

## **Influence of strategic factors on the performance of Technical Vocational and Education Training (TVET) institutions in Nyamira County Kenya**

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### **Abstract**

The main objective of the study was to evaluate the strategic factors influencing performance of Technical Vocational Education and Training (TVET) institutions in Nyamira County. The specific objectives were to determine the influence of staffing strategy on performance of TVET institutions in Nyamira County and to determine the effect of trainees' attitude strategy on performance of TVET institutions in Nyamira County. The study adopted descriptive method as research design. Questionnaire was used to collect data. Data was analyzed using descriptive and inferential statistical instruments. A multiple regression model was applied in determining the relationship between variables and performance. The research findings indicates that the current syllabus requires immediate review and that the management team are more proactive in the provision of clear strategic plans, motivate and carry out regular staff appraisal. Technical Vocational Education Authority (TVETA) should oversee TVET institutions in bid to offer high quality and relevant skills. However it emerged that the institutions faces varied challenges among which were, lack of training tools and tool kits and low enrollment. It recommended for increased budgetary allocations, regular training of trainers, acquisition of new technologies and innovative skills. It proposed for linkage of the institutions with possible employers in the job market. The research study concentrated on TVET institutions in Nyamira County and the findings can be replicated in other Counties in the country.

**Key Words:** *Strategic factors; Performance; Technical Vocational and Education Training; Nyamira County*

### **1.0 Introduction**

Worldwide educational institutions have faced several challenges, ranging from low employability of work force, access to formal and non-formal TVET quality of skill development, relevance of curriculum and skills, structural linkage labor market information, lack of mobility and skill development. (Simiyu, 2010). Over the review period and especially following the global financial crisis in 2008, labor markets across the world experienced structural changes that have influenced the requirement for skills and TVET. Unemployment worsened and the quality of jobs decreased, especially for youth employment, and inequality (ILO, 2011).

TVET programs in Nepal were initiated under the premise that the problem of increased

unemployment could be reduced through appropriate skill development. Skill training program was considered as way of employment promotion and increasing earning potential of trained graduates. Individuals, society and the government were seeking feasible ways to promote employment and earning potential of the Nepali labor force. However, TVET training programs in Nepal were poorly linked with the labor market demands and were not satisfactorily fulfilling the industry needs and economic development of the Country. Similarly, every day, about 600 youths are flying to abroad for job and majority are unskilled. Therefore, the training system was inadequate in addressing demand for foreign employment (Lamichhane 2011).

In order to strengthen the capacities of Latin America and Asia to develop and improve labour training systems and protect workers against unemployment, it was important to make

training continuously relevant to industry, access training funds. In order to ensure a continuous flow of input from industry; TVET should increase the representation of industry in TVET board so as to ensure that the right skills are taught that are commensurate with industry requirements (Nyerere,2009).

Atchoarena (2001) on The Kenya gazette supplement Act ( 2013) enacted Act of parliament for the provision of establishment of (TVET) systems; to offer for the governance and administration of the institutions offering (VET) to provide for coordinated assessment examinations and certification to institute system for promoting access and equity in training to guarantee standards, quality and relevance for interrelated purposes. Onderi (2014) In his report on TVET restructuring, highlighted the shortcomings in the TVET institutions such as poor quality in the delivery of TVET programs, disregard of the needs of the labour market, unemployment rate among TVET graduates and high training costs inherent. Due to these shortcomings, the study proposed a number of strategic restructuring measures geared towards enabling TVET be in tandem with demands of the labour market. These measures include; the government should involve all stake holders and provide requisite tools and equipments and qualified instructors.

Nyamira county is one of the most constrained county in terms of revenue streams, with an average poverty rate of 48.1% slightly above the national average of 47.1% compounded with an increasing population, shrinking of land through land subdivisions which is one of the major source of livelihood for most people in the County (Ogbuanya 2013). The County has currently 33 youth polytechnics which they gear to turn around to address employment gaps among its youths (Zainal 2016), yet it is faced with inadequate staffing, Nyamira County Economic Strategic Plan (2015-2018).

### **1.1 Problem Statement**

Performance of TVET has not been well articulated over the years. Education is critical in the development of any development in modern society. It is virtually impossible to delink education and development (Ayonmike, 2015). This is in tandem with the current national,

regional and global development which calls for a review of existing TVET policy and strategy framework. This has turned to be one of the most effective staffing strategies in order to train and modernize their technical workforce (Onderi, 2014). Despite well framed policies and guidelines to strengthen the system, still TVET sector faces a myriad of challenges ranging from skills of training institutions (Chukwumaijen, 2013). It's against this backdrop that this research study sought to examine the strategic factors influencing performance of TVET institutions in Nyamira County.

