreted using their means and standard deviation where a mean value of 1-1.4 was strongly disagreed, 1.5-2.4 disagree, 2.5-3.4 neutral, 3.5-4.4 agree and 4.5-5 strongly agree. A standard deviation value greater than 2 suggests that respondents had a differing opinion if the standard deviation is less than 2 it is an indication that respondents had similar opinions.

4.5.1 Idealized Influence

Respondents were asked to give their level of agreement or disagreement with various statements to examine the influence of idealization on the implementation of the digital literacy program in Kenya. Table 4.3 presents the findings obtained.

Table 4.3: Descriptive Statistics on Idealized Influence

	N	Min.	Max.	Mean	Std. Deviation
I always portray good ethical behaviour that can be admired by my project team	156	1	5	4.49	1.056
I always go beyond my self-interest for the good of the whole project team	156	1	5	4.43	.937
I always guide all the employees in my team on the importance of teamwork	156	1	5	4.41	1.034
I always make personal sacrifices for the benefit of the whole project team	156	1	5	4.40	.907
I always admire and respect all the employees and stakeholders involved in implementing any project	156	1	5	4.35	1.076
I always instil pride and like to be associated with my whole project team	156	1	5	4.32	.997
I always trust the employees involved in the implementation of any project work	156	1	5	4.14	.940
I always display a sense of power and confidence when passing instructions to my project team	156	1	4	3.37	.851

From the findings in Table 4.3, the respondents agreed that they always portray good ethical behaviour that can be admired by their project team as indicated by a mean value of 4.49 and standard deviation of 1.056; that they always go beyond their self-interest for the good of the whole project team as indicated by a mean value of 4.43, standard deviation .937; and that they always guide all the employees in their team on the importance of teamwork as shown by a mean value of 4.41, standard deviation 1.034.

The findings also showed that they agreed that they always make personal sacrifices for the benefit of the whole project team as shown by a mean value of 4.40, the standard deviation of 0.907; that they always admire and respect all the employees and stakeholders involved in implementing any project as shown by a mean value of 4.35, standard deviation 1.076. Also, they agreed that they always instil pride and like to be associated with my whole project team as shown by a mean value of 4.32, the standard deviation of 0.997; that they always trust the employees involved in the implementation of any project work as shown by a mean value of 4.14, standard deviation 0.940. The findings further showed that respondents had neutral opinions on the idea that they always display a sense of power and confidence when passing instructions to their project team as shown by a mean value of 3.37 and a standard deviation of 0.851.

These findings agree with those of Mendelson et al., (2019) that a charismatic leader has a positive influence and the result is that subordinates become more involved with the vision of the leader and are willing to make more sacrifices for that vision leading to a commitment to their organizations and achievement of organizational goals. Through idealized Influence, the leader provides role modeling for high ethical behavior and instill pride in their follower thereby they gain respect and trust of such followers. It also concurs with Bono and Judge (2014) that it is the attribute of a leader that motivates employees to contribute their best at work leading to organizational performance.

4.5.2.1 Other Methods Applicable in Dealing with Idealized Influence Transformational Leadership

Respondents were requested to provide other ways that can be applied in dealing with the idealized influence of transformational leadership in the implementation of a national government multi-agency program in Kenya. They explained that leaders can promote cooperation and teamwork by instilling their team members with the desire to work towards a common goal. They explained that this can be achieved through the articulation of team vision and by fostering the acceptance of goals set by the group. It is also important for the leader to emphasize the goals of their teams. This is because it plays a significant role in elevating the values of team members and their goals, by shifting their interest from being self-centered to social. When leaders practice a transformational form of leadership, they become role models and as a result, they gain the respect and trust of their team members.

The studies concurs with studies from Caldwell and Milliken (2008) in England found that idealized leadership has invariably emerged as a key characteristic of outstanding projects. Effective leadership is a multifaceted process that is often defined through both subjective and objective measures of leader behaviour and its effect on project implementation. Patanakul and Milosevic, (2009) argues that charismatic leadership is an important aspect of transformational leader, which would result in higher subordinates' satisfaction. Cheung and Chuah (2009) assert that, the dimension of charisma was confirmed to be the most important factors to influence members' satisfaction with their leader among four transformational leadership style dimensions.

4.5.2.2 Challenges and Solutions Incurred while Handling Idealized Influence

As key stakeholders during the implementation of the national government multi-agency digital literacy program project in Kenya, respondents were asked to give their views on some of the challenges and solutions incurred while handling the stated idealized influence in the implementation of Digital literacy program. Some of the challenges they indicate were that there was too much focus on the bigger picture and therefore there is a tendency of overlooking the details. This challenge can be

mitigated by having a high level of support from team members who are more organized and detail-oriented so that they can help in maintaining transactional focus.

Since this form of leadership allows the leaders to use their charisma to motivate their employees, they tend to not fear risk. In other cases, leaders tend to go too far in risk-taking and thus their actions become detrimental to the project implementations as well as the team. Also, idealized influence puts pressure on the team because accountability is distributed across the group. The result is that there might be employee burnout. Besides, idealized influence requires constant communication for it to be successful. Therefore, there is a need to have constant feedback and meeting to ensure that the enthusiasm level remains high. This process and requirements are exhausting for the leaders.

This finding concurs with studies by Prabhakar (2012) conducted a study on switch leadership in Pakistan projects an empirical study reflecting the importance of transformational leadership on project success across twenty eight nations observed that effective project manager leadership is an important success factor on projects (Lechler, 2008, Gemuenden & Lechler, 2007). The capabilities of the people involved in resolving conflicts and unforeseen problems are an important key for project success (Pinto 2008, Pinto, Slevin, 2008, Zielasek, 2009).

4.5.2 Inspirational Motivation

Respondents were requested to give their levels of agreement or disagreement with various statements aimed at establishing the influence of inspiration motivation on the implementation of the digital literacy program in Kenya. Table 4.4 presents the findings.

Table 4.4: Descriptive Statistics for Inspirational Motivation

	N	Min.	Max.	Mean	Std. Deviation
I am optimistic that the Digital Literacy Program will work	156	1	5	4.32	1.059
I always create an environment where employees can be passionate in their job	156	1	5	4.26	1.036
I always create an environment where employees can be imaginative in their job	156	1	5	4.25	.968
I always create an environment where employees can be creative in their job	156	1	5	4.24	.980
I always articulate a compelling vision for the future regarding all the projects to be undertaken	156	1	5	4.24	.991
I always motivate the employees in my team to enable them to perform their roles effectively	156	1	5	4.19	1.036
I always inspire the employees to be relevant and dynamic in whatever task they undertake	156	1	4	3.38	.868

The findings in Table 4.4 shows that the respondents agreed that they are optimistic that the Digital Literacy Program will work as indicated by a mean value of 4.32 and standard deviation of 1.059; that they always create an environment where employees can be passionate in their job as indicated by a mean value of 4.26, the standard deviation of 1.036. They also agreed that they always create an environment where employees can be imaginative in their job as shown by a mean value of 4.25, the standard deviation of .968; and that they always create an environment where employees can be creative in their job as indicated by a mean value of 4.24, the standard deviation of .980.

The findings also show that the respondents agreed that they always articulate a compelling vision for the future regarding all the projects to be undertaken as shown by a mean value of 4.24 and a standard deviation of .991. They also agreed that they

always motivate the employees in their team to enable them to perform their roles effectively as shown by a mean value of 4.19 and 1.036. Besides, respondents had moderate opinions that they always inspire the employees to be relevant and dynamic in whatever task they undertake as shown by a mean value of 3.38 and a standard deviation of .868.

The study findings agree with those of Mukwenda (2017) that the dimensions of inspirational motivation indicate that respondents have the enthusiasm to carry out tasks because the leader can arouse the aspirations of subordinates, and subordinates are also able to advance team spirit in all tasks at hand. Accordingly, they argue that inspirational motivation sets the basis for sharing knowledge, which is key to enhancing job autonomy and the general performance of the organization.

4.5.2.1 Other Methods Applicable in Dealing with Inspirational Motivation Transformational Leadership

Respondents were asked to suggest other methods applicable in dealing with inspiration motivation transformational leadership in the implementation of national government multi-agency programs in Kenya. They explained that using their charisma, they challenge their teams with high standards and provide meaning to the task. To achieve this, they use motivational speeches and conversations to display optimism and enthusiasm, highlighting positive outcomes, and stimulating teamwork. The result is that the team members become more willing to invest effort in the task and become more encouraged. They further explained that since this programme was being pushed by the Head of State as it was one of the Manifesto for the ruling party, it gains visibility and effective communication through state circulars and policies. This inspired and motivated the implementers towards the success of the programme.

They explained that through effective communication, they can motivate team members. This, therefore, shows the importance of communication and motivation of followers through the provision of meaning and challenge employees to develop shared organizational objectives. Through set vision, the leaders indicated that they can offer their teams the opportunity to see the meaning fullness of their work. Also,

they promote team spirit, enthusiasm, and optimism in their team members by involving them in a positive vision of the future and by communicating high expectations that followers want to achieve.

This study agrees with the study of Bhatt (2008) who studied Critical success factors for the implementation of enterprise resource planning empirical validation in South Africa, went on to state that transformational leaders work towards communicating project priorities and goals to team members in an attempt to provide a sense of overall purpose, as well as have high expectations for team members to be innovative and encourage them to reflect on what they are trying to achieve. Bhatt (2008) further posited that a project manager who is transformational focuses on individual members by providing moral support, showing appreciation for the work of individual members, and considering their opinion

4.5.2.2 Challenges and Solutions Incurred while Handling Inspirational Motivation

As a key stakeholder during the implementation of the national government multi-agency digital literacy program project in Kenya, respondents were asked to give their views on some of the challenges and solutions incurred while handling the inspirational motivation in this project. They explained that the common challenge is being faced with abundant choices and unrealistic timelines. This has been dealt with by having an effective Project governance structure with clear terms of reference for each of the project teams. Effective project meetings, where project challenges were discussed were cited to have led to the success of the programme.

