

# Revitalizing Performance Of Technical And Vocational Education And Training Institutions In Kenya Through Strategic Interventions

Lilian Wambui Maina \*, Stephen Makau Muathe \*\*

\* School of Business, Economics & Tourism, Kenyatta University

\*\* School of Business, Economics & Tourism, Kenyatta University

DOI: 10.29322/IJSRP.13.03.2023.p13540

<http://dx.doi.org/10.29322/IJSRP.13.03.2023.p13540>

Paper Received Date: 15<sup>th</sup> February 2023

Paper Acceptance Date: 15<sup>th</sup> March 2023

Paper Publication Date: 24<sup>th</sup> March 2023

**Abstract-** Technical and Vocation Education and Training Institutions in Kenya have persistently encountered a number of obstacles, including graduate employability, curriculum quality, low enrollment rates, and inefficient use of available resources. Despite the increase in the number of students pursuing higher education, the performance of these institutions has not improved. The modern business climate necessitates those businesses, especially TVET institutions, recognize and harness their strategic competencies in order to compete successfully and improve their performance. These institutions must capitalize on their talents and strategic initiatives to obtain a competitive edge. This study seeks to study the influence of strategic initiatives and performance of TVET institutions. Specifically, this study seeks to investigate the effect of staffing, learning resources, knowledge management and innovation on performance of TVET institutions in Kiambu County, Kenya. The research was grounded in the resource-based perspective and supported by the dynamic capabilities' theory, Michael Porter's generic theory, and the strategic leadership theory. The research employed a descriptive design. The sample size was 268 respondents, with three TVET institutions in Kiambu County serving as the target population. The researcher acquired the sample using stratified and purposive sampling techniques. Using a semi-structured questionnaire, primary data were collected. Using descriptive and inferential statistics, quantitative data were analyzed and displayed in figures and tables. The study contributes to knowledge by filling identified contextual, empirical, and conceptual gaps in the existing literature. The study concluded that strategic interventions will enhance performance of TVET institutions.

**Index Terms-** Strategic Intervention, TVET, Staffing, Technological Changes, Innovation, Learning Resources, Performance

## I. INTRODUCTION

Globally, education has been faced with myriads of challenges that influenced negatively on its growth to influence the community positively, there has been low employability of the

workforce churned out of the training institutions due to lack of compatibility with the market demand versus the quality and the content of the training that is offered in these institutions (Jabarullah, & Hussain, 2019). Entry to technical and vocational education and training (TVET) for both formal and informal training growth is also an issue; TVET has failed to provide mobile skills that are important to the organized labor sector's requirements to meet the required development needs. The problems for the higher learning institutions notably the TVET deepened during the great financial crisis of the 2008 where there were major structural changes that were done to the labor market which changed the requirement for skills and thus TVET (Hassan, & Shamsudin, 2019).

Ayonmike (2016) notes that there have been the worsening problems of unemployment coupled with the decrease in the quality of jobs being done, where the majority who were affected were the youths, as a result there has been a total mismatch in the labor market with men slightly placed ahead of women. There has been massive mismatch in the training provided by the training institutions as compared with the market demands, which has created a lot of uncertainty among the majority of the youth who required these trainings, this has affected greatly the propensity of the employments and a lot of uncertainty has therefore been created as a result. Gender issues have also been intertwined with the varying training needs thus leading to inequality (Kihoro, 2016).

A report by UNESCO (2016) points that there was hope when United Nations Educational, Scientific and Cultural Organization1 (UNESCO) carried an extensive review through the pacific framework forum where several resolutions were raised to resolve the training needs gap in the region of Nepal. The forum dealt with several problems including the imbalance within the labor supply and promoted coordination within the programs offered by the TVET (UNESCO, 2016). The forum also sought to enhance the data driven data within the institutions and sort issues related to the quality standards and assurance. The UNESCO proposal also looked into poor management pool within the TVET coupled with the underfunding among other challenges. The proposal was geared towards changing the concern from supply

oriented to the demand oriented TVET. The proposal by the UNESCO was meant to solve the unemployment needs and the labor training systems in Latin America and Asia (Fryer, 2015). Further the resource strategy was focused towards addressing the continuous training needs that is considered relevant to the industry by ensuring trainings are community oriented and therefore contribute to the overall improved image (Gandi, 2016). In Africa the role of UNESCO has seen many enrollments into the TVET, in Africa the secondary education other than not only providing enough space did not meet the education demands to guarantee employment needs, therefore there was serious need to develop a system of education through management Knowledge strategy to guarantee jobs for the majority of the youths (Ifeyinwa, 2016). However, despite the significant contributions that has been done by UNESCO the quality of TVET in Africa is still wanting and in dire need with regard to how they perform in terms of meeting the labor needs. Therefore, there is need for a change in attitude among the TVET stakeholders and the policy makers, parents, service providers so as to realize the needed success (Kamau & Ngubu, 2017).

Nigeria education systems has also adversely been affected by the poor leadership styles witnessed within these institutions, the government has done very little to realign the education policies to meet the need of the market, there has been little investment in the human capital coupled with poor planning that has crippled the learning institutions. However, Nigeria is one of the African countries with abundant wealth especially the wealth that is associated with oil but the learning institutions are still riddled with socio-economic challenges that must be addressed adequately (Ramadan, Chen, & Hudson, 2018).

In Uganda the pedagogy in TVET has also failed due to the fact that learning has been hampered due to the inadequate learning materials and equipment's which are required by the trainees, other than the inadequacy in the resources that are required to support education, the Uganda systems has also been affected by the old syllabus that has not been revised for years, this therefore cannot meet the societal demands and requirements, this therefore implying that there is no connection between the Market and the labor (Rajadurai, Sapuan, Daud & Abidin, 2018).

Kariuki (2016) alludes that there has been a very low transition rate from the primary school to secondary school with only 70% who are managing to transition successfully to the secondary education, therefore the remaining 30% form the catchment for the needs for the polytechnics which are part of the TVET, further there are those who drop from the secondary education due to poor performance and lack of fees who are also therefore potential joiners of these polytechnic colleges (Kariuki, 2016).

Wanyonyi and Muturi (2018) notes that there are approximately 817 youth technical training colleges which spread all over the country, however despite the fact that these institutions are not enough to meet the population needs, those available have also not met what is required of them, they have offered a very poor return on money to the individuals, they have not adequately met the socio-economic needs in the Country despite the fact that tax payers' money has been used. These institutions are underfunded and exhibit with very low esteem (Nalbandi & Zonoozi, 2019)

In Kenya the government has not in the past put into consideration TVET institutions when competitively placing students to other higher learning institutions. These institutions get the low-profile client's applicants, yet they provide most technical skill that are required in the job market. (Kihara, 2017). Despite these challenges, the Kenya gazette supplement act of 2013 which was ratified by the act of parliament which established the TVET, has been critical in ensuring that the TVET's leadership and management are adequately handled and administered. Despite these challenges, the Kenya gazette supplement act of 2013 which was ratified by the act of parliament which established the TVET, has been critical in ensuring that the TVET's leadership and management are adequately handled and administered.

