

STRATEGIC MANAGEMENT PRACTICES AND PERFORMANCE OF TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING INSTITUTIONS IN KENYA

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Abstract

Technical and Vocational Education and Training Institutions have continued to face challenges of poor performance. It is unimaginable that the Government of Kenya is aiming to achieve Vision 2030 which to a greater extent is strongly hinged on the trainees from these Technical and vocational education and training institutions, yet they are currently facing performance issues. It therefore remains a night mare on whether this noble Goal would materialize with the current State of these Technical and vocational education and training institutions. Thus, this study was set out to establish the relationship between strategic management practices and ability technical and vocational education and training institutions in Kenya to perform. The specific focus of the study was on formulation and implementation in regard to performance of Technical and vocational education and training institutions in Kenya. Resource based view was used to underpin the study variables. Descriptive survey design was embraced and 2206 public and private technical and vocational education and training institutions in Kenya were targeted as unit of analysis while directors from each of these institutions were respondents as well as unit of observation. Stratified random sampling was adopted to select 338 respondents as the sample size. The study collected primary data through structured questionnaire whose validity and reliability had been determined beforehand. The collected data was analyzed with help of Statistical Package for Social Sciences guided by means and standard deviations as well as correlation and regression analysis and presented through tables and figures. The study established that all the p-values for strategy formulation and implementation were all less than 0.05 i.e. $p < 0.05$ and hence all the formulated null hypotheses were rejected. The study concludes that strategic management practices are significant enablers of performance of TVETs. It was recommended that there is need to formulate and refine the goals and objectives established by TVETs in Kenya in response to volatility in their operating environment. The National Government should increase the amount of capitation sent to public TVETs so that the same can be allocated to support the daily strategy implementation activities undertaken.

Keywords: *Strategic Management, strategy formulation, strategy implementation and performance*

INTRODUCTION

Managers working in institutions are under intense pressure from their stakeholder's to achieve superior performance. This pressure has attracted significant attention among scholars on institutional performance (Gurcharanjit, Hanafiah, Senik & Roshayati, 2021). However, superior performance of institutions is strongly hinged on strategic management practices embraced by managers of institutions. Sound strategic management provides a good opportunity for management of institutions to establish clear future directions leading to superior performance of their institutions. This assertion was supported by Ng'andu (2022) who observed that institutions with effective and sound strategic management practices (SMPs) are characterized by superior performance. However, Ali and Qun (2019) provide a contrary opinion arguing that superior performance of institutions does not necessarily arise from the strategic management practices alone but it is as a result of an interaction of complex factors. According to Chiwawa, Wissink and Fox (2021), SMPs on their own have no significant implication on ability of an entity to perform.

In India, Kumar (2021) shared that strategic management practices allow managers to assess the competitive landscape of an institution which is key in shaping performance. Kumar (2021) further points out that strategic management practices have positive and significant relationship with institutional performance. Evidence in Ukraine by Syvak, Makarenko, Berdanova, Iyzevych, Rachynska, Antonova and Maksymova (2021) appoint out that institutions are under intense pressure to refine and redefine their strategic management practices for superior performance.

Evidence within the context of Bangladesh indicate that better performance of institutions is influenced by how they formulate, implement and control their strategies in view of the changing business environment (Ali & Qun, 2019). Within the context of Malaysia, it emerged that an organization seeking to achieve better performance should seek to ensure that the formulated strategies are successfully implemented, evaluated and controlled (Gurcharanjit, Hanafiah, Senik and Roshayati, 2021). In Ukraine, the most important strategic management practices that imperative for excellent performance include strategy implementation and control.

Evidence from a regional front include Addae-Korankye and Aryee (2021) who focused on Ghana and observed that strategy formulation, strategy and strategy evaluation are important strategic management practices that most institutions operating in the country have adopted to achieve better performance. Within the context of Zambia, Ng'andu (2022) said that managers working among institutions in the country achieve better performance by formulating superior strategic objectives that include adoption of technology and innovation, business efficiency and good customer service.

In Tanzania, Pandisha, Kombe and Kayunze (2023) observed that situational analysis, formulation of strategic plan and performance review are key strategic management practices that institutions have adopted to achieve better performance. Thus, literature on regional scale indicate that strategy formulation, strategy and strategy evaluation, situational analysis, formulation of strategic plan and performance review and adoption of technology are some of the most important strategic management practices which contribute towards better performance.

