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Theresia Mdanya

Mrisho Malipula Dr
Mzumbe University

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The Nexus between Leadership and Implementation of Education Infrastructure Development Policy Goals in Tanzania: Reflections from Kinondoni Municipal Council

Theresia Mdanya¹, Mrisho Malipula²

Mzumbe University, Tanzania^{1,2}

telphenadickson@gmail.com¹, mmmalipula@mzumbe.ac.tz²

Abstract. This study assessed the association between leadership attributes and qualities in the implementation of education infrastructure development policy goals in Tanzania using Kinondoni Municipal Council as a case. A concurrent mixed-method triangulation of qualitative and quantitative data was employed to explore the nexus between leadership attributes and qualities in implementing education infrastructure development policy goals in Tanzania. The data used in this study was garnered from face-to-face interviews with 92 respondents recruited from a population of 288 Kinondoni Municipal Council workers and a review of documentary sources relevant to the study. The application of primary data from interviews and desk reviews allowed triangulation of the findings garnered from the two data sources, which usefully enriched and enhanced the validity and reliability of the findings. Quantitative data were analyzed using IBM statistics software to determine frequencies and run association tests, while qualitative data were analyzed thematically and discussed descriptively. The study found that collaborative leadership, public policy advocacy, coordination, effective dialogue with the community, and leaders' commitment to being leadership attributes are significantly positively associated with implementing education infrastructure development policy goals in Kinondoni Municipal Council. Furthermore, Interpersonal communication, integrity, accountability, empathy, and vision significantly influence the implementation of education infrastructure development policy goals in the Kinondoni Municipal Council. In this regard, efforts should be put in place to improve the qualities and attributes among leaders to maximize the implementation of education infrastructure development policy goals.

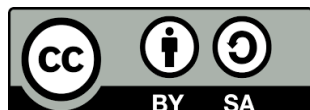
Keywords: policy, policy implementation, education infrastructure, leadership attributes, leadership qualities

INTRODUCTION

Public policy implementation entails the translation of a policy into realism. It starts when a government policy is translated through various hierarchical levels of government until it reaches the operational level, where goods and services are rendered to the community (Jabbar & Hussein, 2017). Public policy implementation is a dynamic process involving a myriad of aspects, including resources, stakeholders' engagement, and competent leadership which involves the ability to influence, guide, and facilitate the activities of a group or an organization (Muhammad, 2014). Muhammad emphatically argued that public policy execution necessitates officials with appropriate leadership abilities, including being accountable for every activity and capable of ensuring that all other responsible officers are acting in concert to achieve predetermined goals. The centrality of leadership is anchored on the fact that it

is about giving a course of action to others to affect policy implementation (Lara, 2020). Leaders play a crucial role in effectively translating policy goals into tangible outcomes, requiring them to possess the skills of providing guidance and facilitating diverse strategies and approaches (Hudson et al., 2019). The failure to implement tobacco policies in Kenya can be attributed to a dearth of strong political leadership, as highlighted by Mohamed et al. (2018). This perspective aligns with the viewpoints of Muldyanto (2019) and Bekker & Van Heyningen (2011), who argue that the commitment and competence of leaders are critical factors in determining the quality and impact of policy implementation.

According to Towler (2013), communication plays a fundamental role in the realization of policy goals. This perspective is based on the premise that ineffective communication leads to inadequate goal definition, resulting in policies that lack clarity, internal consistency, and compatibility with other policy



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Correspondence to:
Theresia Mdanya
telphenadickson@gmail.com

objectives. As a consequence, policy implementation becomes challenging due to these deficiencies.