Also, there is a fear of failure and fear of success. The view of success might be compromised by doubts. Another major challenge is the lack of clarity. Mostly, demotivation arises when the next step in the project is unknown or the reason for doing something was not clear. This has been dealt with by revisiting the project goals and values and making sure that if there is a shift in an aspect because of change in time, adjustments are made. Excuses are common during project implementation but they are dealt with by setting deadlines and follow-up meetings. The findings concurs with another study by Krahn and Harterman (2006) on

Important leadership competencies for project managers. The fit between competencies and project success, using OLS multi-regression model found out that transformational leaders were said to be inspiring by generating excitement and confidence but they did not address the variable enthusiasm and optimism. The process started with including everyone in the organization in developing the vision (Scot, 2006).

If everyone has contributed to the vision, then all should be inspired to achieve this vision. This would be achieved through setting an example of hard work, giving motivational talks, remaining optimistic in tough times and acting in the best interests of the employees Walumbwa (2010). The inspirational element, particularly, means that transformational leadership has often been described as behaviour that achieves 'performance beyond expectations adds Hardy (2010). A study by Nutt (2008) on tactics of implementing Approaches for projects using hypothesis showed that inspirational motivation had significant positive effect on project Implementation. Followers are inspired to perform better than expected, and often put more effort in their work than is expected (Anderson, 2008).

4.5.3 Intellectual Stimulation

Respondents were asked to give the level to which they agreed or disagreed with statements that sought to assess the influence of intellectual stimulation on the implementation of the digital literacy program in Kenya. Table 4.5 presents the findings obtained.

Table 4.5: Descriptive Statistics for Intellectual Stimulation

	N	Min.	Max.	Mean	Std. Dev.
I am always ready to offer any support and empower my staff to enable them to perform tasks effectively	156	1	5	4.40	1.021
I always create a sense of awareness to all employees on the importance of unity in project implementation	156	1	5	4.31	1.076
I always suggest to the employees to come up with new ways of enhancing project implementation	156	1	5	4.25	1.007
I always encourage all the employees to be innovative and creative	156	1	5	4.23	1.089
I do not impose my ideas on the employees but allows some independence	156	1	5	4.13	.995
I always seek differing perspectives from employees when solving problems	156	1	5	4.03	1.161
I always encourage the employees to solve problems arising from the project on their own	156	1	5	3.97	1.041

The findings in Table 4.5 show that the respondents agreed that they are always ready to offer any support and empower their staff to enable them to perform tasks effectively as shown by a mean value of 4.40 and a standard deviation of 1.021. They agreed they always create a sense of awareness to all employees on the importance of unity in project implementation as shown by a mean value of 4.31 and a standard deviation of 1.076. Respondents also agreed that they always suggest to the employees to come up with new ways of enhancing project implementation as shown by a mean value of 4.25, and a standard deviation of 1.007.

The study also established that respondents agreed that they always encourage all the employees to be innovative and creative as shown by a mean value of 4.23 and a standard deviation of 1.089. Also, they do not impose their ideas on the employees but allows some independence as shown by a mean value of 4.13 and standard deviation of .995. The leaders always seek differing perspectives from employees when solving problems as shown by a mean value of 4.03 and standard deviation of 1.161 and that they always encourage the employees to solve problems arising from

the project on their own as shown by a mean value of 3.97 and standard deviation of 1.041.

The study findings concur with Orabi (2016) who explained that leaders question the assumptions and beliefs of the organization and encourage followers to be innovative and creative, thus approaching old problems in new ways. The leader empowers followers by persuading them to propose new and controversial ideas without fear of punishment or ridicule. They do not impose their ideas judiciously and certainly on subordinates.

4.5.3.1 Other Methods Applicable in Dealing with Intellectual Stimulation Transformational Leadership

Apart from what has been stated, respondents were asked to suggest other methods applicable in dealing with intellectual stimulation transformational leadership in the implementation of national government multi-agency program in Kenya. They explained that they usually challenge their team members to approach problems from different perspectives. By doing so, the members become thinkers, and thus their involvement with project activities increases. Also, intellectual stimulation makes them be risk-takers and solicit the ideas of their team. The result is that creativity is stimulated and encouraged and therefore project performance is enhanced by increasing engagement among team members.

Like in the case of the digital Literacy program, project teams were allowed to come up with innovative ways of making the project succeed and each of the ideas was discussed in structured meetings and natured if found viable.

This form of leadership has also helped employees to be empowered and therefore they become less dependent on leaders to solve problems. Also, it motivates followers to think about innovative ways of solving problems. Through this form of leadership, subordinates are motivated to enhance their self-efficacy at work. Ultimately efficient employees will enhance productivity at both individual and organizational levels and therefore enhance the implementation of projects. These findings concurs with studies of Coard and Berry (2008) are supported by further

research conducted by (Sadigoklu & Zehir, 2010), Kostopoulos (2011) and Murat and Baki (2011). This study had important managerial implications on the psychological barriers that prevented employees sharing knowledge and experience which could be enhanced through intellectual stimulation of transformational leaders. In this case, the leader to be a role model that can be emulated. Shin and Zhou (2009) likewise found that intellectual stimulation trait of transformational leadership style significantly predicted project Implementation.

Although the context of Shin and Zhou (2009) research was not in Educational project implementation team, it was believed that Educational project team needed an intellectually stimulating leader who could encourage team members solving towards implementation of projects. Ayub (2013) conducted a study on perception of intellectual stimulation, creative innovation among Educational project managers in Pakistan working in tertiary level colleges that was qualitative in nature. This study was conducted in two public sector tertiary colleges of Lahore. Data was collected using observation and in-depth interviews. Open ended questionnaire developed on the lines of multifactor Leadership Questionnaire was used. One main domain of Intellectual stimulation and its variables were developed and emergence of different themes was noted. The results revealed that, in the domain of Intellectual stimulation, all the participants of the study showed positive themes for the variables of creativity.

Intellectual stimulation works to encourage thoughtful problem solving through careful contemplation Bass (2006) and, as a component of transformational leadership, it helps foster intrinsic motivation in project Implementation (Bass & Riggio, 2006). Stamatia (2007) revealed that when project managers influence team members' intrinsic motivation through the use of intellectually stimulating behaviours, team members perceptions of their project intellectual stimulation using an interactive style, challenging team members, and encouraging independent thought would be positively associated with intrinsic motivation.

4.5.3.2 Challenges and Solutions Incurred while Handling Intellectual Stimulation

As a key stakeholder during the implementation of the national government multi-agency digital literacy program project in Kenya, respondents were asked to give their views on some of the challenges and solutions incurred while handling the intellectual stimulation in the implementation of Digital literacy program. They explained that the staff sometimes were not stimulated by their supervisors in the institutions where they worked. This was dealt with by structured project meetings where all senior officers from implementing agencies were involved and the new innovative ideas were discussed for adoption. Besides a program was created where innovators were presented with gifts and certificates of recognition. The adopted innovations were incubated in the government incubation center at Kenyatta University before the rollout of products. This encourages the stimulation of new ideas from the implementing teams.

The findings concurs with Stamatia (2007) who revealed that when project managers influence team members' intrinsic motivation through the use of intellectually stimulating behaviours, team members perceptions of their project intellectual stimulation using an interactive style, challenging team members, and encouraging independent thought would be positively associated with intrinsic motivation. While addressing on intellectual stimulation Shin and Zhou (2009), suggested that the impact of transformational leadership on intrinsic motivation leads to positive project outcomes including task performance, organizational citizenship behaviours Piccolo and Colquitt(2006); follower creativity (Shin & Zhou, 2009).

A recent study conducted by Nwankwere (2010) on effects of transformational leadership style on educational project Implementation in Neger delta stated that intellectual stimulation provokes followers to think about new methods and means in an innovative way by getting themselves involved in the process of decision-making as well as problem solving that impacts on their social, economic, environmental and political wellbeing. Intellectual stimulation had a statistically significant positive correlation with effectiveness and satisfaction in the quantitative study.

According to this study, encouraging and expecting followers to challenge their own old ways of doing things were key ingredients that helped in change (Nwankwere, 2010).

4.5.4 Individualized Consideration

Respondents were asked to indicate the level to which they agreed with various statements that sought to determine the influence of individualized consideration on the implementation of the digital literacy program in Kenya. Table 4.6 presents the findings obtained.

Table 4.6: Descriptive Statistics for Individualized Consideration

	N	Min.	Max.	Mean	Std. Deviation
I am empathetic and supportive to all employees involved in implementing any project	156	1	5	4.32	.909
I am willing to help my subordinates develop their strengths	156	1	5	4.31	1.014
I am willing to delegate some of my tasks to my juniors	156	1	5	4.24	.960
I always ensure that the needs of all employees in the project team are well taken care of	156	1	5	4.12	1.028
I always ensure that there is a diversity of employees in any particular project team	156	1	5	4.08	1.099
I always spend time teaching and coaching my project team	156	1	5	3.94	1.043
I always treat every member in any project as an individual rather than members of a group	156	1	5	3.87	1.213

Based on the findings presented in Table 4.6, the findings show that the respondents agreed that they are empathetic and supportive to all employees involved in implementing any project as shown by a mean value of 4.32 and a standard deviation value of .909. The findings also showed that respondents agreed that they are willing to help their subordinates develop their strengths as shown by a mean value of 4.31

and a standard deviation value of 1.014. Also, respondents agreed that they are willing to delegate some of my tasks to my juniors as shown by a mean value of 4.24 and a standard deviation value of 0.960.