In Kenya, success in implementation of strategic management practices is strongly influenced by adoption of latest technological platforms (Ali & Wambua, 2019). According to Gabow (2019), it is important to effectively formulate, implement and control strategies for better performance. The views shared by Gure and Karugu (2018) were that low cost leadership strategy,

differentiation strategy, focus strategy and combination strategies are key strategic management when comes to performance. Evidence by Maina (2019) show that strategic planning, governance, strategic staffing, financial stability are key strategic management practices that institutions should leverage to improve their performance.

According to Daudi and Mbugua (2018) strategy formulation, strategy implementation, strategy evaluation are important strategic management practices that managers working with institutions should have in place to improve performance of their institutions. According to Nyongesa, Makokha and Namusonge (2017), strategic leadership is an important strategic management practice that provides clear articulation of goals to employees thus would in turn contribute towards better performance.

The history of Technical and Vocational Education and Training Institutions (TVET) in Kenya can be traced back in 1968 when the National Council of Churches of Kenya initiated the Vocational Training Centers originally known as Village polytechnics. In 1971 the Government introduced the concept of supporting Vocational Training Centers set up by local communities and churches. This was a strategy to ensure that school leavers had access to technical, entrepreneurial, and business skills which would lead them into income-generating activities and improve the standards of communities in which they live, and stem rural-urban migration (Wanjohi, Kagema, Kimiti & Kimosop, 2019).

Kenya has over 700 technical training centers which include; four national polytechnics, one technical teachers college, about 100 technical training institutes (TVETs), and over 600 youth polytechnics (commonly referred to as village polytechnics) which are mostly concentrated in economically endowed counties and almost non-existent in arid and semi-arid areas. There have been a number of challenges that TVET have been facing that have contributed towards performance. These challenges include poor management and leadership, unqualified and incompetent trainers and limited knowledge of strategic management that is needed to effectively respond to environmental changes (Wanjohi et al., 2019). Against this background with the aforementioned challenges, it is imperative to carry out an analysis of strategic management practices and institutional performance among technical and vocational education and training institutions in Kenya.

Statement of the Problem

Technical and Vocational Education and Training Institutions play an important role in a developing country like Kenya by equipping trainees with technical skills and knowledge needed for the growth of the economy. Yet, these institutions have continued to face challenges of poor performance (Wanjohi et al., 2019). The said challenge of poor organizational performance has received limited attention by concerned stakeholders. It is unimaginable that the Government of Kenya is aiming to achieve Vision 2030 which to a greater extent is strongly hinged on the trainees from these Technical and vocational education and training institutions, yet they are currently facing performance issues. It therefore remains a night mare on whether this noble Goal would materialize with the current State of these Technical and vocational education and training institutions (Wanjohi et al., 2019).

The existing studies present gaps as some like Gurcharanjit, Hanafiah, Senik and Roshayati (2021) were done in Malaysia and not in Kenya. Other studies like Addae-Korankye and Aryee (2021) focused on growth as the dependent variable and not performance. Thus, against this background, the present study sought to establish the relationship between SMPs and performance of TVETs in Kenya.

Research Objectives

- i. To determine relationship between strategy formulation and performance of technical and vocational education and training institutions in Kenya
- ii. To establish relationship between strategy implementation and performance of technical and vocational education and training institutions in Kenya

Research Hypotheses

Ho1: There is no significant relationship between strategy formulation and performance of technical and vocational education and training institutions in Kenya

Ho2: There is no significant relationship between strategy implementation and performance of technical and vocational education and training institutions in Kenya

LITERATURE REVIEW

Theoretical Review

The Resourced Based View underpinned this study. This theory was proposed by Penrose (1959) and later on developed by Wernerfelt (1984) and Barney (1991) and it argues that firms have bundles of capabilities and resources that are used to provide competitive advantage to entities. These resources have some key attributes like rareness, non-substitutability and inimitability among other features which allow the firm possessing them to remain competitive. This theory operates on the premise that firms need to effectively develop their resources to achieve competitive advantage. The theory places emphasis on the need for firms to effectively leverage their resources and capabilities in realization of competitive advantage (Barney, 1991).