The support has been offered through following on all the examination and the certifications which relate to promoting the name of the organizations (Kitaingi, 2016). This helped to ensure that these institutions are providing services that were meant to meet the needs. Nonetheless there is still a very poor delivery of the TVET services, there is still a gap in the delivery of the services offered by TVET coupled with poor coordination and failure to adhere strictly to the laid down regulations that are meant to guide their operations (Limboro, 2016). Apparently, the problems that are ailing the operations of the TVET are so many ranging from poor funding process which is associated with the inadequacy of funds and poor organization structure among others (Lukman, Adam, Jibrin & Umar, 2017).

## II. LITERATURE REVIEW

### 2.1 Resource Based Theory

The resource-based view theory was first put forth by Wernfelt in 1984. Theoretically, the accomplishment of the organization's aims is what ultimately determines whether the organization will achieve its objectives (Wernfelt, 1995). The resource-based view hypothesis is predicated on the idea that an organization must adapt to competitions that exist within its environment and implement strategies that will help it survive in a market that is highly competitive (Bokolo, 2019). The theory proposes that the organization needs to respond to the technological needs and the financial variables that are directly attached to the key performance indicators of the organization, this will aid the company in achieving its overall objectives, resulting in increased performance (Burvill, Jones & Rowlands, 2018).

Bokolo (2019) noted that theory identified some of the factors that prevent the organization from achieving its overall objectives which includes; poor communications, lack of staffs to implement the necessary changes that can promote change within the organization, strict government regulations that restricts the operations of the organization among other factors. Furthermore, the theory has established the major factors that can influence an organization's success, such as financial, human, and organizational resources. Human capital refers to the personnel of an organization, who in order to assist the company in accomplishing its goals, need to receive proper training and have all of the necessary tools at their disposal (Bokolo, 2019). Therefore, according to the theory, the organization has a responsibility to provide training for the employees and ensure

that they have the necessary knowledge in order for the business to achieve its goals.

The theory is pertinent to the research because it asserts that it is the job of the organization's management to guarantee that its human resources are motivated to achieve the organization's overall success (Burvill, Jones & Rowlands, 2018). The theory's applicability to the research is focused on the assumption that all businesses, needs to make use of the invisible organization assets which are available within the organization so that they can remain competitive in the market. The TVET institution should put into use all the available resources within the organization to ensure that the institutions achieve their overall objectives.

## 2.2 Dynamic Capability Theory

Teece introduced the dynamic capability theory for the first time in 1997. Dynamic, as employed in this idea, refers to the capacity to refresh abilities in order to achieve congruence with a corporate environment that is constantly changing. The concept of the Dynamic Capability therefore refers to the manner in which an organization or a firm is able to adapt, reconfigure and also being able to integrate both external and internal skills, functional and resource competencies to go with the ever-changing environmental requirements (Chowdhury & Quaddus, 2017).

Dynamic capability theory focuses more on the management abilities and capabilities and resource uniqueness from existing areas like human resources, process development, research and development, product development and organizational learning. Resource based theory, according to Jiang, Chai, Shao and Feng (2018) has explained dynamic theory as the sub-set of the capability/ability or competences that enables the organization to come up with new and quality products, processes and react to the ever-changing market conditions. However, when used in conjunction with the Resource dependent view and Dynamic based view theories, the theory has been criticized, where the limitations have been experienced since it occasionally becomes hard to continue to determine which one of them either collectively or individually may lead to the effective performance which therefore leads to the competitive advantage (Gupta, Qian, Bhushan, & Luo, 2019).

The theory therefore has been applied in the present study since it emphasizes on the need to focus on the organization internal capabilities that allows the organization to build the required competencies, thereby improving the organization's performance. Furthermore, the dynamic capability theory assisted the researcher to show how the technical and vocational training institutions apportion their resources for innovation and technology. The theory suggests that organization with scarce resources have also limited capacity or capability to adopt modern innovation and technology.

## 2.3 Michael Porters Generic Theory

The study will make use of the Michael Porters Generic theory, the generic theory was first coined by Michael Porters in the year 1985 (Ormanidhi & Stringa, 2008). The proponents of the theory postulates that the firms realize competitive advantages based on the absolute value that is created over the cost of its implementations (Roberts, 1990). The proponents of the theory further allude that the firms should produce superior products that they can sell at a cheaper price compared to what the competitor

are selling and still make profit. Michael Porters' theory is based on three main strategies: the concentration strategy, the cost leadership strategy, and the differentiation strategy (Fang, Zhou, Wang, & Guo, 2018).

Fang, Zhou, Wang and Guo, (2018) advocates that the performance of an institution can be realized when the organization have in place the strategies that will ensure the production of the differentiated products and services in the market that will sell competitively as compared to what the competitors are offering in the market. The cost leadership strategy as proposed by the theory assumes that the organization should take advantage of the economies of scale and produce goods and services in large quantities and then sell them in the market at a cheaper price, allowing the institution to reach a large number of customers who are loyal to the institution (Porter, 1996).

Therefore, the theory proposes the production of the products and services that are diverse in nature into the market which will sell competitively. The theory postulates that for these to be realized the leadership strategy adopted by the organization must be in a position to support the necessary internal adjustments that need to realize the competitiveness of the firm. The study's objective, which focuses on the impact of leadership strategic initiative on performance, is thus supported by this theory (Porter, 1985). The notion is also predicated on the differentiation strategy, which mandates that the company create goods and services that are distinctive in terms of their brand image, product design, and inclusion of extra functionality that will meet the particular needs of their target market (Fang, Zhou, Wang & Guo, 2018). Additionally, customers' requirements should be considered while developing new products and services because doing so will increase customer loyalty and the institution's ability to compete. The theory also postulates that the organization should attain the cost leadership position within the competitive market and therefore ensure that it remain a float in the market (Vlados, 2019). The theory however have been criticized on the grounds that the theory cannot support and withstand the application of the generic models but can only support the Strategic Initiatives only, further the opponents of the theory has further brought that for the firm to maintain the cost leadership in the competitive market comes with a cost to the institution and points out that this will subject the firm to the unforeseen burdens of the technological changes and cost of inflations that is happening within the business environment (Vlados, 2019). The theory has also been criticized that maintaining the differentiation could also prove to be so expensive to the organization. The theory has been applied in the current study since it is linked to the attaining of the competitive training strategies for the TVET institutions that gives the organization competencies towards its performance over its competitors in the market thus producing grandaunts who are competitive in the labor market (Fang, Zhou, Wang & Guo, 2018).