Respondents were also in agreement that they always ensure that the needs of all employees in the project team are well taken care of as shown by a mean value of 4.12 and a standard deviation value of 1.028. Also, they always ensure that there is a diversity of employees in any particular project team as shown by a mean value of 4.08 and a standard deviation value of 1.099. Respondents also agreed that they always spend time teaching and coaching my project team as shown by a mean value of 3.94 and a standard deviation value of 1.043.

Also, leaders always treat every member in any project as an individual rather than members of a group as shown by a mean value of 3.87 and a standard deviation value of 1.213. The findings obtained agree with Bass (2015) that providing support is important as it builds trust with one's followers and helps them to cope with the task and interpersonal stressors via social support from the leader. In individualized consideration, the leader responds to the specific, unique needs of followers to ensure they are included in the transformation process of the organization.

4.5.4.1 Other Methods Applicable in Dealing with Individualized Consideration Transformational Leadership

Respondents were asked to suggest other methods applicable in dealing with individualized consideration transformational leadership in the implementation of national government multi-agency program in Kenya. They explained that they deal with their team members as individuals depending on their talents and knowledge and thus allowing them to reach high levels of achievement. This is because they act as an advisor, coach, or mentor. Leaders explained that they expressed words of thanks or praise to subordinates, fair distribution of workload, and individualized career counseling, mentoring, and professional development activities. For leaders to practice individualized consideration, they create a learning opportunity and create a supportive environment. The programme had a clear structure with roles for each of

the members with a team leader who acts as a mentor for each implementing institution.

The findings concurs with Kark and Zehir (2006) in their study of Measuring Leadership Styles- a review of project success variables in Netherlands, further explains how transformational leaders trust people and delegate responsibility to assist in getting tasks accomplished in the movement towards goal attainment through the individualized consideration component of individual analysis of followers. Although, Sweze and Salas (2009) look at leadership in Virtual teams, a comparison of transformational and transactional leaders in Yugoslavia explained that Individualized consideration leadership is an aspect of transformational leadership that enhances, increased listening, prompt feedback and openness to suggestions with team members that is necessary for implementation of projects, however they did not address the component of team orientation.

4.5.4.2 Challenges and Solutions Incurred while Handling Individualized Consideration

As a key stakeholder during the implementation of the national government multi-agency digital literacy program project in Kenya, leaders were asked to give their views on some of the challenges and solutions incurred while handling the individualized consideration in this project. There is a policy challenge that organizations face when implementing projects. Challenges were faced when a staff has been allocated duties by the project team and the employer allocated other duties, disrupting the programme and demotivate the staff. This was addressed through a clear circular from the top leadership directing that employees implementing the project were fully released from other duties.

Despite this, their management can improvise individual consideration techniques that would go a long way in tapping individual employee potential and maximize it to enhance both employee performance and project implementation. Also, leaders delegate tasks as a means of developing followers. Delegated tasks are monitored to sincerely identify if the followers need further support. Besides having an overarching view of the organization, the transformational leader must also

comprehend those things that motivate followers individually thus leading to engagement and hence organizational performance. To achieve high levels of potential, it is important for subordinates and other staff responsible for project implementations to be developed.

The finding concurs with Beck (2008) further looking at Implementation to management plans through project leadership in Malaysia concluded that the individually considerate leader is responsible for constructing a one to one relationship with each other, listening to concerns and addressing individual needs. As such, the transformational leadership dimension of individualized consideration may be an appropriate precursor to effective Implementation of projects if the component of recognition is enhanced. These individually considerate behaviours may serve to empower team members and open extended lines of conflict resolution between the project manager and each member of the team. Dvir(2008) however specifically, posit that through individualized consideration, a leader addresses individual analysis, team orientation, recognition, appreciation of others, teaching and impact with each of his/her team members, and encourages continued individual development.

4.5.5 Legal Framework

Respondents were asked to indicate the extent to which they agree or disagree with veracious statements that sought to determine the influence of the Legal framework on the implementation of the digital literacy program in Kenya. Table 4.7 presents the findings obtained.

Table 4.7: Descriptive Statistics for Legal Framework

	N	Min.	Max.	Mean	Std. Dev.
The Education Policy in place has ensured that the implementation of the Digital Literacy Program is effective	156	1	5	3.81	1.100
There are good regulations and administrative practice as to the operations and management of the Digital Literacy Program	156	1	5	3.62	.993
There is proper state legislation as to the operations and management of the Digital Literacy Program	156	1	5	3.59	1.053
The education policy in place has ensured that the implementation of the Digital Literacy Program is effective	156	1	5	3.49	1.044
The budgeting policy in place has ensured that the implementation of the Digital Literacy Program is effective	156	1	5	3.46	1.160
There is sufficient public participation in the implementation of the Digital Literacy Program is effective	156	1	5	3.33	1.012
All the stakeholders are involved in implementing, monitoring, and evaluating the Digital Literacy Program is effective	156	1	5	3.29	1.230

Based on the findings presented in Table 4.7, the respondents agreed that the Education policy in place ensured that the implementation of the Digital Literacy Program is effective as shown by a mean value of 3.81 and a standard deviation of 1.100. They also agreed that there are good regulations and administrative practices as to the operations and management of the Digital Literacy Program as shown by a mean value of 3.62, and a standard deviation of 0.993. Respondents also concurred that there is proper state legislation as to the operations and management of the Digital Literacy Program as shown by a mean value of 3.59 and a standard deviation of 1.053.

The findings also show that the respondents had moderate opinions that the education policy in place has ensured that the implementation of the Digital Literacy Program is effective as shown by a mean value of 3.49 and a standard deviation of

1.044. They also explained that the budgeting policy in place has ensured that the implementation of the Digital Literacy Program is effective as shown by a mean value of 3.46 and a standard deviation of 1.160. Besides, they moderately agreed that there is sufficient public participation in the implementation of the Digital Literacy Program is effective as shown by a mean value of 3.33 and a standard deviation of 1.012. Furthermore, they concurred that all the stakeholders are involved in implementing, monitoring, and evaluating the Digital Literacy Program is effective as shown by a mean value of 3.29 and a standard deviation of 1.230.

The study findings agree with those of Pinto and Trailer (2014) that the focus by governments to come up with public infrastructure projects and implement them to build trust and support from the citizens has also led to more policies being passed in this investment area. It also concurs with Kerzner (2018) that government sectors rely on government policies to ensure that the projects were implemented within the provided guidelines and regulations.

4.5.4.1 Other Methods Applicable in Dealing with Legal Framework Transformational Leadership

Respondents were asked to suggest other methods applied in dealing with the legal framework on the role of transformational leadership in the implementation of a national government multi-agency program in Kenya. Respondents indicated that through the legal framework, they have policies that they follow when implementing the project. By following the set policies, the resources are equitably distributed. Effective policies are focused on ensuring that projects meet the socio-economical, regulatory, and institutional goals of the recipients and also please the proponents of the project. In this programme, the role of the Cabinet circular gave a strong policy direction on the implementation and management of the project.

The findings concurs with Sabt (2017) who did a deep comparative study of legislation particularly in the United States of America and the United Kingdom, in his findings, he notes that the parent law ordinarily will outline how the delegated legislation shall be made, the extent of that power, and other possible limitations. When drafting the delegated legislation, the executive arm of the government must

consider and be guided by the provisions of the primary legislation (Sabt, 2017). Legal framework deals with finer details and fills policy gaps left out by the primary legislation (Fowler, 2012).

There have been concerns that the executive arm of government is increasingly using legal framework to slip in fundamental aspects of law including principles and policies (Daintith, 1999). Oluyede (1988) argues that the legislature should ensure that the possible gaps or details to be filled through delegated legislation should be as minimal as possible. Parliamentary consideration of delegated legislation is the only avenue for the people's representatives to ensure that the executive arm of government stick to the spirit and letter of the primary legislation (House of Lords, 2016).

4.5.4.2 Challenges and Solutions Incurred while Handling Legal Framework

As a key stakeholder during the implementation of the national government multi-agency digital literacy program in Kenya, respondents were asked to give their views on some of the challenges and solutions incurred while handling the policies and regulations in this project. They explained that it is important to have effective policies but that is not always the case. The set policies are responsible for providing support for the successful implementation of the project and also ensure there is integrity in the project management processes. There should also be transparency in decisions made in the project implementation process to ensure clarity and openness.

It is therefore important to note that government policies play a crucial role in enhancing the implementation process of projects concerning performance, structure, size, and conduct of the projects during the implementation phase. It was also noted that without a policy that gives clarity on the role of each agency, it would have been difficult to handle employees from different agencies with different mandates and roles. The policy from the Ministry of Education, the user, gave strong ground for implementation as well as Cabinet circular from the government. The findings concurs with Aronson (2011) studied the historical transition of the delegated legislation regime in Australia since the Great Reform Act of 1832. He compared the

development of the delegated legislation process in comparative terms in the United Kingdom and the United States of America.

4.5.6 Implementation of Projects

Respondents were asked to indicate their agreement when it comes to statements that relate to the Use the various ranking. The findings obtained were as presented in Table 4.8.