While Towler's emphasis on communication is crucial, it is important to acknowledge that other factors play a significant role in understanding the impact of leadership on policy implementation. The theoretical section will delve into various leadership qualities and attributes associated with policy implementation, highlighting the complex nature of analyzing the relationship between leadership and policy implementation. Therefore, relying solely on communication to analyze this association would be inadequate. This is particularly relevant in impoverished countries, which are often characterized in the existing literature on policy implementation as facing substantial challenges that are linked to leadership qualities and attributes (Bekker & Van Heyningen, 2011; Muldyanto, 2019). This line of literature's validity is exemplified by the Tanzanian government's experience, which has introduced numerous public policies since gaining independence in 1961. However, implementing these policies has not always been executed as intended (Mdanya, 2022). A specific illustration can be found in the Education and Training Policy (ETP) case, which is this article's focal point. Although initiated in 1995, it was not fully implemented until 1999, and its effectiveness did not meet the initial expectations (WB, 2005). Subsequently, the policy underwent a review, leading to the introduction of a revised version in 2014, which officially came into effect in February 2015. Recognizing the comprehensive nature of the Education and Training Policy (ETP), it is important to acknowledge that this article focuses on the intricate leadership dynamics that influence infrastructure development in Tanzania. This choice is based on the fact that one of the objectives of the ETP is to enhance the capacity of the education and training sector by expanding and reinforcing educational infrastructure, including classrooms, science laboratories, workshops, dormitories, and teachers' housing. However, numerous schools face a scarcity of essential infrastructure, learning materials, and qualified personnel (HRW, 2017). The shortage of such infrastructure is also highlighted in the Controller and Auditor General (CAG) report of 2019/2020, which reveals that despite years of discussion and quality audit reviews, infrastructural challenges such as a lack of classrooms and desks persist, adversely affecting the teaching and learning environment for primary and secondary school students (CAG, 2021). This situation indicates a significant deficit in educational infrastructure, despite the existence of policies designed to address these issues and leaders who are responsible for ensuring policy implementation.

The situation in Tanzania, specifically in KMC, reflects the observations made by Mulyutu (2020), who asserts that many school buildings in KMC suffer from issues such as leaking toilets, sweltering classrooms, broken furniture, poorly painted walls and ceilings with falling plaster. These conditions contribute to high rates of absenteeism and poor academic

performance. The state of the school buildings plays a significant role as it signals to students whether they are valued and cared for, creating an impression of what happens inside the buildings and how much society values education. Consequently, it can either encourage or discourage attendance and academic performance. Mulyutu (2020) emphasizes that limited access to essential services, such as water, sanitation, waste disposal, electricity, and communication, as well as poor indoor environmental quality in terms of lighting, air quality, dampness, temperature control, acoustics, and opportunities for outdoor activities, negatively impact academic performance in most schools in KMC. These challenges persist despite the Education and Training Policy (ETP), which aims to address these issues. This situation raises the question of why these challenges persist when numerous leaders are responsible for overseeing policy implementation.

Previous studies have explored the relationship between leadership and policy implementation (Bekker & Van Heyningen, 2011; Muldyanto, 2019). However, there is a noticeable gap in the literature examining the association between leadership qualities, leadership attributes, and the implementation of educational infrastructure-related policies in Tanzania. This study addresses this gap by explicitly investigating the link between leadership attributes, leadership qualities, and the implementation of education infrastructure development policy goals outlined in the Education and Training Policy (ETP). The study focuses on the experience of education infrastructure in the Kinondoni Municipal Council (KMC) area of administrative jurisdiction, which is characterized by a shortage of education infrastructure. The goal is to establish a connection between leadership attributes, leadership qualities, and the successful implementation of education infrastructure policy goals.

Top-Down Viewpoint

The top-down perspective represents one of the earliest generations of policy implementation models, asserting that once a policy is decreed authoritatively, it is automatically implemented (Wittwer et al., 2017). This model follows a clear-cut command and control system, originating from the central government and extending to projects involving the general population. It involves the imposition of policies, rules, resources, and capacity needed for implementation. According to the top-down model, all actors involved in the policy implementation process are expected to be proficient and act in accordance with the organizational chain of command (StudyCorgi, 2021). Proponents of the top-down approach believe that policy designers are the primary actors, focusing on factors that can be influenced by the central hierarchy (Cerna, 2013). However, critics argue that the optimistic stance of the top-down model places excessive emphasis on the ideal dictates of policy implementation while underestimating the role of politics. This can lead to resentment among policy implementers

who may prefer alternative solutions (Hill & Hupe, 2009).

Based on this line of argument, Wittwer et al. (2017) assert that policy implementation is often influenced by the alignment between the actions of policy implementers and target groups with the goals embodied in trustworthy decisions. The top-down model suggests that policy goals must be clearly defined and well understood by implementers, who should perceive them as credible. Implementation is entrusted to a select group of actors who possess the necessary qualities and exhibit a sense of commitment toward the policies they are responsible for implementing (StudyCorgi, 2021).