## 2.4 Strategic Leadership Theory

The concept of the strategic leadership theory was first coined by Burns and Stalker in the year 1961, the proponent of the theory holds that the strategic management practices within the organizations are not static and therefore are subject to changes from one organization. Additionally, the idea contends that no single method of strategic management can be used to address all

organizational operations (Mardar, 2013). The theory therefore holds that organization can apply several strategies as long as the overall objective of the organization is achieved (Bass, 1997).

The general assumption of the strategic theory rest on the principle that strategic initiatives do cut across the organizations, and that different strategic approaches can be adopted by the organization to respond to their specific needs, therefore the theory opine that different strategies are unique to different organizations (Burnes, 2004). Further the organization management have the right to change the strategies and review them with an objective of achievement the specific management specific objectives. Therefore, different strategies as applied by the organization or an institution relates to the organization performance and general productivity. Therefore, organizations have the option of changing the technology that is utilized within the organization in order to improve the production processes that are carried out within the organization and to promote the customer satisfaction that is accomplished by offering goods and services. However, as the theory identifies the need for the implementation of the new technological needs to improve on the organizations processes, it fails to identify the staff that are needed to operate on the new technological changes (Castelli, 2016).

The theory has been criticized by the opponents on the ground that while the theory identifies the needed strategies to implement specific needs within the organization set up that promotes the performance of the firm, the theory does not identify the staff with the required capacity to implement the different strategic needs within the organization. Further the strategic managements are only identified within the business environment only thus limiting on other non-business-related institutions (Crossan, 2008). Further the critiques to the theory alludes that the strategic changes within the organizations not necessarily results into the organization success and suggests that some organizations achieve performance through the application of other factors and manage to compete successfully in the competitive market. Therefore, the fact that an organization uses the strategic management processes does not necessarily relate to the organization performance.

The study goals are supported by the theory because they deal with strategic efforts on the effectiveness of TVET institutions. Since implementing a strategy can boost an organization's performance over time, using the strategic theory is important (Castelli, 2016). The strategic theory proposes that the organization should identify the inefficiencies within the organization then adopt appropriate strategic to respond to the needs of the organization that would promote performance. Apparently TVET institutions need to adopt the staffing strategy, management knowledge strategy, leadership strategy and innovation strategy to gain effective performance on churning out graduands which are competitive in the job market (Burnes, 2004).

## 2.2 Empirical Review

The study established that staffing has significant and positive influence on performance of the TVET institutions. Enhancement of staffing policy, staff qualification, staff motivation and recruitment procedures result to improved performance of TVETs. Thus, staffing has a considerable impact on performance of TVETs and should not be ignored. Staffing is a very critical managerial function which prepare staff in taking

leadership roles of the institution which leads to effective institution performance.

### 2.2.1 Staffing and Performance

The staff of educational institutions is made up of trainers and other assistance professionals who take part in the teaching and learning process. They include chefs, office managers, and research assistants among others. The potential of the existing human resource, particularly the trainers, should be utilized if good performance is to be attained. The majority of Kenya's TVET colleges are struggling to find qualified instructors to teach the pupils the necessary skills (Chelimo, Guyo & Moronge, 2020). Meeting the staff needs within these government institutions remains to be crucial since they support the service delivery based on the current technology. The majority of the trainers who are available to offer the training services are those who had just completed the technical colleges or those who have just been through the senior high school level and therefore may not be well equipped to deliver the necessary skills that would eventually translate to the performance of these institutions (Serem, 2016). Terpstra and Rozell (2018) investigated the connection between staffing practices and organizational performance measures. Data on the degree to which five academically validated staffing methods were used were gathered from the heads of Human Resources departments in 201 organizations. The study also looked at whether companies that did more of these activities grew their profits and revenue faster than companies that did less of them. The study discovered a clear positive relationship between the usage of the five recruiting practices by companies and both annual revenue and profit development in all industries. The strength of the connection between staffing practices and organizational efficiency, on the other hand, was found to vary by industry type. The study also discovered that the extent to which recruiting practices were used was related to both the type of business and the size of the organization.

Greer, Carr, and Hipp (2016) conducted a study on strategic staffing and the effectiveness of small businesses. The study examined the association between strategic staffing practices and small business performance utilizing survey responses from 139 founders and owners of small businesses. The results indicate that recruiting strategies that mimic larger organizations' procedures (processes) are positively related to a subjective measure of firm performance. Firm performance is also positively related to growth-oriented selection approaches.

Serumu (2016) there is need for the government to set up more training colleges so that majority of those who graduate and are not directly absorbed into the job market can then take up the teaching roles in these institutions and further their career professions. Apparently, in the emerging era of globalization coupled with the knowledge-based economy, education has been considered as a key tool towards uplifting the living standard of the majority of the citizens through the application of science and technological approaches to improve on the economic growth. Education therefore has been considered as one of those institutions that are key towards bridging on the knowledge gap that is available and therefore, contribute to the effort of lowering the rate of unemployment among the population. However, this has not been successfully achieved through the TVET since most

of these institutions within the country has been neglected and undermined and are unequally developed (UNESCO, 2016).

Yehualawork (2016) noted that government has been at the far front in the provision of the required teaching personnel within these institutions, however there are still some many challenging due to the shortage of the professional trainers who are well equipped to deliver the necessary skills that will meet the demand in the labor market. There have been several remarkable reforms within SADC regions which has been propelled by the desire to ensure that TVET institutions are providing the necessary required skills in the job market.

A study conducted by Zainal (2016) revealed the need for the continuous upgrading of the trainers' skills and the implementation of the necessary reforms within the institutions. The study also revealed the need for adequate training facilities at the workplace, so that students can learn through hands-on experience and demonstrations. The purpose of the study was to identify the primary issues facing the TVET organization, particularly those associated with teacher training requirements. The study also went ahead to reveal that majority of the trainers were in their mid-age and were in the possession of diploma qualifications, a demonstration that majority of them still required a rigorous in-service training so that they are exposed to the new teaching strategies which are considered key in the realization of the teaching objectives.

Wanyonyi and Muturi (2018) noted that there is need for the government of Kenya to provide the necessary support to the trainers to allow them to acquire the required constant training needs due to the changes in the technology. The quality of the workforce is necessary for the success of the organization, therefore there is need that the quality of the teaching staff meet the market demands. The quality of the TVET trainers is important in the development of the required skills for the trainees. Apparently, many of the instructors do find it difficult to transfer the theory into practical applications with most of the trainers applying outdated machines and equipment. Therefore, there is need for the government to meet the staffing needs within these institutions by ensuring that the training provided meet the market demands (Bulut, 2017).

Emeagwal and Ogbonmwan (2018) pointed older companies easily adapt to practices that arise as a result of staff's exceptional experience. According to Wanyonyi and Muturi (2018) seasoned workers will accelerate information transfer from different strategic experiences and, as a result, participate in related strategic management activities. According to Doktoralina and Apollo (2019) an organization's ability to achieve its goals is determined by the resources it has and the control of those resources by the organization's leadership. The resources of the institution allow for the effective implementation of strategies (Hussinki, Ritala, Vanhala & Kianto, 2017). Possession and regulated use of valuable resources allow better management practices that facilitate the organization's success.