### **Objective of the Study**

- (i) To determine the influence of staffing strategy on performance of TVET institutions in Nyamira County
- (ii) To determine the effect of trainees' attitude strategy on performance of TVET institutions in Nyamira Co

## **2.0 Literature Review**

The Resource-Based View Theory was proposed by Wernerfelt in 1984. This theory states that the ability of organization to achieve its objectives depends on attained value. Borg & Gall, (2009) Resource-Based View Theory in terms of strategic management change included high competition, advancement in technology, need for financial and financial measures, board members expectation, statutory and regulatory bodies requirement and availability resources.

Adhiambo (2015) applied that staff turnover, inadequate staffs, poor communication with line managers, strict government and regulatory bodies' requirements and difficulties in accessing strategic information about competitors as the main factors that hinders organizational performance.

### **2.1 Staffing Strategy**

Mwangi (2015) posited that on study findings that revealed a number of challenges that include; limited number of technical institutes available for technical teachers, lack of facilities and materials for training students, inadequate technical teachers or facilitators and negative perception towards TVET institutions .

The research study unveiled that facilitators are not enough and most of them do not come from pure institutes but from those that

have completed senior high or secondary technical colleges. The study recommended that the government should establish more technical institutes to train students in order to enable them to take up jobs as a career or profession. Though the study looks relevant it lacked an abstract, methodology aspect and data analysis which makes the researcher doubt its reliability. Muya (2016) argues that there is need for continuous reform and upgrading of skills that teachers have and training facilities should be closer to those found at work place and the institution- industry linkage should be mutually useful. The study focused on challenges facing TVET institutions and those related to teacher training. The findings of the study revealed that average teacher in the system were middle aged and being diploma holders and this called for intensive in-service to expose them on new teaching strategies.

Achieng' Akuno (2013) also evident that there exists poor linkage between the institution and labour market and much eff. The study further noted that there is need for the government to provide incentives and rewards to TVET teachers to access modern training due to rapid technological changes.

### **2.2 Trainee Attitude strategy**

Musobo and Gaba (2012) in their study on training in TVET as part of the Educational Reforms in Rwanda investigated the viability of frameworks to offset challenges of resource deficiency. The findings of the study were that TVET institutions faced difficulties in attracting qualified trainers due to poor incentives schemes, insufficient equipment to enable quality learning, and lack of entrepreneurial and practical skills.

The study revealed an array of challenges including the fact that TVET lacks relevance, graduates lack sufficient skills for employability in the labour market, inappropriateness of Management, inadequate skilled staff, underfunding, and negative perception.

### **2.3 Performance indicators in TVET.**

Makumba (2010) reviewed that graduands lack innovativeness, communication skills notably inability to express themselves clearly orally and in writing due to poor command of English language. He further says that that these

elements may attract a poor image and loss of confidence at the place of work hence poor service delivery.

This aspect can be attributed to the fact that most TVET institutions lack competencies based on the mode of curriculum delivery and inability to make periodic review of the said curricula.

Chichioke (2017) report on redefining and updating skills and conducting training needs analysis, stressed the need to address mismatch or skills gap through active partnership and industry participation or workplace to ensure relevance of the curriculum is crafted so as to meet job market demands. This qualifies the fact that TVET institutions have been inadequate in preparing students to acquire the requisite skills required in the job market. It was proposed that TVET to partner with relevant industry in order facilitate on job training through internships and apprenticeship at both artisan and technician levels.

### **3.0 Research methodology**

The study adopted descriptive design which adopted both qualitative and quantitative research techniques. The target population was drawn from the management staff, HODs and trainers of the public Technical and Vocational Education Training (TVET) institutions in Nyamira County. The target population constituted a total of 561 composed of 99 management staff, 132 HODs and 330 trainers from 33 TVET institutions in the County. Purposive sampling was done by taking 30% of the management staff, HODs and trainers. This is supported by Dike (2013). Therefore this gave rise to 30 management staff, 40 HODS and 99 trainers as the sample size.

Reliability refers to the level at which the measuring instruments provide consistent results (Kothari, 2004).The Cronbach's coefficient alpha model was used to establish reliability of research instruments. The formula used was the standard alpha coefficient formula which is given below:

$$\alpha = \frac{N \cdot \bar{c}}{\bar{v} + (N - 1) \cdot \bar{c}}$$

Where N is equal to the number of items, c-bar is the average inter-item covariance among the items and v-bar equals the average variance.