Due to its hierarchical nature, the top-down perspective assumes a straightforward and consistent approach to policy implementation and evaluation by implementing officials (Cerna, 2013). However, in doing so, it overlooks the strategic initiatives of other policy subsystems beyond central decision-makers (Wittwer et al., 2017). This presents a significant flaw because many governmental directives and actors operate at various levels, from the central government to local authorities, who are responsible for policy implementation activities, especially in the current era of decentralization and devolution. This shift towards decentralization grants local officials a more significant say in addressing policy issues (Wang et al., 2012). The devolution aspect challenges the top-down approach by suggesting that top-down implementers may impose policies with standards that citizens do not comprehend, which may conflict with their rational preferences. In such cases, the top-down approach becomes a mere "tactic" rather than an inclusive strategy for policy implementation. This criticism highlights the need to consider a bottom-up policy implementation perspective.

Bottom-Up Viewpoint

The bottom-up perspective, advocated by the second generation of policy implementation scholars, asserts that policy designers should recognize target beneficiaries and service deliverers as the primary implementers of policies (Koontz, 2014). According to the bottom-up theorists, policy target beneficiaries, either directly or indirectly, are the actual implementers or influencers of policy implementation. The bottom-up approach argues that local bureaucrats, as implementers, do not have discretion in the policy implementation process concerning local conditions. Instead, policy goals, strategies, and activities must align with the will of the citizens (Koontz, 2014). Therefore, implementation success relies on leaders adapting to local conditions and diligently carrying out citizens' demands. Consequently, leaders require consistent feedback from policy target beneficiaries, including the general public, regarding issues related to implementing a particular policy (Hill & Hupe, 2009). This model serves as a valuable starting point for recognizing the various actors involved in policy implementation, their roles, and their associations in

the context of public policy implementation.

The Third Generation Policy Implementation Viewpoint

The third-generation perspective on policy implementation encompasses macro and micro levels, with the latter involving actors who develop government programs and the former involving local forces responsible for implementing macro-level plans and constructing their programs in line with them (Mdanya, 2022). Third-generation scholars emphasize the importance of communication between leaders and target beneficiaries as a crucial element in effectively implementing public policies. Therefore, this viewpoint plays a significant role in explaining the association between leadership and policy implementation, as effective implementation necessitates effective communication between policy implementers at the state level and those at the grassroots level (Hupe & Sætren, 2015).

These three theories provide a foundation for understanding policy implementation in general and the role of leaders in policy implementation in particular. However, a concise empirical examination of the relationship between leadership qualities and attributes and policy implementation can provide specific variables for measuring leadership attributes and qualities in implementing education infrastructure development goals in KMC.

Leadership Qualities and Policy Implementation

Leadership qualities refer to an individual's or organization's ability to guide individuals, teams, or organizations toward achieving goals and objectives. It plays a crucial role in management, as it helps maximize efficiency and achieve strategic and organizational goals. The essential qualities of a good leader include integrity, accountability, empathy, humility, and vision (Enfroy, 2021). Khan and Khandaker (2016), in their study on policy implementation and performance in Bangladesh, highlight the critical leadership qualities that positively affect policy implementation. These qualities include effective interpersonal communication on public policy issues, integrity, vision, accountability, and empathy. These specific attributes identified by Khan and Khandaker align well with the perspectives of various authors on the topic, as demonstrated in the following studies.

For example, Bayrakci et al. (2012) conducted a comparative study in Germany to examine accountability in public policies. They concluded that public administrators and politicians should behave responsibly while implementing policies and provide information to the community regarding the implemented policies. Furthermore, Martin and Frahm (2010) assessed the changing nature of accountability in administrative practice in the USA and concluded that accountability significantly contributes to implementing public policies. Similarly, Ambali et al. (2011) assessed the impact of servant leadership values on the staff's commitment to policy

implementation in Malaysia. Their findings established that the integrity of leaders can significantly contribute to the success of public policy implementation. In addition, Ghavifekr et al. (2013) examined the central components of educational change management. They found that accountability, vision, and strategic planning are critical prerequisites for successfully implementing educational systemic transformation.