The theory pays attention on rents based on unique and limited resources bundles that are unique to specific owners of the firm. In this theoretical foundation, entities with excellent systems and structures and unique bundles of resources outperform those that lack the same (Wernerfelt, 1984). In as much as this theory has been widely documented in strategic management literature, it has received significant level of criticisms by scholars. One of such criticisms is that it can only be applied in a static environment. However, the forces of environment are ever changing hence rendering this theory as unviable in such changing environment (Teece, 2007). This limitation resulted in development of the dynamic capability theory discussed in the next section. The relevance of this theory to the current study is that it will be used to anchor the independent variables being strategy formulation and implementation. Formulation of strategies requires human resources which are important elements of this RBV. The skills and competencies of the human resources involved in strategy formulation is critical for the success of an organization. AT the same time, successful implementation of strategies is strongly hinged on adequate allocation of resources which is a key theme of this theory. Such resources needed for effective implementation of strategies include people, finances and technologies among others. It is therefore anticipated that effective allocation and utilization of these resources can allow firms to attain competitive advantage thus superior performance.

Conceptual Framework

Figure 1 is the conceptual framework of the study:

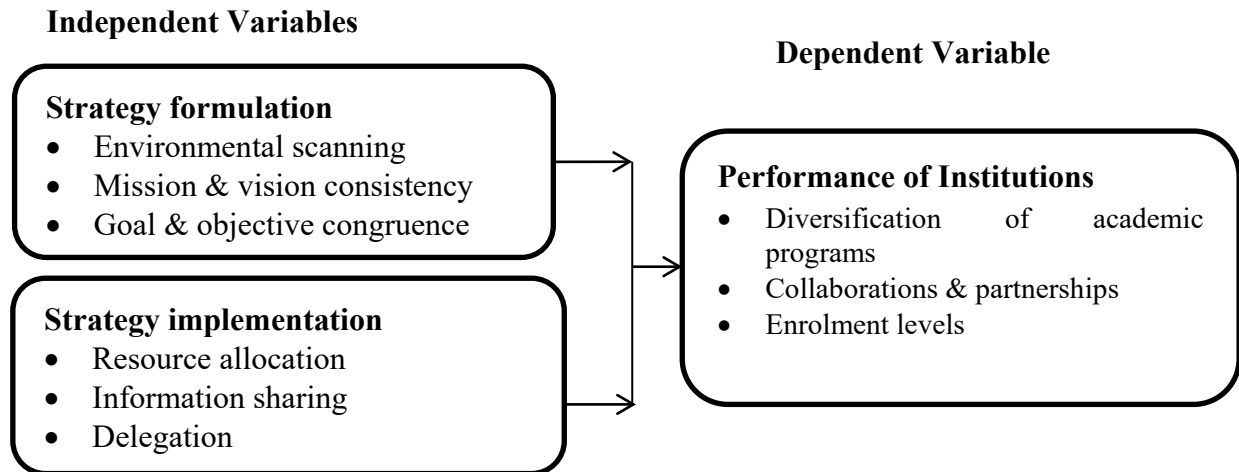


Figure 1: Conceptual Framework

Empirical Review

Ngigi and Robert (2023) conducted an inquiry linking formulation of strategies and performance of Parishes established by Catholic Churches in Kenyan context. The embraced approaches were quantitative as well as qualitative in nature. In total, 99 participants were targeted and included in the inquiry covering members of the pastoral council and the priests. The analysis of the evidence pointed out existence of direct implication of strategy formulation on performance priests.

Okwemba and Njuguna (2021) were interested in determining the implication of formulation of strategies on performance. The specific context that this study focused on was Chemili Sugar Ltd. In total, 60 heads of departments were targeted and census was adopted. Gathering of the views from the participants was done through questionnaire. The perspectives of strategy formulation that were covered include functional, business and corporation strategies as well as strategic direction and all these were seen to have a direct and significant implication on performance.

Maina, Munga and Njeru (2020) did an analysis of strategy formulation and ability of state corporations in Kenyan context to perform. In total, 187 corporations were covered from which 177 were sampled and included in the inquiry. It emerged after analysis that the vision and mission possessed by corporations allowed them to pursue strategic objectives to enhance competitive edge. It emerged that corporations need to adopt vision and missions and continually review the same for superior performance.

Owich, Katuse and Ngari (2018) did an analysis of strategy formulation and ability of listed entities in Kenyan context to performance. In total, 325 participants in the study were targeted from which 179 were sampled. The participants were staff in senior managerial positions. The analyzed evidence provided an indication that strategy formulation and performance of the entity were significantly linked with each other.