**4.0 Results and presentation**

**4.1 Influence of Staffing Strategy on Overall Institutional Performance**

In an effort to ascertain the extent to which staffing strategy influence institutional performance, some constructs on staffing were provided and the respondents were asked to rate them on a five point Likert scale. The results obtained are presented on table 4.1 below:

**Table 4.1 Influence of Staffing Strategy on Overall Institutional Performance**

staffing strategy	Strongly agree	Agree	Not sure	Disagree	Strongly disagree	$\Sigma f_i$	$\Sigma f_i x_i$	$\frac{\Sigma f_i x_i}{\Sigma f_i}$
	5	4	3	2	1			
The current staff is highly qualified	60	71	19	11	0	161	663	4.12
There is direct relationship between staffing and performance	49	67	21	13	11	161	613	3.81
The county government is committed to staffing policy	27	42	32	39	21	161	498	3.09
The staff completes syllabus in time	19	37	32	51	23	162	464	2.86
The staff is highly motivated	7	34	26	67	27	161	410	2.55
There is adequate staffing	3	16	13	93	36	161	340	2.11
<b>Mean</b>								<b>3.09</b>

**Source:** Field data, 2018

As table 4.1 shows, the respondents “agreed” that the current staff is highly qualified (Weight 4.12). The study further observed that respondents were “not sure” whether there is direct relationship between staffing and performance (weight 3.81) and whether the county government is committed to staffing policy (weight 3.09 on a five point Likert scale). However, the study “disagreed” with claims that the staff completes syllabus in time, the staff is highly motivated and, that there is adequate staffing (weights of 2.86, 2.55 and 2.11 respectively on a five point Likert scale).

The average weight for all the constructs (3.09) communicated that the respondents were “not sure” whether staffing strategy influence institutional performance. The study concurs with Eisenberg (2006) who observed that although facilities do exist in Israel for updating in-service courses, still some teachers and trainers do not have the ability to keep up to date

with new teaching learning methods or try new equipment and instrument. The findings also support Okoye & Chijioeke (2013) who recorded that many TVET instructors find it difficult to transfer theories into practice. As such instruction in the field appears abstract and which in most cases delivered outdated machines and equipment.

**4.2 Effect of Trainees’ Attitude Strategy on Performance**

The study wanted to know the effect of trainees’ attitude strategy on institutional performance. Some selected attributes of trainee attitudes were provided on a five point Likert scale and the respondents were asked to rate them. The results were as presented on table 4.2.

**Table 4.2: Effect of Trainees’ Attitude Strategy on Institutional Performance.**

Trainee attitude Strategy	Strongly agree	Agree	Not sure	Disagree	Strongly disagree	$\Sigma f_i$	$\Sigma f_i x_i$	$\frac{\Sigma f_i x_i}{\Sigma f_i}$
	5	4	3	2	1			
Learner attends institution by choice	97	56	0	5	3	161	722	4.48
The learner is free to choose career to pursue	56	71	21	11	2	161	651	4.04
Learner attendance is regular	67	55	13	25	1	161	645	4.01
Learners satisfaction that courses offered meet market demand	35	53	47	12	14	161	566	3.52
Learners are free to participate in institutional marketing	59	23	27	41	11	161	561	3.48
<b>Mean</b>								<b>3.91</b>

**Source:** Field data, 2018

As table 4.2 shows, the respondents “agreed” that learners attend institution by choice; that the learners are free to choose career to pursue and that learner attendance is regular (weights 4.48; 4.04 and 4.01 respectively on a five point Likert scale). The study further noted that respondents were “not sure” whether learners’ were satisfied that courses offered meet market demand (weight 3.52); and that learners are free to participate in institutional marketing (weight 3.48). The average weight for the constructs was 3.91 and this implied that the respondents were “not sure” whether trainee’s attitude strategies influence institutional performance.

**ANOVA Results**

An Analysis Of Variance (ANOVA) in an effort to determine the significance of each of the independent variables on the dependent variables. The findings were as presented in table 3 below:

**Table 4.3: ANOVA Table**

		Sum of Squares	Df	Mean Square	F	Sig.
Staffing	Between groups	20813.54	3	6937.85	7.03	.000
	Within groups	155928.84	158	986.89		
	Total	176742.38	161			
Trainees' attitude	Between groups	21118.76	3	7039.59	8.01	.002
	Within groups	138858.26	158	878.85		
	Total	159977.02	161			

**Source:** *Field data, 2018*

Table 4.3 illustrates that, at 5% level of significance, all the independent variables under study were found to have p-values less than 0.05 and this led to the conclusion that all the five independent variables are significant in determining the performance of TVET institutions.