A critical examination of the empirical literature reveals that Enfroy's (2021) and Khan and Khandaker's (2016) perspectives present similar and more detailed qualities for effective public policy implementation. However, it is worth noting that while Enfroy includes humility as a critical quality, other researchers do not mention this attribute directly. Therefore, this study will adopt the qualities identified by Khan and Khandaker.

Leadership Attributes and Policy Implementation

Leadership attributes encompass the innermost or personal qualities that contribute to effective leadership. These attributes encompass a wide range of characteristics (Virkus, 2009). For example, Khan and Khandaker (2016) assert that collaborative leadership, public policy advocacy, coordination, effective dialogue with the community on policy issues, and leader commitment are crucial attributes for leaders to impact policy implementation positively. These specific attributes identified by Khan and Khandaker align well with the perspectives of various authors on the topic, as demonstrated in the following studies. For instance, Lara (2020) examined policy implementation in water management in the Netherlands and Mexico. The study argued that critical attributes such as recognizing potential partners, clearly defining the problem, establishing background projects, demonstrating a willingness to participate, committing to the goal, engaging in open dialogue with stakeholders, ensuring resource availability, and establishing formal high-level agreements facilitate the policy implementation process when put into practice.

Ansell and Gash (2008), in their meta-analytical study of existing literature on collaborative governance, identified trust building, commitment, face-to-face dialogue, and shared understanding as critical variables for successful public policy implementation. Similarly, Vangen and Huxham (2003) conducted a study on collaborative leadership and argued that leaders should embrace, empower, and involve stakeholders, mobilizing them to implement policies collaboratively. Thus, leadership is considered crucial for establishing and maintaining clear ground rules, building trust, facilitating dialogue, and seeking mutual gains related to a specific policy. Likewise, Getha-Taylor et al. (2011) highlights the need for collaborative efforts in their qualitative cross-sectional study examining policy implementation in the United States through the lens of public leadership. They contend that the diverse range of policy stakeholders, fragmented approaches to achieving

policy goals, and inherent risk of failure requires public leadership to foster collaboration and concerted action among various, often competing groups to ensure effective policy implementation.

Dewan and Myatt (2007) studied the role of communication, direction, and obfuscation in influencing a leader's judgment on policy direction. Their findings established a strong link between policy leadership, coordination, and the clarity of communication at various stages of the policy process. This argument is supported by Hill and Hupe (2014), who argue that effective interpersonal communication among actors is crucial in policy processes. Furthermore, Bekker and Van Heyningen (2011) studied a strategic leadership model designed for policy implementation in South Africa. They contend that leadership commitment and individual staff members' competencies are crucial in facilitating policy implementation. Muhammad (2014) asserts that effective implementation of public policies requires both effective public leadership and improved public governance. Additionally, Hudson et al. (2019) argue that policy advocacy, decision-making, and negotiation have long been focal points in governance networks, facilitating the participation of public actors in coordinating and managing social divisions to achieve public policy goals.

Analytical Framework

The current study utilizes the framework proposed by Khan and Khandaker (2016), which consists of five leadership attributes (collaborative leadership, public policy advocacy, coordination, effective dialogue with the community on policy issues, and leader commitment) and five leadership qualities (interpersonal communication on public policy issues, integrity, vision, accountability, and empathy) to examine the association of leadership with the implementation of education infrastructure policy goals in KMC. The selection of this framework is based on its alignment with the empirical literature reviewed earlier. The study's core hypothesis is that the presence and application of these attributes and qualities are positively associated with the implementation of education infrastructure policy goals in KMC. In contrast, their absence would result in a negative association.

RESEARCH METHOD

A descriptive case study design was employed to examine the association between leadership attributes and qualities and the implementation of education infrastructure policy goals. This design was chosen over other designs because it provides an in-depth and integrated investigation of a specific unit or event, offering comprehensive information on the phenomenon under study (Creswell, 2013). Additionally, it allows for narrowing the scope of the study to draw conclusions within a manageable timeframe and allocate resources efficiently (Bryman, 2015). A mixed-method research approach, incorporating qualitative and quantitative methods for data

collection and analysis, was utilized in this study. The data employed consisted of a combination of qualitative and quantitative data to address the "how" and "to what extent" questions regarding the association of leadership qualities and attributes with policy implementation, which are central to the study. By employing a mixed-method approach, utilizing various data collection methods and triangulation, potential limitations and biases associated with relying solely on one research approach were minimized (Theodory, 2021).