Santura, Muema and Nkaabu (2017) did an analysis of strategy formulation and the implication on performance of public entities in the County Government of Isiolo. The embraced design was descriptive survey. Information was gathered with aid of the questionnaire. The processed data provided an indication that success in formulation of strategies is strongly hinged and informed by training of those in management although this was not evident.

Okwemba and Njuguna (2021) conducted an examination of strategy implementation and performance borrowing evidence from Chemili Ltd. Participants in the inquiry totaled to 60 and census was embraced. Information was gathered in its primary form guided by questionnaire. After processing of the gathered views, it was apparent that allocation of resources, structure and communication are key undertakings during implementation of strategies that allow institutions to attain improved performance.

Hantiro and Maina (2020) conducted an analysis of strategy formulation and its implication on ability of the County Government of Tana River to perform. The key aspects of strategy implementation that were embraced include structure, culture, allocation of resources and communication. While gathering information in its primary form guided by questionnaire, the analysis was that the structure, culture, allocation of resource and communication were directly and significantly connected with performance.

Karenye and Murigi (2020) were interested in bring out the connection between the practices undertaken during implementation of strategies and ability to perform. The specific emphasis of the inquiry was on entities involved in pharmaceutical products. Key aspects during implementation of strategies that were addressed by this study include development of staff, culture of an entity and communication. It emerged after processing of data that development of staff, culture of an entity and communication were direct and significant predictors of performance.

Keya (2019) placed emphasis on implementation of strategies and the implication on performance of entities operating as non-governmental ones. In total, 60 participants were targeted from 15 entities having operations in Nairobi. Participants drawn from managerial positions pointed out that the practices undertaken during implementation of strategies are instrumental in supporting superior performance of an entity.

Njenga (2018) did an analysis of strategy implementation and ability to perform. The key emphasis of the inquiry was on Broadcast Solutions International Limited as the case. Strategy implementation was represented by operationalization and institutionalization. The embraced design was descriptive survey and information from participants were gathered supported by questionnaire that had undergone structuring. Evidence pointed out existence of direct but weak link between implementation of strategies and performance at an organizational level.

Donna and Wanjira (2018) did an analysis of strategy implementation and ability of universities in Kiambu to perform. Key aspects of strategy implementation covered by this inquiry were allocation of resources, control, and communication. In total, 174 participants were sampled using stratified method. The analysis indicated that allocation of resources, control, and communication was instrumental during implementation of strategies for superior performance of the firm.

RESEARCH METHODOLOGY

Research Design

Research design is an overall blueprint that guides the researcher's actions when conducting the research exercise and seeking answers to the research questions (Liamputtong, 2019). The study adopted descriptive survey research design. Descriptive research design gives a thorough and accurate description survey by determining the what, why, where and how of the situation and to ensure that there is minimum bias in collection of data (Bougie & Sekaran, 2019). This design helped in establishing and describing the current state of affair in regard to strategic management practices and performance among TVETs in Kenya.

Target Population

Target population is a collection of elements with related attributes that the researcher has interest to explore (Kara, 2020). According to Technical and Vocational Education and Training Authority (TVETA), there are 2206 registered public and private TVETs in Kenya (TVETA, 2022) and this formed the unit of analysis. From this, a director was targeted as a unit of observation adding to 2206 respondents. The justification of selecting upon directors was because of their involvement in strategic issues of their issues and thus was deemed to have relevant information to share on strategic management practices. This is illustrated in Table 1.

Table 1: Target Population

Category of TVET	Population
Public TVETs	985
Private TVETs	1221
Total	2206

TVETA (2022)

Sampling Frame

The sampling frame is a list of items that provides the basis of selecting sample (Fellows & Liu, 2021). The sampling frame in the proposed study comprised of a list of public and private TVETs in Kenya at TVETA.

Sample Size and Sampling Technique

The section details sample size and sampling technique

Sampling Technique

Sampling process enables a researcher select a small population of elements to include in the study in such a way as representing the entire population (Harris, Holyfield, Jones, Ellis & Neal, 2019). The study adopted stratified random sampling technique to select respondents. In this regard, respondents were stratified as per their respective TVET categories and representative elements were drawn from each strata as shown in Table 3.2.