Table 4.8: Descriptive Statistics for Implementation of Digital literacy Program

	N	Min.	Max.	Mean	Std. Deviation
The Digital Literacy Program has enhanced the quality of learning in schools	156	1	5	3.78	1.193
The Digital Literacy Program projects in various regions have been implemented in time	156	1	5	3.65	1.162
There has been continued stakeholder support as to the implementation of the Digital Literacy Program	156	1	5	3.60	1.185
The Digital Literacy Program has met the required government standards	156	1	5	3.55	1.097
There are proper risk mitigation controls to monitor the sustainability of the Digital Literacy Program	156	1	5	3.30	1.155
The target of the Digital Literacy Program has exceeded the expectations	156	1	5	3.24	1.090

Based on the findings in Table 4.8, the respondents agreed that the Digital Literacy Program has enhanced the quality of learning in schools as shown by a mean value of 3.78 and a standard deviation value of 1.193. They agreed that the Digital Literacy Program projects in various regions have been implemented in time as shown by a mean value of 3.65 and a standard deviation value of 1.162. Also, there has been continued stakeholder support as to the implementation of the Digital Literacy Program as shown by a mean value of 3.60 and a standard deviation value of 1.185. The findings also show that respondents agreed that the Digital Literacy Program has met the required government standards as shown by a mean value of 3.55 and a standard deviation value of 1.097. Besides, respondents had moderate views on the

idea that there are proper risk mitigation controls to monitor the sustainability of the Digital Literacy Program as shown by a mean value of 3.30 and a standard deviation value of 1.155. They moderately agreed that the target of the Digital Literacy Program has exceeded the expectations as shown by a mean value of 3.24 and a standard deviation value of 1.090.

These study findings agree with Meredith, Mantel, and Shafer, (2017) that the continuity of a project and the resulting benefits are of great interest to all stakeholders since a lot of resources are invested by the donors. It also agrees with Herington (2017) that stakeholder participation is the process through which stakeholders influence and share control over development initiatives and the decision and resources which affect. When projects are successful continued participation of stakeholders is supposed to make the development demand-driven and effective.

4.5.6.1 Another Achievement Applicable in Dealing with Implementation of National Government Multi-Agency Program

Respondents were asked to indicate another achievement applicable in dealing with the implementation of the national government multi-agency program in Kenya. Leaders indicated that when stakeholders continue participating, they feel like they are part of the project. This, therefore, improves levels of transparency and accountability. Better monitoring of projects also arises from the continuous involvement of stakeholders. It is important also because it enhances the understanding of the strengths and weaknesses of activities. A truly participatory monitoring and evaluation process will, therefore, lead to both stakeholder empowerment and their ownership of other projects in the future. Considering that this was a political project, political support is critical for a huge and complex government project to succeed. There was support from critical agencies such as the treasury for funding, security agencies for the safety of the devices, and political elites to ensure their legacies were achieved. A political project requires political support for it to succeed.

4.5.6.2 Challenges and Solutions Incurred While Handling the Implementation of Digital Literacy Program

As a key stakeholder during the implementation of the national government multi-agency digital literacy program project in Kenya, leaders were asked to give their views on some of the challenges and solutions incurred while handling the implementation of this project. They explained that there is the challenge of unclear goals and poor feasibility. It is therefore important to ensure that the process of setting short-term as well as long-term goals of projects is efficient and well thought supported by the feasibility report. The reason why there were implementation challenges during digital Literacy programs in Kenya was partly that there was no feasibility study undertaken to help understand all the project's activities and resources required.

Lack of feasibility study led to poor resource allocation to the project and some critical project activities were left out during planning. Lack of sufficient communication is another challenge. There is a need for transparent and timely communication. Be it a one-on-one discussion, daily scrum, or weekly sprints, the team needs to be at par with exactly where the project lies and everything that comes with it including issues, prevailing risks, and customer requirements. Though there were structured meetings for the project, many times the key stakeholders failed to attend some of the critical meetings. Meetings for political elites were poorly attended due to their busy schedules of these groups of stakeholders. To effectively address the issue of stakeholder management, a stakeholder management framework needs to be developed targeting clear activities and engagement of each stakeholder.

The tone at the top played a major role in setting all the project activities in motion towards successful implementation. Project Risk Management was important during the management digital literacy program. The Project risks and mitigation measures were identified for the project. There is a need for identification of all the risks at the beginning of the project and continuous monitoring mechanisms with a mitigation plan are put in place by project managers. The risk management plan will avoid or mitigate the effect of these risks on the project. By having effective risk management

software in place, project management teams and managers can achieve significant control on the projects through timely risk identification and strategy alignment.

There is also the challenge of unrealistic deadlines. Delays are common in project implementation but it is possible to prevent the project from veering off the track through project monitoring.

Project Assumptions and Constraints need also to be managed during the project life cycle if the project is to succeed. In the digital literacy programme, the need to capture and understand all project assumptions and constraints were very necessary as most of the planned activities were based on assumptions. Activities such as continuous government support for the project were one of the assumptions which if it was not monitored it could have led to the failure of the project given the fact that the project was included in the manifesto of the government of the day.

The size and complexity of the digital literacy programme demanded a huge financial outlay which was one of the constraints to be monitored. Large government programmes which demand huge financial outlay are a major constraint to the success of such projects and project managers need to capture and monitor such constraints at the planning stage of the project. Project managers' risk management plan heavily depends on assumptions and constraints and failure to identify any of them can affect the success or failure of the project.

4.6 Diagnostics tests

The study first tested whether the data met regression assumptions of normality and linearity, multicollinearity, and heteroscedasticity.

4.6.1 Normality

Before computing regression analysis, normality assumption must be met; failure to do so results in distorted tests for significance and relationships. Shapiro Wilk test was used to test for normality assumption. The null hypothesis is that the data is normally distributed. Hence the null hypothesis is rejected if the p-value is less than the selected level of significance (0.05), suggesting that the data used is not from a

normal population, i.e. it does not follow a normal distribution. If the p-value obtained is greater than the selected level of significance (0.05), the null hypothesis is accepted and conclude that the data is from a normal population, i.e. it is normally distributed.

Table 4.9: Shapiro-Wilk Test

	Shapiro-Wilk		
	Statistic	Do	Sig.
Idealized Influence	.695	156	.233
Inspirational Motivation	.751	156	.208
Intellectual Stimulation	.789	156	.188
Individualized Consideration	.862	156	.152
Legal Framework	.976	156	.102
Implementation of Program	.963	156	.099

From the findings in Table 4.9, the results of the analysis show that idealized influence had a p-value of $0.233 < 0.05$, inspirational motivation had a p-value of 0.208, intellectual stimulation had a p-value of 0.188, individualized consideration had a p-value of 0.152, the legal framework had a p-value of 0.102 while implementation of program had a p-value of 0.099. This shows that all the variables were normally distributed and hence the data meets the regression analysis assumption of normality of data.

4.6.2 Multicollinearity

Variance Inflation Factor (VIF) was used to measure multicollinearity. According to Bryman and Cramer (2012), if the VIF value is greater than 4, further investigation is warranted, if there is more than one variable having a VIF value exceeding five, one of them has to be dropped.

Table 4.10: Multicollinearity Test Statistics

	Tolerance	VIF
Idealized Influence	.778	1.286
Inspirational Motivation	.685	1.459
Intellectual Stimulation	.671	1.491
Individualized Consideration	.554	1.784
Legal Framework	.602	2.541

From the findings presented in Table 4.10, the VIF values for all the variables were less than 5, a clear indication that multicollinearity doesn't exist between the study variables. The variables were found to lack high correlations among themselves; therefore, the results of multiple regression analyses were not misleading.

4.6.3 Heteroscedasticity

Vinod (2008), states that Heteroscedasticity refers to an instance where variable variability is unequal over ranges of values for the variable predicting. Breach-pagan / cook-Weisberg test was used to test for Heteroscedasticity. The null hypothesis for this test is that the variances of error terms are equal (Vinod, 2008). If “Probe > Chi-squared” is greater than 0.05 it suggests the existence of homoscedasticity (Park, 2008).

Table 4.11: Breach-Pagan / Cook-Weisberg Test for Heteroscedasticity

How: Constant variance			
Statistics	Do	Stat value	p-value
Chi-squared	4	2.6874	0.5412

The findings presented in Table 4.11 shows $\text{Chi}^2 = 2.6874$ is greater than P (0.541). This, therefore, suggests insignificance.

4.6.4 Autocorrelation Test

Autocorrelation was checked in the linear regression model using the Durbin-Watson test. The null hypothesis for the Durbin-Watson's d tests is that the residuals are not

linearly auto correlated. The d value ranges from 0 and 4, if the d values are; $1.5 < d < 2.5$ it implies the absence of autocorrelation in the data.

Table 4.12: Durbin-Watson Autocorrelation Test

Model	Durbin-Watson
1	1.945

Findings presented in Table 4.12 show that the d-value was 1.945; since the value lies within the range $1.5 < d < 2.5$, then we conclude that there is no autocorrelation in the data and therefore regression analysis can be computed using the data.

4.6.5 Inferential Statistics

The relationship between study variables is determined by computing inferential statistics. This study computed correlation and multiple regression analyses.

4.6.6 Correlation Analysis

The strength and direction of the relationship between two variables are determined by computing correlation analysis. The relationship was considered as weak when $r = \pm 0.1$ to ± 0.29 , while the relationship was considered medium when $r = \pm 0.3$ to ± 0.49 , $r \pm 0.5$ to ± 0.74 is strong and when $r = \pm 0.75$ and above, the relationship is considered very strong. The findings were presented in Table 4.13.

Table 4.13: Correlations

		Implementation of Program	Idealized Influence	Inspirational Motivation	Intellectual Stimulation	Individualized Consideration
Implementation of Program	Pearson Correlation	1				
	Sig. (2-tailed)					
	N	156				
Idealized Influence	Pearson Correlation	.739**	1			
	Sig. (2-tailed)	.000				
	N	156	156			
Inspirational Motivation	Pearson Correlation	.815**	.243**	1		
	Sig. (2-tailed)	.000	.000			
	N	156	156	156		
Intellectual Stimulation	Pearson Correlation	.899**	.345**	.293**	1	
	Sig. (2-tailed)	.000	.000	.000		
	N	156	156	156	156	
Individualized Consideration	Pearson Correlation	.884**	.189**	.123**	.289**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	156	156	156	156	156

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

The findings presented in Table 4.13 show that idealized influence has a strong positive relationship with the implementation of the program ($r=0.739$). The relationship was also found to be significant since the p-value (0.000) was less than the selected level of significance (0.05). The study also established that inspirational motivation had a strong positive relationship with the implementation of the program ($r=0.815$). Since the p-value (0.00) was less than the selected level of significance (0.05) suggested that the relationship was significant. Besides, intellectual stimulation is seen to have a strong positive, and significant relationship with the implementation of the program ($r=0.899$).