The study focused on KMC as the case for examination. KMC was chosen due to its location in a major city, which allowed for the inclusion of several schools with varying levels of educational infrastructure quality. This selection provided an opportunity to assess the association of leadership with policy implementation in an urban setting. The study was conducted at the KMC headquarters and in two conveniently selected wards, namely Kigogo and Kijitonyama. Specifically, the study included Salma Kikwete Secondary School in Kijitonyama ward, known for having good educational infrastructure, and Kigogo Secondary School in Kigogo ward, characterized by poor educational infrastructure. By examining these two contrasting cases, the study aimed to facilitate an in-depth examination of the association between leadership and the implementation of education infrastructure development policy goals.

The study utilized a sample of 92 respondents drawn from a total population of 288 KMC staff members. The sample was selected using a purposive sampling technique to identify the two wards, two schools involved in the study, and critical informant interviewees. For selecting the KMC workers, a systematic random sampling approach was employed, ensuring an unbiased selection of sampling units from the population (Kothari & Garg, 2015). The sample size was considered sufficient for both the qualitative and quantitative approaches employed in the study. In qualitative studies, there is no specific rule regarding sample size, but rather the emphasis is on obtaining enough data to adequately explore the phenomenon under investigation (Malipula, 2023). The sample size is typically determined based on reaching a saturation point, where no new information emerges from additional data collection (Vasileiou et al., 2018). This study's qualitative data collection reached a saturation point, indicating that sufficient data had been obtained. For quantitative studies, the sample size is justified because, regardless of the population size, a minimum sample of 30 cases is recommended (Bailey, 1994). With a sample size of 92, which is more than three times the recommended minimum threshold, the study justifies using descriptive statistics to analyze the data.

Primary and secondary data were utilized in this study to gather information on the leadership attributes and qualities necessary to implement education infrastructure development policy goals. Primary data was collected through face-to-face interviews,

guided by an interview guide and a questionnaire. Secondary data was obtained by extensively reviewing relevant books, academic journals, and reports. The quantitative data were analyzed using IBM statistics software, which enabled the determination of frequencies and the conduction of association tests. Specifically, chi-square tests of independence were employed to assess the association between leadership attributes and qualities and the implementation of educational infrastructure development in KMC. On the other hand, qualitative data from the recorded interviews were transcribed and subjected to analysis using Atlas computer software. This software facilitated the organization and analysis of qualitative data and the examination of relationships among different elements within the data.

RESULT AND DISCUSSION

Leadership Attributes for Implementing Education Infrastructure Development Policy Goals

This section presents and discusses the findings related to leadership attributes and their association with the implementation of education infrastructure development policy goals. The specific attributes examined include collaborative leadership, public policy advocacy, coordination, effective dialogue with the community on policy issues, and leader commitment.

The findings in Table 1 demonstrate that 88% of the respondents agree that collaborative leadership is one attribute that positively influences policy implementation regarding education infrastructure development. Conversely, 12% of the respondents disagreed with this assertion. A Senior KMC officer's statement supports the prevailing viewpoint on this attribute: "Implementation of education infrastructure policy goals requires collaborative leadership from the street level to the national level to tap human and material resources from all levels."

This finding is consistent with the findings reported by Vangen and Huxham (2003), who argued that collaborative leadership plays a crucial role in building trust, facilitating dialogue, and achieving mutual gains in relation to specific policy goals. Furthermore, this finding supports the assertion made by Lara (2020) that the effective implementation of public policies and programs depends on collaboration with potential partners.