Table 1: Sampling Technique

Category of TVET	Population	Sample proportion (%)	Sample size
Public TVETs	985	44.7%	151
Private TVETs	1221	55.3%	187
Total	2206		338

Sample Size

Sample size needs to be determined in a scientific way to eliminate any chances of the sample bearing less or more of the characteristics in the population. The following formula by Yamane (1967) helped in determination of the study sample size:

$$n = (N) / (1+Ne^2)$$

Where, n = Sample Size

N = the size of the population

e = the probability error of 5%

$$= \frac{2206}{(1+ 2206*0.05^2)}$$

$$= \frac{2206}{(1+5.515)}$$

$$= \frac{2206}{(6.515)}$$

= 338 respondents

Data Collection Instrument

Data collection instrument is a tool that is used to gather information which can be in primary and secondary form (Fellows & Liu, 2021). The study collected primary data with the aid of the questionnaire which had close ended items. The reason for using questionnaire in data collection was that it could provide an opportunity for collecting huge amount of information on a limited time. The questionnaire was divided into sections covering the research objective variables. A 5-point Likert scale of 1-strongly disagree and 5-strongly agree was used in design of the questionnaire.

Reliability and Validity of Research Instrument

The subsequent sections provide a discussion on reliability and validity

Reliability of the Research Instrument

Reliability is reflected in consistency of the study tool in ensuring that similar results are obtained even after a number of trials (Dźwigoł, 2019). According to Yin (2017), a pilot study can be conducted using 1-10% of the study population. In the present study, 10 respondents (being 3% of the sample size) were selected and included in the pilot study although they were excluded from the final study to avoid biasness. Once the tool had been pilot tested, the outcome was used as a basis of computation of Cronbach Alpha Coefficient values with the value 0.7 taken as the threshold as recommended by Fellows and Liu (2021).

Validity of the Research Instrument

According to Strijker, Bosworth and Bouter (2020), the tool of the study is said to be valid when it is used to measure an aspect that it is designed to do so. Marlow (2001) noted that content validity is among the widely adopted types of validity. Content validity was determined with support of supervisor and two experts from the field of strategic management.

Data Processing and Analysis

Analysis of the study was determined through SPSS version 24 guided by percentages, means and standard deviations. As a way of drawing inferences, the following regression model was adopted: According to Rose, McKinley and Baffoe-Djan (2019), regression analysis is suitable in in testing for the relationship between the studies variables. Correlation was also used.

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \varepsilon$$

Where:

Y = Performance of institutions

β_0 = constant

β_0, β_1 = beta coefficients

X_1 = strategy formulation

X_2 = strategy implementation

ε = error term

FINDINGS AND DISCUSSION

Response Rate

From the 338 questionnaires that were administered to respondents, 253 were dully filled and collected for the sake of analysis. This led to a response rate of 75%. The findings are consistent with Harris et al. (2019) who indicated that an above 70% response rate is sufficient to support analysis of findings in a survey like for the case of this present study.

Descriptive Statistics

The findings on descriptive statistics were established and summarized as indicated in subsequent sections using percentages, means and standard deviations. The following scale was used across the rest of tables in this section: **SD**-strongly disagree, **D**-disagree, **N**-neutral, **A**-agree and **SA**-strongly agree.

Strategy Formulation

The study formulated a number of statements on strategy formulation guided by a 5-point Likert scale where 1-strongly disagree and 5-strongly agree. The interpretation of this scale was done through percentages, means and standard deviations as shown in Table 3.

Table 3: Strategy Formulation

	SD	D	N	A	SA	Mean	Std. Dev
Environmental scanning is conducted to identify possible threats towards formulated strategies in your institution	0.0%	10.7%	19.0%	60.9%	9.5%	3.69	.787
Environmental scanning helps to identify viable opportunities that inform strategy formulation in this institution	2.0%	4.0%	37.5%	51.4%	5.1%	3.54	.742
Strategy formulation this institution is guided by mission & vision	0.0%	11.5%	17.4%	64.4%	6.7%	3.66	.768
Objectives guide the formulation of strategies in this institution	0.0%	11.1%	20.2%	59.3%	9.5%	3.67	.796
The formulated strategies are guided by clear goals in this institution	0.0%	4.3%	29.2%	55.3%	11.1%	3.73	.712