Oluoch (2017) investigated the impact of best human resource management practices on organizational success, with an emphasis on the University of Nairobi's College of Humanities and Social Sciences. The study's target population included 54 administrators from the humanities and social sciences college. The entire administration of the College of Humanities and Social Sciences was used in the analysis, and the sampling was done

using the purposive sampling method. Structured questionnaires, interviews, secondary data collection, and a descriptive survey were used to collect data. The data was analyzed using descriptive statistics and presented in tables with frequency distribution and percentages. According to the study's findings personnel, rewards, role design, preparation, and growth all have a positive impact on organizational success.

### III. RESEARCH METHODOLOGY

According to Orodho (2003), a research design is a plan, outline, or technique that is utilized to create answers to research questions. In order to study this research topic, a descriptive research design is going to be utilized. According to Cooper and Schindler (2003), Muathe (2010) descriptive science is concerned with determining the "what," "where," and "how" of a phenomenon. The findings on strategic efforts and the advancement of technical and vocational education and training institutes in Kenya's Kiambu County will, as a consequence of this, be generalizable.

For the purpose of this study, a research design known as cross-sectional descriptive will be utilized. According to Marshall and Rossman (2014), the method of data collection is the primary focus of a descriptive survey because it contributes to the testing of the study hypothesis and provides answers to the research questions. In addition, the purpose of descriptive research is to ascertain the who, what, where, when, and how much there was of an event. By utilizing a survey design that is descriptive, the researcher will be able to describe the study variables and create predictive regression models for predicting the dependent variables.

A target population is a comprehensive study of all members of a real or hypothetical group of people, events, or objects to which an investigator seeks to generalize the conclusions (Borg & Crall, 2009). There was a total of 841 responders, including 3 principals, 580 second-year finalist (trainees), and 232 trainers, from 3 public TVET institutes. According to information gathered from the Directorate of Technical and Vocational Training Centres in Kiambu County for the year 2020. This study included finalist trainees since they had more experience than first-year pupils. According to Mugenda and Mugenda (2003), the target group should have measurable features that can be used to generalize the findings of the study. The premise underlying this classification is that the population is heterogeneous. As a result, the following is a summary of the target population:

**Table 1 Distribution of the Target Population**

	Frequency	Percentage
Instructors	232	28
Finalist Trainees	583	72
<b>Total</b>	<b>815</b>	<b>100</b>

Source: Director Technical and Vocational Training Center Office, 2020-Kiambu Office

### 3.4 Sample Size and Sampling Method

The study adopted Yamane’s formula to calculate the same size.

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

Given that the population of interest is 815 (population size N=815), the corrected sample size was obtained as illustrated mathematically using Yamane’s formula as below:

$$\text{Equation } n = 815 / [1 + 815 (0.5)^2]$$

$$815 / (1 + 215 (0.0025))$$

$$815 / (1 + 2.0375)$$

$$815 / 3.0375$$

$$n=268$$

The stratified random sampling approach ensures representativeness by dividing a heterogeneous population into homogenous subsets prior to picking people from each subset. The objective of stratified random sampling is to obtain a representative sample of a population's subgroups. Subjects are chosen using stratified random sampling so that existing subgroups of the population are roughly reflected in the sample (Yamane, 1967).

**Table 2 Distribution of Sample Size**

Category of respondent	Target population	Sample size	Percent age
Instructors	232	82	29
Finalist Trainees	583	186	71
<b>Total</b>	<b>815</b>	<b>268</b>	<b>100</b>

## IV. FINDINGS AND DISCUSSION

### 4.1 Staffing and Organizational Performance of TVET Institutions

Respondents were requested to indicate the degree to which they agreed with the following statements regarding staffing policy and organizational performance of TVET institutions in Kiambu County based on a scale of 1 to 5 whereby; (5= Strongly Agree, 4=Agree, 3=Moderately Agree, 2=Disagree, 1=Strongly Disagree).

**Table 3 Staffing Policy and Organizational Performance of TVET Institutions**

Staffing	Mean	STDev
Staffing policies that are in place promotes acquisition of trainers in area of specialty	3.62	1.38
Staff qualifications meets the minimum requirements as laid down in the institution charter	3.61	1.16
Government guidelines and regulations on the staffing are adhered to strictly	3.50	1.42
Staffing approaches as applied leads to accurate estimation of the manpower requirements	3.34	1.36
The institutions internal systems support placement and orientation of the new staff	3.40	1.13
There are frequent training and development through workshops and seminars	3.39	1.21
The institution leaders enhance capacity building among its staff through evaluation and performance appraisal	3.44	1.41
There is a clear policy guideline with regards to Promotion of the staff	3.15	1.21
The compensation structure put in place encourages the acquisition of qualified staff	3.38	1.46
Staffing needs when sufficiently met contributes towards optimum Utilization of the institution resources.	3.43	1.31
Staffing policies which are in place ensures Competency and efficiency in the general conduct of the learning and teaching affairs	3.25	1.42
Staffing is a very critical managerial function since through hiring staff are prepared to take leadership roles of the institution	3.64	1.39
<b>Aggregate</b>	<b>3.43</b>	<b>1.32</b>

The aggregate mean shows that respondent agreed that staffing policy influence organizational performance of TVET institutions. The study concurred with Chesah (2021) that there was moderate to strong agreement among respondents that staffing plays a significant effect in the performance of a company.

Based on the study findings, it was revealed that respondents strongly agreed that staffing is a very critical managerial function since through hiring staff are prepared to take leadership roles of the institution as shown by the mean score of 3.64. This study's findings concur with those of Greer, Carr, and Hipp (2016), who found that recruiting rules are positively

associated with a company's performance. The relationship between firm performance and growth-oriented selection methods is also beneficial. The findings also indicated that respondents strongly agreed that staffing policies that are in place promotes acquisition of trainers who are very knowledgeable in their area of specialty and also that staff qualifications meet the minimum requirements as laid down in the institution charter as indicated by the mean scores of 3.62 and 3.61 respectively. Terpstra and Rozell (2018) discovered a clear positive association between the use of the five recruiting methods by companies and both annual revenue and profit development in all industries in their study on the

relationship between staffing practices and organizational performance measures.

Further, the study results indicated that respondents agreed that government guidelines and regulations on the staffing are adhered to strictly at the institution level as shown by the mean score of 3.50. Respondents also agreed that their institution leaders enhance capacity building among its staff through evaluation and performance appraisal, staffing needs when sufficiently met contributes towards optimum utilization of the institution resources and also that their institutions internal systems in place supports placement and orientation of the new staff as indicated by the mean scores of 3.44, 3.43 and 3.40 respectively. The findings of this study support Zainal (2016) assertion that there is a need for continuous upgrading of trainers' skills and the implementation of necessary reforms within institutions. The study also revealed the need for the required training facilities at the workplace, so that students can learn through practical skills and perform numerous demonstrations.