Regarding public policy advocacy, the findings indicate that 82% of the respondents consider it as one of the leadership attributes positively associated with the implementation of education infrastructure development policies. In comparison, 18% held a different view. This finding aligns with the arguments presented by Hudson et al. (2019), who assert that policy advocacy facilitates the active participation of public actors in the execution of public policy goals. Furthermore, this finding is consistent with previous research conducted by Getha-Taylor et al. (2011), who contend that the implementation process of

Table 1. Leadership attributes for implementation of Education Infrastructure Development Policy Goals

Statement	Agree		Disagree	
	No	%	No	%
Collaborative leadership is an attribute of policy implementation	81	88	11	12
Public Policy Advocacy is an attribute of policy implementation	75	82	17	18
Leader's Commitment is an attribute of policy implementation	84	91.5	8	8.5
Coordination is an attribute of policy implementation	78	85	14	15
Effective dialogue is an attribute of policy implementation	79	86	13	14

public policy requires capable public leadership that can foster collaboration and concerted action among diverse and competing groups, all working toward the public good.

The findings presented in Table 1 demonstrate that 91.5% of the respondents agree that leaders' commitment is one of the leadership attributes positively associated with the implementation of education infrastructure development policy goals. Conversely, 8.5% of the respondents held a different perspective. When asked to provide their opinions on leadership commitment as an attribute for implementing education infrastructure development policy goals, the majority of the interviewed senior KMC officers responded: Effective implementation of the Education and Training Policy in the area of education infrastructure requires leaders' commitment at all levels from the top to the ground (street/village) level.

This finding supports the viewpoint of Lara (2020), who emphasizes that commitment to policy goals is among the factors that facilitate the policy implementation process. Additionally, it complements the findings reported by May and Winter (2007), who found that policy implementation can be enhanced through well-designed mandates supported by strong leaders' commitment to those mandates. Similarly, this finding aligns with the arguments by Muhammad (2014), who contends that effective implementation of public policies relies on leaders' commitment. Therefore, it can be argued that leaders' total commitment is imperative to ensure the effective implementation of policy goals, such as those pertaining to education infrastructure, as outlined in the ETP of 2014.

Regarding coordination, the findings in Table 1 show that 86% of the respondents agree that coordination is one of the leadership attributes positively associated with implementing education infrastructure development policy goals. In comparison, 14% held a different view. These findings align with previous research conducted by Getha-Taylor et al. (2011), who argue that an effective process of implementing public policy requires capable leadership that can coordinate collaboration among diverse and competing groups. Furthermore, these findings are consistent

with the findings of Dewan and Myatt (2007), who established a relationship between policy leadership, coordination, and the ability to convey ideas for implementation.

Regarding effective dialogue with the community, as shown in Table 1, 87% of the respondents agree that it is a leadership attribute positively associated with implementing education infrastructure development policy goals. In comparison, 13% held a different perspective. This finding supports the views of Lara (2020), who contends that open dialogue with stakeholders is among the key factors that contribute to an effective policy implementation process.

A broad examination of the identified attributes suggests a relationship between the leadership attributes proposed by Khan and Khandaker (2016) and the bottom-up approach to policy implementation, which recognizes the complexity of the policy implementation process and the impact of leaders who embrace inclusive and responsive approaches (Wittwer et al., 2017).

Leadership Attributes and Education Infrastructure Development Policy Goals Implementation

The respondents' views regarding the association of the identified attributes of leadership with the implementation of education infrastructure development policy goals are presented in Table 2. The findings for each attribute are summarized in the table and will be subsequently discussed in detail.

The findings in Table 2 demonstrate a significant relationship between all five attributes examined and the implementation of education infrastructure development policy goals. These findings indicate that all the attributes have a positive association with the implementation of education infrastructure development policy goals within the framework of the ETP of 2014. However, the association level varies, indicating different degrees of influence of the examined attributes on the implementation of education infrastructure development policy goals. The differences in the level of association are evident in the statistical analysis. The association between effective dialogue with the community and public policy implementation

Table 2. Association of leadership attributes on Implementation of Education Infrastructure Development Policy Goals

Attributes	Category response on leadership attributes			Total	chi – squared-value	p – value
	Low	High	Very High			
Collaborative leadership	16	46	30	76	16.396	0.041
Policy Advocacy	10	46	36	82	12.148	0.045
Coordination	11	52	29	81	14.786	0.031
Effective dialogue	7	45	39	84	19.096	0.034
Leadership commitment	18	38	36	64	9.481	0.049
Total	62	227	170	387		