**Regression Analysis**

The researcher conducted a multiple regression analysis so as to test relationship among independent variables on the performance of TVET institutions. By using the Statistical Package for Social Science (SPSS) version 21 software, data were entered and then regression was done. The coefficients so found (shown on table 4.4) were used to write the full multiple linear regression equation below:

$$PF = \beta_0 + \beta_1ST + \beta_2TA + \varepsilon$$

$$OP = 0.281 + 0.624ST + 0.141TA, \text{ Where}$$

*ST* – Staffing, *TA* –Trainees' attitude  $\varepsilon$  –Error term

**Table 4.4: Table of Coefficients**

Model	Un standardized coefficient		Standardized Coefficients Beta	T	Sig.
	B	Std. Error			
(Constant)	0.281	0.900		6.410	.003
Staffing	0.624	.0115	.101	6.601	.000
Trainees attitude	0.141	.204	.107	5.93	.000

a. Dependent Variable: Performance

**Source:** *Field data, 2018*

From table 4.4, the positive values of un standardized beta are statistically significant in inferring operational performance imply that, staffing and trainees attitude all have positive effects on the performance of TVET institution. The multiple regression analysis also produced a

summary of the multiple regression model. Table 4.4 shows the model summary.

**Table 4.8: Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.567 <sup>a</sup>	.322	.096	366.08274

a. Predictors: (Constant), staffing and trainees attitude strategies

**Source:** *Field data, 2018*

The value  $R^2$  also called the coefficient of multiple determinations is the percentage of the variance in the dependent explained uniquely or jointly by the independent variables. As table 4.2 depicts, the value of the coefficient of determination,  $R^2$  was found to be .332. This communicates the fact that 33.2% of the factors determining the performance of TVET institutions are explained by the three independent variables under consideration in this study ( staffing and trainees attitude), while the remaining 66.8% of the performance are explained by factors outside the model. The value “R” in the summary model explains the correlation between the predicted value and the observed values. From the study, it was realized that the value of “R” was .567, implying that the correlation between the predicted values and the observed values was 0.567.

**6.0 Summary, conclusion and recommendations**

**6.1 Summary of Findings**

The study had several objectives at hand that it sought to address. The objective of the study was to determine to determine the influence of staffing strategy on overall institutional performance in Nyamira County, and; to determine the effect of trainees' attitude strategy on institutional performance.

The objective of the study was to determine the influence of staffing strategy on performance of TVET institutions. The findings of the study revealed that the respondents were in agreement that the current staff is highly qualified, though they were not sure whether there is not a direct relationship between staffing and performance nor that the county government is committed to staffing policy. The P-value was found to be 0.000 and this led to the conclusion

that staffing strategy has influence on performance of TVET institutions.

The objective of the study was to determine the effect of trainees' attitude strategy on performance of TVET institutions. The study found out that the respondents were in agreement that learners attend institution by choice; that the learners are free to choose career to pursue and that learner attendance is regular. The calculated P-value of trainees' attitude (0.002) implied that trainees' attitude strategy influences performance of TVET institutions.

## 6.2 Conclusion

From the above findings, it can be concluded that the current syllabus should be structured in a manner that it can be appealing to attract more trainees, and it should be focused on training learners to self employment. This is because there are limited jobs in the market and the number of graduates keeps on increasing every year. The Management team should also try to provide a clear strategic plan, motivate staff and conduct regular staff appraisal, for this is likely to improve service delivery.

Technical Vocational Education Training Authority (TVETA) in Kenya which is a watch dog of all TVET institutions should ensure high quality and relevant skills is provided in all institutions so as to keep pace with labour market dynamics. In achieving its mandate, it should formulate policies and plans to be implemented by all institutions. The Authority should also gear to fill industry- skills gap in order offer attractiveness of TVET graduates in the labour market. The government should also increase its budgetary allocation in all TVET institutions so as to improve infrastructure and provision of requisite resource materials so as to mitigate the negative perception of these institutions.

## Recommendations

The major recommendation based on research findings were; The authority charged with overseeing all TVET institutions should come up with a curriculum that addresses relevance with the job market in order to address skills' gap. Those that are charged with manning TVET institutions should be competitively vetted to ensure that the right managers are posted to provide strategic leadership. The government should intensify budgetary

allocation to the institutions in order to improve infrastructure so as attract its clientele. There should be regular in service for staff in to be in tandem with changes with the curriculum so as to address market dynamics. There should be inclusion of all stakeholders in the management of these institutions to restore public confidence in order to mitigate low enrolment issues.

## 7.0 Suggestions for Further Research

The study only concentrated on the TVET institutions in Nyamira County and focused on strategic factors influencing performance. All the findings concerning this research may not necessarily apply to all the TVET institutions in the whole country. Therefore, a similar study needs to be done in other Counties to establish the effect of strategic factors on performance of Technical Institutes and National Polytechnics across the country.

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