Moreover, the findings obtained indicated that respondents moderately agreed that there are frequent training and

development to the staff through workshops and seminars, compensation structure put in place encourages the acquisition of qualified staff and also that staffing approaches as applied leads to accurate estimation of the manpower requirements as illustrated by the mean scores of 3.39, 3.38 and 3.34 respectively. Wanyonyi and Muturi (2018) noted that there is need for the government of Kenya to provide the necessary support to the trainers to allow them to acquire the required constant training needs due to the changes in the technology. Lastly, respondents disagreed that staffing policies which are in place ensures competency and efficiency in the general conduct of the learning and teaching affairs and also that there is a clear policy guideline with regards to promotion of the staff as indicated by the mean scores of 3.25 and 3.15 respectively. According to Oluoch (2017) in a study on the impact of best human resource management practices on organizational success, with an emphasis on the University of Nairobi's College of Humanities and Social Sciences. The study established that personnel, rewards, role design, preparation, and growth all have a positive impact on organizational success

#### 4.2 Regressions Analysis

**Table 4 Model Summary**

Model	R	R Square	Adjusted Square	RStd. Error of the Estimate
1	.882 <sup>a</sup>	.779	.772	.28236

Sources; Survey Data (2022)

As presented in Table 4, the value of R<sup>2</sup> which is 0.779 shows that the four independent variables adopted in this study contribute to 77.9% to the performance of TVET institutions. This

implies that the remaining 22.1% of the performance of TVET institutions is contributed by other variables not studied.

**Table 5 Analysis of Variance**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	38.703	4	9.676	121.359	.000 <sup>b</sup>
	Residual	11.003	138	.080		
	Total	49.706	142			

a. Dependent Variable: Performance

b. Predictors: (Constant), innovation, learning resources, staffing policy, knowledge management

Sources; Survey Data (2022)

As illustrated in Table 5, the level of significance is at 0.000<sup>b</sup> which is below 0.05 an implication that the statistically signified that independent variables had an influence on dependent variable. In addition, the value of F at 121.359 is more than the 9.676

representing the tabulated value with an allowance of 5% error. This implies that the model was significant.

**Table 6 Coefficients**

Model		Unstandardized Coefficients		Standardized Coefficients		Sig.
		B	Std. Error	Beta	t	
1	(Constant)	.855	.238		3.594	.000
	Staffing policy	.608	.093	1.1264	2.887	.000
	Knowledge management	.584	.120	1.1421	1.700	.000

Learning resources	.566	.101	1.1423	3.050	.000
Innovation	.635	.123	1.022	5.151	.000
a. Dependent Variable: Performance					

The results indicate that holding the independent variables, that is, staffing policy, knowledge management, learning resources and innovation performance of TVET institutions would be at a factor of 0.855. It was established that when staffing policy is increased by a single unit performance of TVET institutions will increase by 0.608, when knowledge management is increased by a single unit performance of TVET institutions will increase by 0.584, when learning resources is increased by a single unit performance of TVET institutions will increase by 0.566 and when innovation is increased by a single unit performance of TVET institutions will increase by 0.635.

The study revealed performance of TVET institutions was positively and significantly influenced by staffing policy ( $t=2.887$ ,  $<0.005$ ). Azikuru, Onen, and Ezati's (2017) study on university personnel and teaching quality provides support for the conclusion. The study found that staffing had a considerable impact on the effectiveness of instruction in Uganda's public universities.

The study established that performance of TVET institutions was positively and significantly influenced by the knowledge management ( $t=1.700$ ,  $<0.005$ ). A study done by Haider (2019) on the impact of customer knowledge management capabilities on project performance provides support for the study's conclusions. Effective knowledge management strengthens organizational performance and has far-reaching effects on organizational success, according to the study.

The study established that performance of TVET institutions was positively and significantly influenced by the learning resources ( $t=3.050$ ,  $<0.005$ ). According to Adeniran's (2020) study on the effect of teaching and learning resources on student performance in Senior Secondary Schools in Gusau Local Government, Zamfara State, the outcomes of this study are consistent. The study concluded that the availability of teaching and learning resources (TLR) boosts the efficacy of schools because these are fundamental factors that might improve students' academic performance.

The study revealed that performance of TVET institutions was positively and significantly influenced by innovation ( $t=1.022$ ,  $<0.005$ ). The results support a study by Demir, Wennberg, and McKelvie (2017) on the connection between innovation and tactics methods. The study discovered a strong correlation between innovative techniques and the majority of TVET business development strategies.

## V. CONCLUSION

The study findings revealed that strategic inventions contribute significantly to performance of TVET institutions. It can thus be concluded having the right staffing policy, recruiting staff with the right qualifications and motivating them will have considerable impact on the effectiveness of instructions to trainees in TVET institutions.

The study recommends that TVET institutions should ensure that they adhere to the procedures of recruiting staff and placing them in their line of specialty as this will motivate the staff

and improve the dissemination of knowledge to the trainees. The study also suggests that the institutions adhere strictly to the government guidelines and regulations on staffing and as will enhance their performance.

## 5.2 Policy Implications

Based on the study findings it is evident that the TVET institutions have followed the recruitment procedures and the staffing policies in place to ensure the right trainers are recruited, properly placed and motivated. The study established that personnel, rewards, role design, preparation, and growth all have a positive impact on organizational performance.

However, there was no evidence that staffing policies which are in place ensures competency and efficiency in the general conduct of the learning and teaching affairs in the Institutions. This means there is need to review the staffing policies to ensure best human resource management practices are in place for better performance of the institutions.

## 5.3 Limitations and future Research

This study aimed to investigate effect of strategic initiatives on performance of the TVET institutions in Kiambu County, Kenya. The study focused only to TVET institutions within Kiambu County which may differ with other high learning institution in other counties. Thus, the study suggested that a further study be conducted in other counties in order to depict the actual situation in TVET. The study found that of the four variables studied, they contribute 77.9% leaving 22.1% uncovered. Therefore the study suggests that a further study be conducted to establish the other strategic initiatives (22.1%) that influence the performance of TVET institutions.