The findings also show that the p-value (0.000) was less than the selected level of significance (0.05), an indication that the relationship was significant. Furthermore, the relationship between individualized consideration and implementation of the program was found to be strong ($r=0.884$). The relationship was also found to be significant since the p-value (0.000) was less than the selected level of significance. These findings, therefore, suggest that there is a strong relationship between the dependent and the independent variables. To further understand the nature of their relationship, the study computed regression analysis.

4.6.7 Multiple Regression Analysis

The study computed regression analysis to test the relationship between the dependent and the independent variables. It was used to analyze the role of transformational leadership in the implementation of Digitalliteracy program in Kenya. The findings were also used to test the research hypothesis 1 to 4.

4.7 Model Summary

The model summary was used to establish the amount of variation in the implementation of Digitalliteracy program that can be explained by changes in idealized influence, inspirational motivation, intellectual stimulation, individualized consideration, and legal framework.

Table 4.14: Model Summary for Regression Analysis

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.833 ^a	.694	.691	.82018

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

From the findings in Table 4.14, the value of adjusted R square was 0.691 which suggests that 69.1% variation in the implementation of Digitalliteracy program can be explained by changes in idealized influence, inspirational motivation, intellectual stimulation, individualized consideration, and legal framework. The remaining 30.9% suggests that other factors can be attributed to variation in the implementation of Digitalliteracy program that was not discussed in this study. The correlation coefficient (R) shows the relationship strength between the study variables. From the findings, the variables were strongly and positively related as indicated $r = 0.833$.

Table 4.15: ANOVA for Regression Analysis

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	40.330	4	10.083	14.988	.000 ^b
1 Residual	101.578	151	.673		
Total	141.908	155			

a. Dependent Variable: Implementation of Program

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

The results in Table 4.15 indicate that the model was significant since the p-value (0.000) was less than 0.05 thus the model is statistically significant in establishing the effects of idealized influence, inspirational motivation, intellectual stimulation, individualized consideration, and legal framework on the implementation of Digitalliteracy program in Kenya. Further, the F-calculated (14.988) was greater than

the F-critical (2.432) suggesting the significance of the model [Note: the f-critical value is obtained from the f-distribution table].

4.7.1 Coefficients of Regression Analysis

From the results of the Table 4.16 above, the regression equation model was fitted as follows:

$$Y = 1.362 + 0.111 X_1 + 0.405 X_2 + 0.633 X_3 + 0.773 X_4 + \epsilon$$

The model equation above reveals that holding the variables idealized influence, inspirational motivation, intellectual stimulation, individualized consideration, and legal framework to a constant zero, implementation of the program in Kenya will be at a constant value of 1.362.

Table 4.16: Coefficients for Regression Analysis

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.362	0.135		10.089	0.000
Idealized Influence	0.111	0.017	0.101	6.529	0.007
Inspirational Motivation	0.405	0.079	0.38	5.127	0.015
1 Intellectual Stimulation	0.633	0.091	0.604	6.956	0.005
Individualized Consideration	0.773	0.173	0.69	4.468	0.017

a. Dependent Variable: Implementation of Program

Hypothesis 1

The first research hypothesis of the study was: **H₀₁**: There was no significant influence of idealized influence on the implementation of digital literacy program in Kenya. The findings established that idealized influence had a significant influence on the implementation of Digital literacy program in Kenya since the p-value obtained (0.007) was less than the selected level of significance (0.05). The finding further showed that the influence of idealized influence on the implementation of

Digitalliteracy program was positive ($\beta=0.111$). Since the p-value was less than the selected level of significance (0.05) hence the null hypothesis is rejected and conclude that *there was significant influence of idealization on implementation of digital literacy program in Kenya.*

Hypothesis 2

The second research hypothesis was: **H₀₂**: There was no significant influence of inspirational motivation on the implementation of digital literacy program in Kenya. The findings established that inspirational motivation had a significant influence on the implementation of Digitalliteracy program in Kenya since the p-value obtained (0.015) was less than the selected level of significance (0.05). The finding further showed that the influence of inspirational motivation on the implementation of digital literacy program was positive ($\beta=0.405$). Since the p-value was less than the selected level of significance, hence the null hypothesis was rejected and conclude that *there was significant influence of inspirational motivation on implementation of Digital literacy program in Kenya.*

Hypothesis 3

The third hypothesis of the study was **H₀₃**: There was no significant influence of intellectual stimulation in the implementation of digital literacy program in Kenya. The study established that intellectual stimulation had a significant influence on the implementation of Digitalliteracy program in Kenya since the p-value obtained (0.005) was less than the selected level of significance (0.05). The finding further showed that the influence of intellectual stimulation on the implementation of Digitalliteracy program was positive ($\beta=0.633$). Since the p-value was less than the selected level of significance, hence the null hypothesis is therefore rejected and conclude that *there was significant influence of intellectual stimulation on implementation of Digital literacy program in Kenya.*

Hypothesis 4

The fourth hypothesis of the study was **H₀₄**: There was no significant influence of individualized consideration on implementation of digital literacy program in Kenya. The study established that individualized consideration had a significant influence on the implementation of Digitalliteracy program in Kenya since the p-value obtained (0.017) was less than the selected level of significance (0.05). The finding further showed that the influence of individualized consideration on the implementation of Digitalliteracy program was positive ($\beta=0.773$). Since the p-value was less than the selected level of significance, hence the null hypothesis is rejected and conclude that *there was significant influence of individualized consideration on implementation of digital literacy program in Kenya.*

4.8 Moderating Effect Regression Analysis

Moderation happens when the relationship between the dependent variable and the independent variables was dependent on a third variable (moderating variable). The effect that this variable had termed interaction as it affects the direction or strength of the relationship between the dependent and independent variables.

A stepwise regression analysis was conducted to examine the moderating effect of the legal framework on the relationship between transformational leadership and implementation of digital literacy program in Kenya. The null hypothesis stated: **H₀₅**: There was no significant moderating influence of legal framework on the relationship between transformational leadership and the implementation of digital literacy program in Kenya.

4.8.1 Model Summary Moderating Effect Regression Analysis

The model summary for the moderated equation was used to show the amount of variation in the dependent variable that could be explained by the moderated variables.

Table 4.17: Model Summary Moderating Effect Regression Analysis

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.833 ^a	.694	.691	.82018
2	.871 ^b	.759	.757	.56032

a. Predictors: (Constant), Individualized Consideration, Idealized Influence, Intellectual Stimulation, Inspirational Motivation
b. Predictors: (Constant), Individualized Consideration, Idealized Influence, Intellectual Stimulation, Inspirational Motivation, X3M, X4M, X1M, X2M

The findings show that after the introduction of the legal framework, the moderating variable, the value of adjusted R square increased from 0.691 to 0.757 an indication that the moderated variable explains 75.7% variations in the implementation of digital literacy program in Kenya. The remaining 24.3% suggest that other factors can be used to explain variations in the implementation of digital literacy program in Kenya that were not included in the model.

4.8.2 Analysis of Variance for Moderating Effect Regression Analysis

This tested the significance of the moderated model. The significance was tested at 5% level of significance.

Table 4.18: Analysis of Variance Moderating Effect Regression Analysis

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	40.330	4	10.083	14.988	.000 ^b
	Residual	101.578	151	.673		
	Total	141.908	155			
2	Regression	95.755	8	11.969	38.124	.000 ^c
	Residual	46.153	147	.314		
	Total	141.908	155			

a. Dependent Variable: Implementation of Program
b. Predictors: (Constant), Individualized Consideration, Idealized Influence, Intellectual Stimulation, Inspirational Motivation
c. Predictors: (Constant), Individualized Consideration, Idealized Influence, Intellectual Stimulation, Inspirational Motivation, X3M, X4M, X1M, X2M

The findings presented in Table 4.18 show that the models had a significance level of 0.000; both models the un-moderated and the moderated models. Since the p-values were less than the selected level of significance (0.05) it indicated that the model was significant and could be used to predict the implementation of Digital literacy program in Kenya. The findings for the moderated model also show that the F-calculated value (38.124) is greater than the F-critical value 2.433 supporting the significance of the model.

4.8.3 Moderated Beta Coefficients for Moderating Effect Regression Analysis

From the findings presented in Table 4.19 after the introduction of moderating variable, legal framework, the following moderated regression model was fitted;

$$Y = 1.749 + 0.289 X_1 + 0.427 X_2 + 0.661 X_3 + 0.780 X_4 + 0.373 X_1 * M + 0.235 X_2 * M + 0.381 X_3 * M + 0.333 X_4 * M$$

Table 4.19: Coefficients for Moderating Effect Regression Analysis

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.749	0.248		7.052	0.000
Idealized Influence	0.289	0.076	1.177	3.803	0.012
Inspirational Motivation	0.427	0.126	0.025	3.389	0.032
Intellectual Stimulation	0.661	0.184	1.489	3.592	0.015
Individualized Consideration	0.78	0.167	0.099	4.671	0.006
X1M	0.373	0.116	1.927	3.216	0.026
X2M	0.235	0.034	0.182	6.912	0.001
X3M	0.381	0.093	1.95	4.097	0.013
X4M	0.333	0.063	0.69	5.286	0.005

a. Dependent Variable: Implementation of Program

Hypothesis H_{05A}

The hypothesis tested was that there was no significant moderating effect of legal framework on the relationship between Idealized Influence and the implementation of digital literacy program in Kenya.