The findings in Table 3 indicate that 71.1% of respondents agreed (M=3.66) that strategy formulation in their institution was guided by mission & vision. It was shown that 70.4% of the respondents agreed that environmental scanning was conducted to identify possible threats towards formulated strategies in the studied institution with a mean of 3.69. This means that environmental scanning was an integral aspect of strategy formulation in most of the studied institutions. The study noted that 68.8% of respondents agreed (M=3.67) that objectives guided the formulation of strategies in the studied institutions. It emerged that 66.6% of respondents agreed with a mean of 3.73 that the formulated strategies were guided by clear goals in the studied institutions. The study established that 56.5% of respondents agreed (M=3.54) that environmental scanning helped to identify viable opportunities that informed strategy formulation in the studied institutions.

Strategy Implementation

The findings on strategy implementation were determined and summarized as indicated in Table 4.

Table 4: Strategy Implementation

	SD	D	N	A	SA	Mean	Std. Dev
I allocate adequate finances towards implementation of	0.0%	19.8%	6.3%	67.2%	6.7%	3.61	.878

strategies in this institutions								
Sufficient human resources are allocated for effective strategy implementation in your institution	0.0%	15.4%	9.1%	60.1%	15.4%	3.75	.897	
Sufficient technological resources have been allocated for effective strategy implementation in this institution	0.0%	7.1%	11.9%	60.9%	20.2%	3.94	.777	
Effective information sharing has contributed towards effective strategy implementation in your institution	0.0%					3.98	.636	
		6.3%	2.4%	78.7%	12.6%			
I dedicate some responsibilities for effective strategy implementation in this institution	0.0%	20.2%	17.0%	51.4%	11.5%	3.54	.940	

The study noted in Table 4 that while 91.3% of respondents agreed (M=3.98) that effective information sharing had contributed towards effective strategy implementation in their institution, 81.1% agreed (M=3.94) that sufficient technological resources had been allocated for effective strategy implementation in their institution. Table further indicates that 4.6 while 75.5% agreed (M=3.75) that sufficient human resources were allocated for effective strategy implementation in their institution, 73.9% of the respondents agreed (M=3.61) that they allocated adequate finances towards implementation of strategies in their institutions and 62.9% agreed (M=3.54) that they dedicated some responsibilities for effective strategy implementation in their institution.

Performance of Institutions

A summary of descriptive statistics on performance of TVETs is as presented in Table 5.

Table 5: Performance of Institutions

	SD	D	N	A	SA	Mean	Std. Dev
Your institution has introduced unique academic programs	0.0%	8.7%	2.4%	77.9%	11.1%	3.91	0.690
The institution collaborates with others for research	0.0%	22.5%	25.7%	49.0%	2.8%	3.57	.852
There has been an increase partnership with other institutions for research	0.0%	0.0%	28.5%	46.6%	24.9%	3.66	.731
The institution has maintained its enrolment levels of new students	0.0%	6.3%	22.1%	64.4%	7.1%	3.72	.686

As indicated in Table 5 while 89% of respondents agreed (M=3.91) that their institution had introduced unique academic programs, 51.8% agreed (M=3.57) that their respective institution had collaborated with others for research. For 71.5%, they agreed (M=3.66) that there had been an increase partnership with other institutions for research and 71.5% others agreed (M=3.72) that their institution had maintained its enrolment levels of new students.

Regression Analysis and Hypothesis Testing

Table 6 is a breakdown of the model summary.

Table 6: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.797 ^a	.636	.630	.84360

The findings in Table 6 indicate that 63% change in performance of TVETs in Kenya is explained by variation in their strategic management practices (Adj. R²=0.630). This implies that in addition to the strategic management practices that were explored in the present study, there are other additional factors that have an effect on performance of these institutions which should be the main focus of future studies. Table 6 is a breakdown of the ANOVA findings.