## REFERENCES

- [1] Abbas, J. (2020). Impact of total quality management on corporate green performance through the mediating role of corporate social responsibility. *Journal of Cleaner Production*, 242, 118458.
- [2] Abdul-Rahaman, N., Ming, W., Abdul Rahaman, A. B., & Amadu, L. (2018). The Impact of Government Funding on Students' Academic Performance in Ghana. *International Education Studies*, 11(7), 83-91.
- [3] Adeniran, S. A. (2020). Influence of Teaching and Learning Resources on Student's Performance in Senior Secondary Schools in Gusau Local Government, Zamfara State. *The Eurasia Proceedings of Educational and Social Sciences*, 18, 124-131.
- [4] Adeogun, A.A. (2017). The principal and the financial management of public secondary schools in Osun State. *Journal of Educational System and Development*, 5(1): 1- 10
- [5] Aduda, G. K. (2018). Challenges of Government-Financed Public Universities. A Case Study of Moi University, Kenya.
- [6] Akala, W. J., & Changilwa, P. K. (2018). Status of Technical and Vocational Education and Training (TVET) in Post-Secondary Education in Kenya. *Journal of Popular Education in Africa*, 2(7).
- [7] Akama, S. K. (2019). Gender Equality and Education in Kenya: A Case Study of Women in Technical and Vocational Education and Training in Nairobi and Kiambu Counties, Unpublished Doctoral dissertation, University of Nairobi.
- [8] Alford, J., & Greve, C. (2017). Strategy in the public and private sectors: Similarities, differences and changes. *Administrative Sciences*, 7(4): 35.

- [9] Amukhuma, C. E. (2018). Challenges Facing the Implementation of Integrated Financial Management Information System in Technical and Vocational Education and Training Institutions in Nairobi County, Kenya, Unpublished Doctoral dissertation, KCA University.
- [10] Anudo, N., & Orwa, Q. (2020). Improving Technical and Vocational Education and Training in Kenya for Sustainable Development. *Journal of Language, Technology & Entrepreneurship in Africa*, 11(1): 122-137.
- [11] Arora, P., & Predmore, C. E. (2016). Social media as a strategic tool: Going beyond the obvious. In *social media in strategic management*. Emerald Group Publishing Limited.
- [12] Ayonmike, C. S. (2016). Towards quality Technical Vocational Education and Training (TVET) programmes in Nigeria: challenges and improvement strategies. *Journal of Education and Learning*, 4(1): 25.
- [13] Ayub, H. (2017). Parental influence and attitude of students towards technical education and vocational training. *International Journal of Information and Education Technology*, 7(7): 534-538.
- [14] Azikuru, L. M. E., Onen, D., & Ezati, B. A. E. A. (2017). Staffing and the quality of teaching in universities. *European Journal of Education Studies*.
- [15] Bass, B. M. (1997). Does the transactional–transformational leadership paradigm transcend organizational and national boundaries. *American psychologist*, 52(2): 130.
- [16] Bokolo, A. B. (2019). Green information system integration for environmental performance in organizations: An extension of belief–action–outcome framework and natural resource-based view theory. *Benchmarking: An International Journal*.
- [17] Borg, W. & Crall, M. (2009). *Research Procedures*, Prentices Hall: New York, USA.
- [18] Bundotich, M., & Maina, K. E. (2020). Effect of Portfolio Diversification Practices on Cash Flow Management among National Technical and Vocational Education and Training Institutions in Uasin Gishu County, Kenya. *Journal of Finance*, 2: 19.
- [19] Burnes, B. (2004). Kurt Lewin and the planned approach to change: a reappraisal. *Journal of Management studies*, 41(6), 977-1002.
- [20] Burvill, S. M., Jones-Evans, D., & Rowlands, H. (2018). Reconceptualising the principles of Penrose’s (1959) theory and the resource based view of the firm: The generation of a new conceptual framework. *Journal of Small Business and Enterprise Development*.
- [21] Castelli, P. A. (2016). Reflective leadership review: a framework for improving organisational performance. *Journal of Management Development*.
- [22] Chelimo, W. K., Guyo, W., & Moronge, M. (2020). Leadership Styles and Competency Development in Technical and Vocational Education Training Institutions in Kenya.
- [23] Chichioke, O. A. (2017). Technical Vocational and Training as A Tool for Sustainable Empowerment of youths in Niger Delta Nigeria. *International Journal of Innovative Social and Science Education Research* 5(1): 28-29.
- [24] Chin, C., & Osborne, J. (2018). Students’ questions: a potential resource for teaching and learning science. *Studies in science education*, 44(1): 1-39.
- [25] Chowdhury, M. M. H., & Quaddus, M. (2017). Supply chain resilience: Conceptualization and scale development using dynamic capability theory. *International Journal of Production Economics*, 188: 185-204.
- [26] Cooper, D. R., & Schindler, P. S. (2003). *Business Research Methods* (8th edition). USA:
- [27] Crossan, M. V. (2008). Transcendent Leadership: strategic leadership in Dynamic Environments. *Leadership Quarterly*, 19 (5): 569.
- [28] Cumari, G. M. (2018). Knowledge Management Practices and Performance of Kenya Bureau of Standards (Doctoral dissertation, University of Nairobi).
- [29] Cumari, G. M. (2018). Knowledge Management Practices and Performance of Kenya Bureau of Standards, Unpublished Doctoral dissertation, University of Nairobi.
- [30] Darmalaksana, R. E. (2018). Strategy implementation practices and the performance of Higher Education Loans Board in Kenya. *International Academic Journal of Human Resource and Business Administration*, 3(4): 332-352.
- [31] Demir, R., Wennberg, K., & McKelvie, A. (2017). The strategic management of high-growth firms: A review and theoretical conceptualization. *Long Range Planning*, 50(4): 431-456.
- [32] Doktoralina, C., & Apollo, A. (2019). The contribution of strategic management accounting in supply chain outcomes and logistic firm profitability. *Uncertain Supply Chain Management*, 7(2):145-156.
- [33] Dougherty, K. J., & Reddy, V. T. (2017). The impacts of state performance funding systems on higher education institutions: Research literature review and policy recommendations.
- [34] Emeagwal, L., & Ogbonmwan, K. O. (2018). Mapping the perceived role of strategic human resource management practices in sustainable competitive advantage. *Academy of Strategic Management Journal*, 17(2): 1-19.
- [35] Fang, K., Zhou, Y., Wang, S., Ye, R., & Guo, S. (2018). Assessing national renewable energy competitiveness of the G20: A revised Porter’s Diamond Model. *Renewable and Sustainable Energy Reviews*, 93: 719-731.
- [36] Fryer, L. (2015). Student support officers’ perceptions of student support provision in Technical and Vocational Education and training (TVET) colleges. Stellenbosch University.
- [37] Gandi, A. E. (2016). Understanding skill Development and Training in China: lessons For India: Institute of applied Manpower Research to the planning commission.
- [38] Greer, C. R., Carr, J. C., & Hipp, L. (2016). Strategic staffing and small-firm performance. *Human resource management*, 55(4): 741-764.
- [39] Gudo, C. (2014). Financing higher education in Kenya: Public-private partnership approach. *International Journal of Educational Policy Research and Review*, 1(1): 1-5.
- [40] Gupta, S., Qian, X., Bhushan, B., & Luo, Z. (2019). Role of cloud ERP and big data on firm performance: a dynamic capability view theory perspective. *Management Decision*.
- [41] Hagan, T. L. (2014). Measurements in quantitative research: How to select and report on research instruments. In *Oncology Nursing Forum* (Vol. 41, No. 4, pp. 431-433).
- [42] Haider, S. A. (2019). Impact of Customer Knowledge Management Capability on Project Performance with Mediating Role of Agility and Moderating Role of Team Skills.
- [43] Hassan, S., & Shamsudin, M. F. M. F. (2019). Measuring the effect of service quality and corporate image on student satisfaction and loyalty in higher learning institutes of technical and vocational education and training. *International Journal of Engineering and Advanced Technology*, 8(5): 533-538.
- [44] Hussinki, H., Ritala, P., Vanhala, M., & Kianto, A. (2017). Intellectual capital, knowledge management practices and firm performance. *Journal of Intellectual Capital*.
- [45] Ifeyinwa, M. C. (2016). Constraints and Remedy to Quality Vocational Skills Development among Vocational Education Students in Nigeria as Perceived by Vocational Educators. *Journal of Innovative Practice in Vocational Technical Education (JIPVTE)*, 1(1): 016-023.
- [46] Iqbal, A., Latif, F., Marimon, F., Sahibzada, U. F., & Hussain, S. (2018). From knowledge management to organizational performance: Modelling the mediating role of innovation and intellectual capital in higher education. *Journal of Enterprise Information Management*.
- [47] Jabarullah, N. H., & Hussain, H. I. (2019). The effectiveness of problem-based learning in technical and vocational education in Malaysia. *Education+ Training*.
- [48] Jiang, W., Chai, H., Shao, J., & Feng, T. (2018). Green entrepreneurial orientation for enhancing firm performance: A dynamic capability perspective. *Journal of Cleaner Production*, 198: 1311-1323.
- [49] Joppe, M. (2000). The Research Process: Tests and Questionnaires. *Quantitative Applications in the Social Sciences*, 3(4): 211–236.
- [50] Kamau P.W & Ngubu, C. (2017). Impact of community attitudes towards Technical Vocational Skills on Youth Enrollment for Skills Training. A case of Youth Polytechnics in Gatundu Kiambu County, Kenya.
- [51] Karim Suhag, A., Solangi, S. R., Larik, R. S. A., Lakho, M. K., & Tagar, A. H. (2017). The relationship of innovation with organizational performance. *International Journal of Research-Granthaalayah*, 5(2): 292-306.
- [52] Kariuki, S. (2016). Technical engineering Training and employability in Kenya. Unpublished Doctoral Dissertation.
- [53] Khalid, N., Ismail, N. A., Syed, S. S., & Abdul, M. M. (2016). The role of government funding in the effort to enhance organizational performance: A conceptual framework. *International Postgraduate Business Journal*, 8(1), 37-48.