The findings showed that the Idealized Influence * legal framework had a significant influence on the implementation of digital literacy program in Kenya ($\beta=0.373$, $p=0.026$). Since the p-value was less than the selected level of significance (0.05), the study rejected the null hypothesis and accepted the alternative. The study, therefore, accepted the alternative hypothesis **H_{05A}** *there was significant moderating influence of legal framework on the relationship between Idealized Influence and the implementation of digital literacy program in Kenya.*

Hypothesis H_{05B}

The hypothesis tested was that there is no significant moderating role of the legal framework on the relationship between Inspirational Motivation and the implementation of Digitalliteracy program in Kenya. The findings showed that the Inspirational Motivation * legal framework had a significant influence on the implementation of Digitalliteracy program in Kenya ($\beta=0.235$, $p=0.001$). Since the p-value was less than the selected level of significance (0.05), the study rejected the null hypothesis and accepted the alternative. The study, therefore, accepted the alternative hypothesis **H_{05B}** *there was significant moderating influence of legal framework on the relationship between Inspirational Motivation and the implementation of digital literacy program in Kenya.*

Hypothesis H_{05C}

The hypothesis tested was that there was no significant moderating influence of the legal framework on the relationship between intellectual stimulation and the implementation of digital literacy program in Kenya. The findings showed that intellectual stimulation * legal framework had a significant influence on the implementation of digital literacy program in Kenya ($\beta=0.238$, $p=0.013$). Since the

p-value was less than the selected level of significance (0.05), the study rejected the null hypothesis and accepted the alternative.

The study, therefore, accepted the alternative hypothesis **H_{05c}** *there was significant moderating influence of the legal framework on the relationship between intellectual stimulation and the implementation of digital literacy program in Kenya.*

Hypothesis H_{05D}

The hypothesis tested was that there was no significant moderating influence of the legal framework on the relationship between individualized consideration and the implementation of digital literacy program in Kenya. The findings showed that individualized consideration * legal framework had a significant influence on the implementation of Digital literacy program in Kenya ($\beta=0.333$, $p=0.005$). Since the p-value was less than the selected level of significance (0.05), the study rejected the null hypothesis and accepted the alternative. The study, therefore, accepted the alternative hypothesis **H_{05D}** *there was a significant moderating influence of the legal framework on the relationship between individualized consideration and the implementation of digital literacy program in Kenya.*

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATION

5.1 Introduction

This chapter entails the presentation of the summary of the findings, conclusions, recommendations as well as suggestions for further studies. Summary of the findings, conclusions as well as recommendations for further studies were based on the purpose and objectives of this study.

5.2 Summary of Findings

The general objective of the study was to analyze the influence of transformational leadership on implementation of Digital Literacy Programme in Kenya. The study was guided by the following specific objectives: To examine the influence of idealization on the implementation of Digital Literacy Programme in Kenya; to establish the influence of inspirational motivation on the implementation of Digital Literacy Programme in Kenya; to assess the influence of intellectual stimulation on the implementation of Digital Literacy Programme in Kenya; to determine the influence of individualized consideration on the implementation of Digital Literacy Programme in Kenya, and to examine the moderating influence of the legal framework on the relationship between transformation leadership and implementation of Digital Literacy Programme in Kenya.

5.2.1 Idealized Influence

The study established that leaders were always portraying good ethical behaviour that were admired by their project team. Leaders were going beyond their self-interest for the good of the whole project team as indicated and were guiding all the employees in their team on the importance of teamwork. The study also showed that leaders made personal sacrifices for the benefit of the whole project team; they admired and respected all the employees and stakeholders involved in implementing of project. Also, they instilled pride and wanted to be associated with their project team; leaders trusted the employees involved in the implementation of any project

work. The study further established that the leaders were neutral on displaying a sense of power and confidence when they were passing instructions to their project team. It was established that leaders were promoting cooperation and teamwork by instilling their team members with the desire to work towards a common goal. They were achieving this through articulating the vision to the teams and fostering the acceptance of goals set by the groups. The study also established that it is important for the leader to emphasize the goals of their teams as it plays a significant role in elevating the values of team members and enable them to shift their interest from being self-centered to social. It was noted that when leaders practice a transformational form of leadership, they become role models and as a result, they gain the respect and trust of their team members.

The study also established that some of the challenges that are encountered during implementation of the national government multi-agency such as Digital Literacy Programme were; that there was too much focus on the bigger picture and therefore there was a tendency of overlooking the details. This challenge could be mitigated by having a high level of support from team members who are more organized and detail-oriented so that they can help in maintaining transactional focus. In addition a governance structure for the project is desirable to enable effective communication and coordination between the top leadership and project teams.

It was established that this form of leadership allows the leaders to use their charisma to motivate their employees, they tend to not fear risks. In other cases, leaders tend to go too far in risk-taking and thus their actions become detrimental to the project implementations as well as the team. Also, idealized influence was established to put pressure on the team because accountability is distributed across the group. The result is that there might be employee burnout. Besides, idealized influence there the study noted that there is need for constant communication for it to be successful. This was achieved through constant feedback mechanisms through regular meetings which ensured that the enthusiasm level remains high. However, the process and requirements were considered exhaustive for the leaders.

5.2.2 Inspirational Motivation

The study established that leaders are optimistic that the Digital Literacy Programme would work; they were always creating an environment where employees were passionate about their job. They created an environment where employees became imaginative and creative in their job. The findings also showed that the leaders always articulated a compelling vision for the future regarding all the projects to be undertaken. Besides, leaders were always motivating the employees in their team to enable them to perform their roles effectively. The study also found that the leaders were always inspiring the employees to be relevant and dynamic in whatever task they were undertaking

On other methods applicable in dealing with inspiration motivation transformational leadership in the implementation of national government multi-agency program in Kenya the study found that: leaders, used their charisma, they challenged their teams with high standard and provided meaning to the task. This was done through use of motivational speeches and conversations to display optimism and enthusiasm, highlighting positive outcomes, and stimulating teamwork. The result was that the team members became more willing to invest effort in a task and were more encouraged. Through effective communication, leaders were able to motivate the team members. This, therefore, shows the importance of communication and motivation of followers by leaders through the provision of challenging and shared organizational vision/objectives. Through a shared vision, the leaders were able to communicate the importance each employee work to the overall organisational goal. This promoted team spirit, enthusiasm, and optimism in team members through this full involvement on organization achievement.

As a key stakeholder during the implementation of the national government multi-agency Digital Literacy Programme project in Kenya, respondents gave challenges and solutions incurred. They explained that the common challenge was being faced with abundant choices and lack of feasibility study. The leaders addressed this through regular project meetings with focused agendas as per project areas. There were also challenges related with project staff being allocated duties by both the

project team and the employer which were considered disruptive to project and demotivating to staff. This was addressed through a clear circular from the top leadership directing that employees implementing the project were fully released from other duties. Another major challenge was lack of clarity on the next project step. This was addressed through development of a project plan showing clear road map and continuously revisiting project objectives.

5.2.3 Intellectual Stimulation

The study found that leaders offered support and empowered the staff to enable them to perform tasks effectively. They expressed a sense of awareness to all employees on the importance of in project implementation and encouraged employees to come up with new ways of enhancing project implementation.

The study also established that leaders encouraged employees to be innovative and creative and did not imposed their ideas on the employees but allowed them to be independence in decision making. The leaders sought employee's opinions when solving project problems and encouraged them to come with innovative ways of problem solving.

Apart from what has been stated about, respondents gave other methods applicable in dealing with intellectual stimulation of transformational leadership in the implementation of digital literacy program. They indicated that the staff sometimes were not stimulated by their supervisors in the institutions where they worked. To help address this, members were allowed to express their issues to their supervisors during regular project meetings. An initiative was also developed where project staff with creative and innovative ideas were rewarded. This encourages the stimulation of new ideas from the implementing teams.

This form of leadership also enabled employees to be empowered and became less dependent on leaders to solve project problems. The leadership also motivated subordinates to enhance their self-efficacy at work. This ultimately improved employee productivity at both individual and organizational levels which in effect enhanced the implementation of projects.

As a key stakeholder during the implementation of Digital Literacy Programme programme, leaders gave their views on some of the challenges and solutions incurred while handling the intellectual stimulation. They stated that the employees were sometimes unable to come up with new ideas even after alot of stimulatation by their leaders and it was due to lack of requisites skills and knowledge for creativity. The study found out that there is need for organization to provide training programmes to their employees to enhance their creativity .

5.2.4 Individualized Consideration

The study established that leaders were empathetic and supportive to employees involved in implementation of Digital Literacy Programme. The findings also showed that leaders were willing to help their subordinates developed their leadership skills. Leaders delegated some of their tasks to the juniors and ensured that the needs of each employee in the project were fully addressed. There was skill diversity of employees in any particular project team which promoted project success. The leaders also agreed that they spent time teaching and coaching their project team and treated every member of the project as an individual rather than a member of a group.

The study suggested other methods applicable in dealing with individualized consideration in transformational leadership on the implementation of digital Literacy Programme program. These included treating each team member as individual deepening on his/her talent, skills and knowledge thus allowing them to reach high levels of achievement. To further encourage each individual performance, leaders expressed them words of thanks or praise to subordinates, fair distribution of workload, and individualized career counseling, mentoring, and professional development activities. For leaders to effectively practice individualized consideration, they is need to create a learning and supportive environment for the employees.

As a key stakeholder during the implementation of Digital Literacy Programme in Kenya, leaders gave their views on some of the challenges and solutions incurred while handling the individualized consideration among them were;- The lack of

detailed guide on the responsibilities of staff to avoid over allocation of duties to project staff. Another challenge was understanding the capabilities of each staff before allocating duties. Staff were initially allocated responsibilities not as per their competencies and this delayed implementation. There was need for each agency to clearly provide the competency of each project team member to enable effective mentoring and delegation of roles. There was limited/no time for training and mentoring of individual staff which led to misunderstanding and confusion during project implementation process. There was need for adequate funding and time to train project staff before full roll out of the programme.