Table 6: Analysis of Variance

	Sum of Squares	df	Mean Square	F	Sig.
Regression	307.926	2	76.981	108.171	.000 ^b
Residual	176.493	250	.712		
Total	484.419	252			

The findings in Table 6 indicate the value of F calculated as being 108.171 with the p-value being 0.000 i.e. p<0.05. This means that on overall, the regression model adopted in this study was significant. The findings of the beta coefficients and significance are as determined and presented in Table 7 below:

Table 7: Probability Values

	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	t	
(Constant)	1.180	.874		1.350	.178
Strategy Formulation	.704	.046	.684	15.413	.000
Strategy Implementation	.072	.027	.077	2.667	.030

From Table 4.6, the following regression model is fitted between strategic management practices and performance:

$$Y = 1.180 + 0.704X_1 + 0.072X_2 + \varepsilon$$

Where:

Y = Performance of institutions

X₁ = strategy formulation

X₂ = strategy implementation

ε = error term

From Table 7, it follows that a unit increase in strategy formulation would lead to 0.704 unit improvement in performance of TVETs in Kenya. It was shown that improving strategy implementation by a unit would lead to 0.072 unit increase in performance of TVETs in Kenya.

The study was guided by the following hypothesis: **Ho1:** there is no significant relationship between strategy formulation and performance of technical and vocational education and training institutions in Kenya. From Table 4.16, the p-value on strategy formulation is given as 0.000 which is less than 0.05 hence **Ho1** was rejected. Thus, the study inferred that the variable was significant. Hence, the study deduced that strategy formulation is a significant predictor of performance of TVETs. This finding agrees with Ngigi and Robert (2023) who pointed out existence of direct implication of strategy formulation on performance priests. Okwemba and Njuguna (2021) established that the following perspectives of strategy formulation including functional, business and corporation strategies as well as strategic direction and all these were

seen to have a direct and significant implication on performance. Maina, Munga and Njeru (2020) established that the vision and mission possessed by corporations allowed them to pursue strategic objectives to enhance competitive edge. Owich, Katuse and Ngari (2018) provided an indication that strategy formulation and performance of the entity were significantly linked with each other. Santura, Muema and Nkaabu (2017) indicated that success in formulation of strategies is strongly hinged and informed by training of those in management although this was not evident.

The second hypothesis of the study was: **Ho2**: there is no significant relationship between strategy implementation and performance of technical and vocational education and training institutions in Kenya. As per the findings in Table 4.16, the p-value under strategy implementation was reported as 0.030 which is lower than 0.05 and thus hypothesis **Ho2** was rejected. Hence, the study deduced that strategy implementation has significant effect on performance of TVETs in Kenya. This finding agrees with Okwemba and Njuguna (2021) who revealed that allocation of resources, structure and communication are key undertakings during implementation of strategies that allow institutions to attain improved performance. Hantiro and Maina (2020) established that the structure, culture, allocation of resource and communication were directly and significantly connected with performance. Karenye and Murigi (2020) noted that development of staff, culture of an entity and communication were direct and significant predictors of performance. Keya (2019) pointed out that the practices undertaken during implementation of strategies are instrumental in supporting superior performance of an entity. Njenga (2018) pointed out existence of direct but weak link between implementation of strategies and performance at an organizational level. Donna and Wanjira (2018) indicated that allocation of resources, control, and communication was instrumental during implementation of strategies for superior performance of the firm.

Conclusion

The study was guided by the following hypothesis: Ho1: there is no significant relationship between strategy formulation and performance of technical and vocational education and training institutions in Kenya. From regression analysis results, Ho1 was rejected. Thus, the study concludes that strategy formulation is a significant predictor of performance of TVETs. Strategy formulation was guided by mission & vision. Environmental scanning was conducted to identify possible threats towards formulated strategies. Objectives guided the formulation of strategies in the studied institutions.

The second hypothesis of the study was: Ho2: there is no significant relationship between strategy implementation and performance of technical and vocational education and training institutions in Kenya. As per the findings of regression analysis, hypothesis Ho2 was rejected. Hence, the study concludes that strategy implementation has significant effect on performance of TVETs in Kenya. Effective information sharing had contributed towards effective strategy implementation in their institution. Sufficient technological resources had been allocated for effective strategy implementation in their institution. Sufficient human resources were allocated for effective strategy implementation in their institution.

Recommendations

The directors and the boards of TVETs in Kenya should leverage environmental scanning as the cornerstone of their strategy formulation activities of their institutions. There is need to formulate and refine the goals and objectives established by TVETs in Kenya in response to volatility in their operating environment.

The National Government should increase the amount of capitation sent to public TVETs so that the same can be allocated to support the daily strategy implementation activities undertaken. There is need for directors working with TVETs in Kenya to ensure timely sharing of information to facilitate coordination of the daily activities undertaken during strategy implementation processes.

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