- [54] Kiess, H. O., & Bloomquist, D. W. (2008). *Psychological research methods: A conceptual approach*. Allyn & Bacon.
- [55] Kigwilu, P. C., & Akala, W. J. (2017). Resource utilisation and curriculum implementation in community colleges in Kenya. *International Journal for Research in Vocational Education and Training (IJRVET)*, 4(4), 369-381.
- [56] Kigwilu, P. C., & Akala, W. J. (2017). Resource utilisation and curriculum implementation in community colleges in Kenya. *International Journal for Research in Vocational Education and Training (IJRVET)*, 4(4), 369-381.
- [57] Kihara, M. P. (2017). Influence of strategy implementation on the performance of manufacturing small and medium firms in Kenya. Unpublished Doctoral dissertation, COHRED, JKUAT.
- [58] Kihoro, B. A. (2016). The role of determining strategic direction on not-for-profit organizational performance in Nairobi County in Kenya, *International Journal of Scientific & Technology Research*, 5(5): 28-32.
- [59] Kinyua, M. G., Muathe, S. M., & Kilika, M. J. (2015). Influence of Knowledge Transfer and Knowledge Conversion on Performance of Commercial Banks in Kenya. *Science Journal of Business and Management*, 3(6): 228-234.
- [60] Kitainge, K. M. (2016). Training for the Future? A Case of Automotive Training in TVET Institutions in Kenya. *Current Journal of Applied Science and Technology*, 1-10.
- [61] Kiveu, M. N., Namusonge, M., & Muathe, S. (2019). Effect of innovation on firm competitiveness: the case of manufacturing SMEs in Nairobi County, Kenya. *International Journal of Business Innovation and Research*, 18(3), 307-327.
- [62] Kombo, D. K. & Tromp, D. L. (2006). *Proposal and thesis writing*, Nairobi; Paulines publications Africa.
- [63] Limboro, C. M. (2016). Skills training in engineering courses in institutes of technology and the labour market requirements in Kenya. Unpublished Doctoral dissertation.
- [64] Lukman, S., Adam, S. M., Jibrin, D. U., & Umar, B. (2017). The role of Business Education in restructuring the funding of TVET for sustainable economic recovery in Nigeria. *American International Journal of Social Science Research*, 1(1), 52-58.
- [65] Mardar, S. (2013). Leadership organizational, Editura Universității Naționale de Apărare „Carol I”, București.
- [66] Mbaya, J. K. (2016). Public expenditure on education and education outcomes in Kenya. McGraw-Hill.
- [67] Mellenbergh, G. J. (2008). Chapter 11: Tests and questionnaires: Analysis.
- [68] Muathe, S.M.A. (2010). The Determinants of Adoption of Information and Communication Technology by Small and Medium Enterprises within the Health Sector in Nairobi, Kenya. Unpublished PhD Thesis, Kenyatta University
- [69] Muge, C., Sempele, C., & Kiplagat, H. (2019). The Impact of Curriculum Content on the Quality of Food and Beverage Training in Selected Technical and Vocational Education and Training Institutions in the Western Region, Kenya.
- [70] Mugenda, O. M. & Mugenda, A. G. (2003). *Research Methods: Quantitative and Qualitative Approaches*. Nairobi: ACTS Press.
- [71] Munishi, J. (2016). Factors to lack of employable skills among Technical and Vocational Education (TVET) graduates in Tanzania. *Business Education Journal*, 1(1): 2.
- [72] Muthaka, J. M., & Maina, S. (2019). Effect of Credit Transfer on Performance of Selected Technical Vocational and Training Education Institutions in Nairobi County, Kenya. *Journal of Education*, 2(1): 40-52.
- [73] Muya, M. E. (2016). Curriculum content and relevance in integration of ICTs in Kenya TVET institutions in readiness to industry needs. Unpublished Doctoral dissertation, University of Nairobi.
- [74] Mwiria, K. (2018). The Harambee School Movement: A historical perspective. Unpublished Doctoral dissertation, University of Wisconsin.
- [75] Nalbandi, H., & Zonoozi, S. J. (2019). Determine the Impact of Market-orientated Skill Training on Satisfaction and Effectiveness of Trainees in Technical and Vocational Training: A Case Study in Western Azarbaijan Province, Iran. *Dutch Journal of Finance and Management*, 3(1).
- [76] Nugroho, H. (2019). The impact of government support on the performance of Indonesia's state-owned enterprises (No. 983). ADBI Working Paper Series.
- [77] Nyamagwa, G. I. (2019). Effect of Technology Innovation on Performance of Public Tvet Institutions in Kakamega County, Kenya (Doctoral dissertation, Maseno University).
- [78] Ochola, N., & Kavinda, L. (2019). Grand strategies and performance of private technical and vocational education and training colleges in Nairobi County, Kenya. *International Academic Journal of Human Resource and Business Administration*, 3(7): 425-440.
- [79] Ogony, D. A. (2017). Factors Influencing Implementation of Quality Management System in Technical Vocational Education and Training Institutions in Nairobi County, Kenya (Doctoral dissertation, University of Nairobi).
- [80] Oketch, M. (2017). Cross- country comparison of TVET systems, practices and policies, and employability of youth in sub-Saharan Africa – W. Bertelsman, 3(4):11-38.
- [81] Oluoch, J. O. (2017). Influence of best human resource management practices on organizational performance: A case of college of humanities and social sciences university of Nairobi, Kenya, Unpublished Doctoral dissertation, University of Nairobi.
- [82] Omollo, R. N. (2016). The Relationship between budget deficit financing and private investment in Kenya 1970 –2003. Unpublished master's thesis, Kenyatta University, Nairobi, Kenya.
- [83] Onditi, M. (2018). Institutional factors influencing participation of trainees in public Technical, Vocational Education and Training institutes in Kinango Sub-County, Kwale County, Kenya, Unpublished Doctoral dissertation, University of Nairobi).
- [84] Ongus, R. W., Aming'a, N. N., Nyamboga, C. M., & Okello, G. (2016). Knowledge Management Practices and Organizational Performance in Selected Campuses of Kisii University, Kenya.
- [85] Ormanidhi, O., & Stringa, O. (2008). Porter's model of generic competitive strategies. *Business Economics*, 43(3): 55-64.
- [86] Orodho A. J. (2003). *Essentials of Educational and Social Science Research Methods: Quantitative and Qualitative Approaches*. Nairobi Press. Nairobi.
- [87] Otieno, W & Colclough, C. (2017). Financing Education in Kenya: Expenditures, Outcomes and the Role of International Aid. Kenyatta University and University of Cambridge
- [88] Oviawe, J. (2017). Bridging the gap to meet Technical, Vocational and Education and Training school-workplace collaboration in the 21st century. *International Journal of Education and Training Research* 3(1): 7-14.
- [89] Porter, M. (1996). What is strategy, *Harvard Business Review*, November/December: 61-78.
- [90] Porter, M. E. (1985). *Competitive Advantage: Creating and Sustaining Superior Performance*, New York: Free Press.
- [91] Rajadurai, J., Sapuan, N. M., Daud, S., & Abidin, N. (2018). The marketability of technical graduates from higher educational institutions (HEIs) offering technical and vocational education and training (TVET): a case from Malaysia. *The Asia-Pacific Education Researcher*, 27(2): 137-144.
- [92] Ramadan, A., Chen, X., & Hudson, L. L. (2018). Trainers' Skills and ICT Integration in Technical and Vocational Education and Training TVET: A Case of Khartoum State-Sudan. *World journal of education*, 8(3): 31-43.
- [93] Republic of Kenya, (2016). *Economic Survey: GoK*. Printers. Nairobi.
- [94] Ridzwan, C. R., Malik, S., Hanapi, Z., Mohamed, S., Hussain, M. A., & Shahrudin, S. (2017). Skills and knowledge competency of technical and vocational education and training graduate. *Asian Social Science*, 13(4): 69-77.
- [95] Roberts, E. (1990). Evolving toward product and market orientation: the early years of technology-based firms, *Journal of Product Innovation Management*, 7: 274-287.
- [96] Rono, K. J., Bomet, E., & Ayiro, L. (2019). a perception-based view of employees and strategic plan implementation in public technical and vocational education training institutions in kenya. *European Journal of Education Studies*.
- [97] Rousson, V., Gasser, T., & Seifert, B. (2002). Assessing intrarater, interrater and test-retest reliability of continuous measurements. *Statistics in medicine*, 21(22), 3431-3446.
- [98] Serem, D. (2016). Perception towards Youth Polytechnic Training in Nandi County, Kenya.
- [99] Serumu, I. (2016). Challenges of Implementing Technical and Vocational Education and Training (TVET) curriculum in Delta State Colleges of