** Chi-square (2-sided) is significant at $p < 0.05$

on education infrastructure was found to be significant ($X^2(4,4) = 19.096, p < .05$). Similarly, the relationship between collaborative leadership and the implementation of education infrastructure development policy goals was also significant ($X^2(4,4) = 16.396, p < .05$). The association between coordination and public policy implementation on education infrastructure development policy goals was found to be significant ($X^2(4,4) = 14.786, p < .05$). The same holds true for the association between public policy advocacy and the implementation of education infrastructure development policy goals ($X^2(4,4) = 12.148, p < .05$). Lastly, the association between leaders' commitment and public policy implementation on education infrastructure development was also found to be significant ($X^2(4,4) = 9.481, p < .05$). The inferential statistics suggest that the degree of association is highest for effective dialogue with community members, followed by collaborative leadership, coordination, public policy advocacy, and leaders' commitment. However, the current research does not delve into the reasons behind these associations. Future studies may explore this aspect further. Overall, the findings highlight the significance of these leadership attributes in the successful implementation of education infrastructure development policy goals.

Leadership Qualities for Implementing Education Infrastructure Development Policy Goals

This section presents and discusses findings on leadership qualities and their association with implementing education infrastructure development as

outlined in the ETP of 2014. These leadership qualities include interpersonal communication on policy issues, integrity of leaders, accountability, empathy, and leadership vision.

The findings in Table 3 demonstrate the respondents' views on the essential leadership qualities for implementing policy on education infrastructure in the framework of the ETP of 2014. Regarding a leader's empathy, 93% of the respondents viewed it as an essential public leadership quality, while 7% did not agree. This finding supports Rahman & Castelli (2013), who found that leaders with higher empathy are more effective in policy implementation. It also aligns with the assertion made by Wittwer et al. (2017) that policy implementation is positively impacted when the actions of the officers and target beneficiaries align with the goals of trustworthy decisions. Regarding interpersonal communication, 94% of the respondents considered it a critical leadership quality for influencing the implementation of education infrastructure development policy goals, while 6% had a different opinion. This finding is consistent with Dewan & Myatt (2007), who established a link between policy implementation and the clarity of communication at various stages of the policy process. It also complements the perspective of Hill & Hupe (2014) that communication is vital in conveying the precise message to all actors involved in policy implementation and facilitating collaboration. Regarding accountability, 93% of the respondents viewed it as an essential quality for leaders implementing education infrastructure policy goals in the

Table 3. Leadership qualities for implementation of education infrastructure development policy goals

S/N	Statement	Disagree		Agree	
		No	%	No	%
1.	Empathy is a quality of policy implementation	6	7	85	93
2.	Interpersonal Communication is a quality of policy implementation	5	6	87	94
3.	Accountability is a quality of policy implementation	6	7	85	93
4.	Vision is a quality of policy implementation	12	13	80	87
5.	Integrity is a quality of policy implementation	24	26	68	74

Table 4. Association of leadership qualities in the Implementation of Education Infrastructure Development Policy Goals

Qualities	Category Response of leadership qualities			Total	chi – squared-value	p – value
	Low	High	Very High			
Interpersonal communication	5	50	37	87	9.028 ^a	0.040
Integrity	28	41	27	68	14.369 ^a	0.022
Accountability	6	44	42	86	12.986 ^a	0.020
Empathy	6	59	27	86	7.475 ^a	0.013
Vision	12	44	36	80	7.988 ^a	0.035
Total	57	138	167	407		

** Chi-square (2-sided) is significant at $p < 0.05$

framework of the ETP, while 7% disagreed. This finding aligns with Bekker & Van Heyningen's (2011) findings, which found that successful implementation of public policies relies on leadership accountability and commitment. It also complements the perspectives of Bayrakci et al. (2012) and Martin & Frahm (2010), who argued that accountable leadership significantly enhances policy implementation performance. The findings further reveal that 87% of the respondents considered vision an essential quality for leaders implementing policy on education infrastructure in the framework of the ETP of 2014, while 13% held a different opinion. This finding is in line with Ghavifekr et al. (2013), who found that vision is one of the essential requisites for the success of implementing systemic educational transformation. Integrity was also viewed as an important leadership quality for implementing public policy on education infrastructure in the framework of the ETP of 2014. It was supported by 74% of the respondents, while 26% had a different perspective. These findings align with Ambali et al. (2011), who posit that the integrity of leaders significantly contributes to the success of public policy implementation. Overall, the findings highlight the importance of empathy, interpersonal communication, accountability, vision, and integrity as essential leadership qualities for effectively implementing education infrastructure development policy goals. Leadership Qualities and Implementation of Education Infrastructure Development Policy Goals

Respondents provided their opinions on the association of the mentioned identified leadership qualities in implementing education infrastructure development policy goals. Findings on each attribute are presented in Table 4 below and subsequently discussed.