Despite this, leaders to improvise individual consideration techniques that would go a long way in tapping individual employee potential and maximize it to enhance both employee performance and project implementation. Leaders to utilise their skills to assist them understand the competency of each project staff and this could be achieved through interviews and simple tests. Early delegation of roles enable leaders to understand the competencies of each employee hence guide in the training need and support required for the staff.

But to achieve high levels of staff performance, the study established that it is important for subordinates and other staff responsible for project implementations to be developed through structured training.

5.2.5 Legal Framework

The study found that the ICT policy in place ensured that the implementation of the Digital Literacy Programme was effective. The study established that there was proper state legislation as to the operations and management of the Digital Literacy Programme. The study also found that the education policy in place ensured that the implementation of the Digital Literacy Programme was effective. They also explained that the budgeting policy in place ensured that the implementation of the Digital Literacy Programme was effective.

The study found out that there was sufficient public participation in the implementation of the Digital Literacy Programme as well as effective stakeholder

involvement in implementation, monitoring and Evaluation of the Programme. These factors enhanced the success of implementation of the programme.

The study suggested other methods applicable in dealing with individualized consideration form of transformational leadership in the implementation of digital literacy programme in Kenya which among the were; need for effective legal framework, policies which addresses socio-economic, resource allocations, regulatory and project goals.

As a key stakeholder during the implementation of the programme, leaders gave their views on some of the challenges and solutions incurred while handling the individualized consideration in this project. They explained that the set policies should ensure integrity and transparency in the project management processes. There should also be clarity and openness in decisions made in the project implementation process to enhance morale of the project managers.

It was noted that the government policies in place played a critical role towards enhancing the implementation process of programme on performance, structure, size, and conduct of the projects. A clear project governance structure stating the role of each project team with clear timelines was considered important for effective management and monitoring of the project. It was established that key requirement for successful implementation of digital literacy programme is a legal framework clearly stating the role of each agency with full support and focus, from the top government leadership

5.3 Conclusions

The first objective of the study was to examine the role of idealized influence on the implementation of Digital Literacy Programme in Kenya. The study established that idealized influence had a significant influence on the implementation of Digital Literacy Programme in Kenya. The finding further showed that the influence of idealized influence on the implementation of Digital Literacy Programme was positive. These findings suggested that a unit increase in idealized influence would increase the success of the implementation of Digital Literacy Programme in Kenya.

Based on the findings the study concluded that there was a significant influence of idealization on the implementation of Digital Literacy Programme in Kenya.

The second objective of the study was to establish the influence of inspirational motivation on the implementation of Digital Literacy Programme in Kenya. The study established that inspirational motivation had a significant influence on the implementation of Digital Literacy Programme in Kenya. The study further established that the influence of inspirational motivation on the implementation of Digital Literacy Programme was positive. This means that a unit increase in inspirational motivation would result in an increase in the successful implementation of Digital Literacy Programme. Based on the findings, the study concluded that there was significant influence of inspirational motivation on the implementation of Digital Literacy Programme in Kenya.

The third objective of the study was to assess the influence of intellectual stimulation on the implementation of Digital Literacy Programme in Kenya. The study established that intellectual stimulation had a significant influence on the implementation of Digital Literacy Programme in Kenya.

The study further found that the influence of intellectual stimulation on the implementation of Digital Literacy Programme was positive. The findings implied that a unit increase in intellectual stimulation would increase the successful implementation of Digital Literacy Programme. Based on the study findings, the study concluded that there was significant influence of intellectual stimulation in the implementation of Digital Literacy Programme in Kenya.

The fourth objective of the study was to determine the influence of individualized consideration on the implementation of Digital Literacy Programme in Kenya. The study established that individualized consideration had significant influence on the implementation of Digital Literacy Programme in Kenya. The study further showed that the influence of individualized consideration on the implementation of Digital Literacy Programme was positive. The findings implied that a unit increase in individualized consideration would increase the implementation of Digital Literacy Programme. Based on the study findings, the study concluded that there was a

significant influence of individualized consideration on the implementation of Digital Literacy Programme in Kenya.

The final objective of the study was to examine the moderating influence of the legal framework on the relationship between transformation leadership and implementation of Digital Literacy Programme in Kenya. The study found that there was a significant moderating influence of the legal framework on the relationship between Idealized Influence, Inspirational Motivation, intellectual stimulation, and individualized consideration and the implementation of Digital Literacy Programme in Kenya. Based on these findings, the study generally concluded that there was significant moderating influence of the legal framework on the relationship between transformation leadership and the implementation of Digital Literacy Programme in Kenya.

5.4 Recommendations

5.4.1 Idealized Influence

Individualized consideration was found to have a positive and significant influence on the implementation of the Digital Literacy Programme in Kenya. The study thus recommends the adoption and practice of individualized considerations in project implementation. Leaders need to be delegating roles, duties, and tasks to their team members so that they feel that they are part of the project and therefore improve their performance which translated to project success.

There is need for leaders to adopt more of an idealized influence form of leadership. There is also a need for a high level of support from team members who are more organized and detail-oriented so that they can help in maintaining transactional focus; this will help deal with the challenge where idealized leaders focus too much on the bigger picture overlook on the details. Idealized influence requires effective communication mechanism for it to be successful. Therefore, there is need to have constant feedback mechanism and regular project meetings to ensure that the enthusiasm level remains high.

5.4.2 Inspiration Motivation

The study found that inspirational motivation had a positive significant influence on the implementation of Digital Literacy Programme in Kenya. Therefore, there is need for project leaders to practice the use of inspirational motivation during the implementation of government projects. This will allow them to use their charisma to challenge their teams with high standards and provide meaning to the tasks. Leaders are encouraged to use motivational speeches and conversations to display optimism and enthusiasm, highlighting positive outcomes to stimulate teamwork. Also to avoid demotivation, leaders need to ensure there is clarity and transparency in project implementation process.

Mostly, de-motivation arises when the next step in the project was unknown or the objective of the project activity was not clear to project managers. Leaders need to motivate their staff through setting clear goals and continuously remind them on the objective of each task. Comprehensive project communication mechanism is required for effective management of projects.

5.4.3 Intellectual Stimulation

The study also established that Intellectual Stimulation positively and significantly influences the implementation of the Digital Literacy Programme. The study thus recommends organization leaders to adopt this form of leadership. There is a need to motivate staff through training where they get to boost their skills. They should also encourage their team members to approach problems from different perspectives; by doing so, the members become thinkers, and thus their involvement with project activities increases. Further, leaders should consider reward systems that encourage creativity among project teams.

5.4.4 Individual Consideration

The study established that Individual consideration positively influence implementation of Digital Literacy Programme. The study recommends that leaders adopt this style of leadership in implementation of projects being implemented by

government through multi-agency approach. Leaders are required to give attention to each individual team member so as to address any skill gaps and keep encouraging team members. There is also need for leaders to allocate roles to project teams based on their competencies and attitude.

5.5 Policy Influence

5.5.1 Policy Guide for Multi-Agency Government Projects

The study established that for effective and efficient execution of government projects which are being implemented by more than one government agency, there is need for a detail policy guide which incorporate the responsibilities of each agency with a reporting governance structure. The Policy should incorporate specifically communication and feedback mechanism with clarity on the role of coordinating and implementing agency/Leader. The choice of the overall Project Team Leader should have the following transformative leadership competencies among others; collaborative and communication skills, mentorship and listening skills, broad experience in government procedures and plans; focused leadership, team work and consultative. The policy to incorporate all details to avoid focusing on big picture which this research has established that this discourages project leaders. Research also established that staff implementing government Projects considered Inspiration and motivation not to be effectively applied leading to demotivation of employees implementing the project. Government to establish a reward system for staff who successfully implement government flagship projects or equivalent.

5.5.2. Politics and Government Projects

The study established that projects being implement by government, as flagship, are largely influence by politics and their success in implementation depends on political support. The study established that individual consideration suffered due to the fact that leaders concentrated on the ‘big picture’ as opposed to project details. This reduces success in the implementation of Digital Literacy Programme. The study also established that interference of government projects by politics results in high project failure. The study identified political elites as key stakeholders in

implementation of government flagship projects and their involvement in implementation is paramount for success of project. However the involvement of political elites should be guided by a comprehensive framework to avoid interference which could lead to project failure.

5.6 Suggestions for Further Studies

5.6.1 Non Multi-agency Projects

The main objective of this study was to analyse transformational leadership and implementation of Digital Literacy Programme in Kenya. This study was limited to the Digital Literacy Programme which was implemented through a Multi-agency approach. There is need for a study to be conducted on other government projects which are implemented by a single government agency to facilitate generalization of this research findings.

5.6.2. Study on all Parties involved

The study targeted only 300 project leaders involved in this project as identified and picked by implementing agencies. There were other staff who were not directly linked to the programme from the five implementing agencies but could have affected its implementation. These were staff in finance, procurement and in strategic leadership positions in the agencies implementing the programme. There is need for a study to be conducted among all the parties involved in the implementation process including the staff members to get an in-depth understanding of influence of transformational leadership and implementation fo Digital Literacy Programme in Kenya.

5.6.3 Project Planning

Project planning is key for the sucess of any project and moreso huge complex projects such as the Digital Literacy Programme. This study did not take into consideration the planning which took place before the programme moved into implementation stage.This programme had a number of project components which generated alot of project activities during implementation. The key programme

planning activities such as resource allocation, timing, stakeholder engagement, communication and strategic approaches deployed for effective implementation of the programme were not studied. There is need for a study in project planning for purposes of comparison and generalization of findings for this study.