- Education, Global Advanced Research Journal of Educational Research and Review, 072-080.
- [101] Singoei, M. E. (2016). Factors influencing trainer career choice in TVET institutions in North Rift Kenya. *IRA- International Journal of Management and Social Sciences*, 2(4): 55-67.
- [102] Tadesse, D. K. (2020). The impact of knowledge management towards organization performance. *Journal of Business and Management*, 22(3), 37-48.
- [103] Teece, D. J. (1997). Dynamic capabilities and (digital) platform lifecycles. In *Entrepreneurship, innovation, and platforms*. Emerald publishing limited.
- [104] Terpstra, D. E., & Rozell, E. J. (2018). The relationship of staffing practices to organizational level measures of performance. *Personnel psychology*, 46(1): 27-48.
- [105] UNESCO. (2016). *Draft Strategy for Technical and Vocational Education and Training*. Paris.
- [106] United Nations (2017). *The sustainable development goals report*. New York. <https://sdgactioncampaign.org/wp>.
- [107] Vlados, C. (2019). Porter's diamond approaches and the competitiveness web. *International Journal of Business Administration*, 10(5): 33-52.
- [108] Wachira, C. (2018). *Effect of Government Funding on Operational Efficiency of Public Universities in Kenya*. Unpublished Doctoral dissertation, University of Nairobi.
- [109] Wanyonyi, S. C., & Muturi, W. (2018). Factors affecting performance of procurement function among public technical training institutions in Kisumu County, Kenya. *International Journal of Economics, Commerce and Management*, 3(5): 325-337.
- [110] Wernerfelt, B. (1995). The resource-based view of the firm: Ten years after. *Strategic management journal*, 16(3): 171-174.
- [111] Yehualawork, A. (2016). Inclusiveness in the Vocational Education Policy and Legal Frameworks of Kenya and Tanzania. *Journal of Education and Learning*, 5(4): 53.
- [112] Zainal, H. E. (2016). Technical Student's Perception and Motivation towards Instructional Courseware on Construction Technology Course. *International Journal of Vocational Education and Training Research*, 2 (1): 1-6.

#### AUTHORS

**First Author** – Lilian Wambui Maina, School of Business, Economics & Tourism, Kenyatta University, [lillianwmaina@gmail.com](mailto:lillianwmaina@gmail.com)

**Second Author** – Stephen Makau Muathe, School of Business, Economics & Tourism, Kenyatta University, [muathe.stephen@ku.ac.ke](mailto:muathe.stephen@ku.ac.ke)