The findings in Table 4 demonstrate the significant relationship between all five leadership qualities examined and the implementation of education infrastructure development policy goals in the framework of the ETP of 2014. The level of association varies among the qualities examined, indicating different levels of influence on the implementation of education infrastructure development policy goals. The statistical analyses reveal that the association between leaders' integrity and implementing education infrastructure development policy goals is the most significant, followed by accountability, coordination,

interpersonal communication, vision, and empathy. The current research has not aimed to explain the reasons behind these associations. Therefore, future studies could investigate the underlying factors contributing to the significant relationships observed. Understanding how these leadership qualities influence policy implementation would provide valuable insights for effective strategies. The findings highlight the importance of leaders' integrity, accountability, coordination, interpersonal communication, vision, and empathy in successfully implementing education infrastructure development policy goals. These leadership qualities contribute positively to the implementation process and can enhance the outcomes of policies to improve education infrastructure.

CONCLUSION

The leadership qualities and attributes adopted by Khan and Khandaker (2016) have been shown to have a significant ($p < .05$) contribution to the implementation of education infrastructure development policy goals in KMC. Collaborative leadership, public policy advocacy, leader's commitment, coordination, and effective dialogue with the community are essential leadership attributes for successful policy implementation in education infrastructure development in KMC. Similarly, empathy, interpersonal communication on policy issues, accountability, vision, and integrity of leaders are crucial leadership qualities for implementing education infrastructure development policy goals in KMC. This conclusion underscores that successful implementation of public policies requires essential leadership attributes and qualities and the willingness and enthusiasm to implement them.

Applying these leadership qualities and attributes ensures inclusive, beneficiary-oriented, ethical, empowering, responsible, and responsive public policy implementation. This approach challenges the top-down policy implementation approach and aligns with the bottom-up and third-generation theoretical perspectives emphasizing participatory, inclusive, accountable, and ethical practices. Leaders are encouraged to value the ideas and opinions of policy beneficiaries, motivating their active participation in implementing education infrastructure development

policies as stipulated in the ETP of 2014. Public advocacy activities complement the participatory elements of policy implementation by enhancing beneficiaries' knowledge and capacities to participate effectively. Constructive dialogues with stakeholders, coordination, and leaders' clear vision of policy objectives further reinforce the empowerment and participatory aspects of policy implementation. Given the complexity of policy implementation, these elements are crucial and involve various actors and interests.

Based on the remarks above, leaders must uphold and utilize the significant leadership attributes and qualities that positively impact policy implementation. Leaders involved in public policy implementation should receive appropriate training on the attributes and qualities necessary for effective implementation. This training should focus on the policies they are responsible for implementing, the participatory ethos they should embrace, and the importance of accountability and ethics in motivating participation. Similar knowledge and awareness should also be extended to policy beneficiaries, as their active involvement is integral to successful policy implementation. This collaborative effort between leaders and beneficiaries enhances accountability. It strengthens the watchdog role of service and material providers, who play a central role in achieving policy goals, as suggested by the bottom-up theorists.

It is important to note that while this study has successfully established the association between leadership attributes and qualities necessary for the implementation of education infrastructure development policy goals in KMC, its replicability depends on the similarities of the case with other areas. Therefore, further studies of this nature should be conducted in different contexts. Additionally, since the study focused on leadership attributes and qualities, a more comprehensive study that considers the roles of leadership, policy beneficiaries, and other stakeholders in policy implementation would be beneficial. Moreover, the study identified factors influencing policy implementation in education infrastructure, and further research could be conducted in other policy domains. It would be interesting for researchers to explore the reasons behind the significance of the identified factors and the variations in their significance.

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