5.6.4 Project Implementation Process

Project implementation process is considered a key input for the success of the project. The activities identified for project implementation only succeed if the process is followed well through the critical path. Each process on the implementation of Digital Literacy Programme was seen to be very important hence need to study these processes is necessary as it will determine the extent to which it influences implementation of the Programme.

5.6.5 Stakeholder Involvement

This study only concentrated on project implementation leaving out other factors which lead to the success of implementation of project. Stakeholder involvement has been considered key for the successful implementation of any project. Digital Literacy Programme had a number of stakeholders involved among them teachers, students, parents, educationists, political elites, private sector players and public servants who took part during the whole project cycle. The findings for this study will be best communicated if a study on stakeholder involvements is comprehensively conducted to enhance this research.

5.6.6 Project implemented by Private Sector

The study also focused only on government projects there is need for similar studies in private sector-specific projects to find out if the findings are similar to government-run projects. The projects being implemented by government are guided by certain policies and guidelines which many atimes do not apply to private sector projects. In addition, the approach on leadership by private sector may not be similar to government due to setup and existing legislations. The findings for this study could not be generalised to involved project implementation in a private sector setup.

There is need for a study on projects being implemented under private sector set up to find out if the findings are similar.

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APPENDICES

Appendix I: Introductory Letter

Dear respondent:

I am a student at Jomo Kenyatta University of Agriculture and Technology undertaking a doctorate degree in Leadership and Governance. As part of the requirement of my program, I am carrying out a study on **“TRANSFORMATIONAL LEADERSHIP AND IMPLEMENTATION OF DIGITAL LITERACY PROGRAM IN KENYA”**. To achieve this, you have been invited to participate in this academic research by filling out the questionnaire. The information obtained will be used for academic purposes only and will remain confidential. The results obtained from the survey will be presented in summary form and will not disclose any individual or company information.

Thank you for your participation.

Appendix II: Research Questionnaire

Kindly show by tick the correct answer and elaborate on your answer where required.

Part A: Demographic Data

1. Please indicate the name of your institution?

Kenya Institute of Curriculum Development

ICT Authority

Teachers Service Commission

Kenya Power and Lighting Company

Ministry of Education

2. For how long have you worked in the organization?

Less than 1 year 1-3 years 3-5 years above 5 years

Part B: Questions on Objectives

3. **Objective (1):** To examine the role of idealized influence on the implementation of digital literacy program in Kenya. Use the following ranking:

Strongly Agree (5) Agree (4) Neutral (3) Disagree (2) Strongly Disagree (1)

Statement	1	2	3	4	5
I always admire and respect all the employees and stakeholders involved in implementing any project					
I always portray good ethical behaviour that can be admired by my project team					
I always trust the employees involved in the implementation of any project work					
I always instil pride and like to be associated with my whole project team					
I always go beyond my self-interest for the good of the whole project team					

I always display a sense of power and confidence when passing instructions to my project team					
I always make personal sacrifices for the benefit of the whole project team					
I always guide all the employees in my team on the importance of teamwork					

Apart from what has been stated about, suggest other methods applicable in dealing with idealized influence transformational leadership in the implementation of national government multi-agency program in Kenya?

.....

As a key stakeholder during the implementation of the national government multi-agency digital literacy program project in Kenya, give your views on some of the challenges and solutions incurred while handling the stated idealized influence in this project?

.....

Objective Two (2): To establish the role of inspiration motivation on the implementation of digital literacy program in Kenya Use the following ranking: Strongly Agree (5) Agree (4) Neutral (3) Disagree (2) Strongly Disagree (1)

Statement	1	2	3	4	5
I always motivate the employees in my team so as to enable them to perform their roles effectively					
I always articulate a compelling vision for the future regarding all the projects to be undertaken					
I am optimistic that the Digital Literacy Program will work					
I always inspire the employees to be relevant and					

dynamic in whatever task they undertake					
I always create an environment where employees are able to be passionate in their job					
I always create an environment where employees are able to be creative in their job					
I always create an environment where employees are able to be imaginative in their job					

Apart from what has been stated about, suggest other methods applicable in dealing with inspiration motivation transformational leadership in the implementation of national government multi-agency program in Kenya?

.....

.....

.....

As a key stakeholder during the implementation of the national government multi-agency digital literacy program project in Kenya, give your views on some of the challenges and solutions incurred while handling the inspirational motivation in this project?

.....

.....

4. **Objective Three (3):** To assess the role of intellectual stimulation on the implementation of digital literacy program in Kenya. Use the following ranking: Strongly Agree (5) Agree (4) Neutral (3) Disagree (2) Strongly Disagree (1)

Statement	1	2	3	4	5
I always create a sense of awareness to all employees on the importance of unity in project implementation					
I always encourage all the employees to be innovative and creative					

I am always ready to offer any support and empower my staff to enable them to perform tasks effectively					
I do not impose my own ideas to the employees but allows some independence					
I always encourage the employees to solve problems arising from the project on their own					
I always seek differing perspectives from employees when solving problems					
I always suggest to the employees to come up with new ways of enhancing project implementation					

Apart from what has been stated about, suggest other methods applicable in dealing with intellectual stimulation transformational leadership in the implementation of national government multi-agency program in Kenya?

.....

.....

.....

As a key stakeholder during the implementation of the national government multi-agency digital literacy program project in Kenya, give your views on some of the challenges and solutions incurred while handling the intellectual stimulation in this project?

.....

.....

Objective Four (4): To determine the role of individualized consideration on the implementation of digital literacy program in Kenya. Use the following ranking: Strongly Agree (5) Agree (4) Neutral (3) Disagree (2) Strongly Disagree (1)

Statement	1	2	3	4	5
I always ensure that the needs of all employees in the project team are well taken care of					
I am willing to delegate some of my tasks to my juniors					
I always ensure that there is a diversity of employees in any particular project team					
I always treat every member in any project as an individual rather than members of a group					
I always spend time teaching and coaching my project team					
I am willing to help my subordinates develop their strengths					
I am empathetic and supportive to all employees involved in implementing any project					

Apart from what has been stated about, suggest other methods applicable in dealing with individualized consideration transformational leadership in the implementation of national government multi-agency program in Kenya?

.....

As a key stakeholder during the implementation of the national government multi-agency digital literacy program project in Kenya, give your views on some of the challenges and solutions incurred while handling the individualized consideration in this project?

.....

Part C: Legal Framework –Moderating Variable

5. Objective Five (5): To evaluate the role of the legal framework on the implementation of digital literacy program in Kenya. Use the following ranking: Strongly Agree (5) Agree (4) Neutral (3) Disagree (2) Strongly Disagree (1)

Statement	1	2	3	4	5
The ICT policy in place has ensured that the implementation of the Digital Literacy Program is effective					
The education policy in place has ensured that the implementation of the Digital Literacy Program is effective					
The budgeting policy in place has ensured that the implementation of the Digital Literacy Program is effective					
There is proper state legislation as to the operations and management of the Digital Literacy Program					
There are good regulations and administrative practice as to the operations and management of the Digital Literacy Program					
There is sufficient public participation in the implementation of the Digital Literacy Program is effective					
All the stakeholders are involved in implementing, monitoring and evaluating the Digital Literacy Program is effective					

Apart from what has been stated about, suggest other methods applied in dealing with the legal framework as a moderating factor between transformational leadership and implementation of national government multi-agency program in Kenya?

.....

.....

As a key stakeholder during the implementation of the national government multi-agency digital literacy program project in Kenya, give your views on some of the challenges and solutions incurred while handling the legal framework issues in this project?

.....

.....

Part D: Implementation of Programme-Dependent Variable :

Implementation of digital literacy program in Kenya.

6. What's your agreement when it comes to statements that relate to the Use the following ranking: Strongly Agree (5) Agree (4) Neutral (3) Disagree (2) Strongly Disagree (1)

Statement	1	2	3	4	5
The Digital Literacy Program projects in various regions have been implemented in time					
The target of the Digital Literacy Program has exceeded the expectations					
The Digital Literacy Program has met the required government standards					
There are proper risk mitigation controls to monitor the sustainability of the Digital Literacy Program					
The Digital Literacy Program has enhanced the quality of learning in schools					
There has been continued stakeholder support as to the implementation of the Digital Literacy Program					

Apart from what has been stated about, suggest another achievement applicable in dealing with implementation of national government multi-agency program in Kenya?

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.....






As a key stakeholder during the implementation of the national government multi-agency digital literacy program project in Kenya, give your views on some of the challenges and solutions incurred while handling the implementation of this project?

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.....

Appendix III: Project Components for Digital Literacy programme in Kenya

S/no	Project Name	Project Objective and Scope	Implementing Agency
1	Teacher Training	Develop and conduct training for all public primary schools teachers across the country. This is meant to equip teachers to be able to utilize technology in teaching and learning	Teacher Service Commission {TSC}
2.	Digital Devices for Learners and Teachers	Identify, acquire, distribute and install appropriate computing devices in all public primary schools across the country. This is meant to enable learners and teachers to access learning and teaching materials through use of technology while conducting their lessons.	The ICT Authority {ICTA}
3	Digital Content	Identification, acquisition and installation of appropriate digital content in all the digital devices. This is meant to avail all learning materials through use of technology for ease of access and updates.	Kenya Institute of Curriculum Development {KICD}
4	School Electricity	Installation of electricity in all public primary schools across the country to facilitate charging of devices	Kenya Power and Lighting {KPLC} and Rural Electrification Authority {REA}
5.	School Infrastructure facility	Renovation and provision of storage and charging facilities in each public primary school. This is meant to create conducive learning environment through technology as well as provide safety and custody for the devices.	Ministry of Education {MoE}

Appendix IV: Research Permit

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