INFLUENCE OF STRATEGIC MANAGEMENT PRACTICES ON INSTITUTIONAL PERFORMANCE IN SELECTED NATIONAL POLYTECHNICS IN KENYA

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DECLARATION AND APPROVAL

Declaration

This thesis/project is my original work and has never been presented for any academic award in any institution.

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DEDICATION

This work is dedicated to my dear wife Ruth Mogotu, my children Philip Maigo, Paulyne Kerubo, Naomi Mong'ina, and Joel Ogoti

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ABSTRACT

The purpose of this study was to investigate the influence of strategic management practices on institutional performance in selected national polytechnics in Kenya. The research objectives included: to determine the influence of situational analysis practices on institutional performance in selected National Polytechnics in Kenya, to find out the influence of stakeholders' participation practices on institutional performance, to establish the influence of strategic planning practices on institutional performance, to find out the influence of strategic implementation practices on institutional performance and to determine the influence of monitoring and evaluation practices on institutional performance. The research was steered by the Strategic Choice Theory and the Theory of Performance. The research adopted mixed method approach and the concurrent triangulation model with descriptive correlational designs. The study targeted 6 TVET institutions and total target population was 42,284. The target comprised of 6 TVET principals, 6 Regional Directors (TVET/MoE), 735 lecturers, 41,375 students, 120 strategic management committee members (SMCAs) and 42 members of the Governing Council. Using the Central Limit Theorem of Sample Size Determination for simple random sampling and purposive sampling, 810 respondents were selected. The Central Limit Theorem enabled Simple random selection of the lecturers as 252 (42X6) while the students as 384 (64x6). Stratified purposive sampling from each stratum/national polytechnics, were used to ensure diversity in population as it provided greater precision. From each stratum, one Regional Director and one principal were selected using stratified purposive sampling considering national polytechnics which had 50 % and below in students' performance. Additionally, from each stratum, 20 strategic management committee actors were selected purposively giving a total of 120, and 7 governing council members adding to a total of 42. Questionnaires with 5-point Likert scale were used for lecturers, students and SMC actors. Interview schedules were conducted among the principals, governing council members and TVET/MoE officers. The instruments were piloted in Kabete National Polytechnic where 38 students, 25 lecturers and 12 SCM actors were randomly sampled representing 10% of the total sample. Specialists from the university to inspected tools for face to face and content validity. Test-retest technique was utilized with the Cronbach's Alpha to establish the reliability of tools. Rate of 0.700 was attained and instruments were termed dependable. Simultaneous triangulation was utilized to guarantee credibility. An in-depth interview was done to establish dependability of non-numerical tools. Numerical data was analyzed in descriptive and inferential statistics and presented in tabular form, frequencies, and percentages. Linear regression in inferential statistics was adopted. Non-numerical information was analyzed through thematic scrutiny presented in narrative format and verbatim citations. The findings indicated that there was need to enhance situational analysis, stakeholders' participation, strategic planning, strategic implementation, monitoring and evaluation if there was going to be better institutional performance. It was recommended that central and county governments involve stakeholders in management of colleges and provide adequate funds and trainers to enable better outcomes.

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LIST OF ABBREVIATIONS AND ACRONYMS

CBET – Competence Based Education and Training

CDAC – Curricular Development, Assessment and Certification

DTAQA – Directorate of Technical Accreditation and Quality Assurance

DYT – Directorate of Youth Training

EAIE – European Association of International Education

NECOSTP - National Economic Council and Office of Science and Technology Policy

KNEC – Kenya national Examinations Council

KNQA – Kenya National Qualifications Authority

MTP – Medium Term Plan

NPs – National Polytechnics

PESTLE – Political Economic Sociological Technological, Legal and Environmental

SDGs – Sustainable Development Goals

SET – Science, Engineering and Technology

SWOT – Strengths Weaknesses Opportunities and Threats

TTIs – Technical Training Institutes

TVET – Technical and Vocational Education and Training

TVETA – Technical and Vocational Education and Training Authority

VTCs – Vocational Training Centers

CHAPTER ONE

INTRODUCTION

1.0 Introduction

The section presented study foundation, problem statement, research objectives and queries as well as rationale, significance, scope and justification of the study, limitations, delimitations, assumptions and operation definition of significant terminologies.

1.1 Background to the Study

Strategic practices have roots in military activities and business activities in the early 20th century (Papantoniou, Papadimitriou, & Yannis, 2017). They became a standard business supervision instrument after World War II and remained private sector responsibility until the 1970s (Candy and Gordon 2011). The Harvard Policy Model and SWOT model were introduced in the early 1990s, and American corporations became involved in strategic management between the 1960s and 1970s.

Worldwide, strategic management is a group of deciding and actions that end in the formulating and implementing of plans calculated to attain an establishment's aims (Pearce & Robinson, 2010). Strategic management involves planning, stakeholder involvement, strategy formulation, implementation, monitoring, and evaluation to achieve an establishment's goals (Johnson, Whittington & Scholes, 2011). It impacts competitive alignment and performance, and is typically practiced in organizations through strategic decision-making (Aosa, 2011).

Strategic management and administration have been significant in various fields throughout history, with the growth of this area being accelerated in recent centuries (Bracker, 1980). Key

commercial and academic activities have contributed to the advancement of strategic management. For example, in the Bible, Moses delegated power to others, allowing him to make bigger decisions and implement tactics. Countries like Brazil, Italy, China, Australia, Sweden, and Japan have embraced TVET through subsidies and centralized administration, ensuring excellence and national consistency in qualifications and training delivery (Simon, 2012).

According to Reeves (2008), institutional administrators needed guidance in order to implement strategic management practices that improved STEM student outcomes. Examining hundreds of strategic management plans from US institutions, it became clear that institutional management's high expectations and controlling methods were key to successful planning and subsequent learner achievement. Around 1993, the United States adopted strategic management to advance equity and excellence in education. It involved conducting an inclusive needs assessment, managing the inquiry process, creating a broad program, and evaluating it in four steps. This resulted in praiseworthy advancements in the education departments (Cook, 2005). The goal of STEM education is to prepare students for the workforce of the twenty-first century by providing them with the necessary knowledge and skills through education and related activities.

Nonetheless, effective institutionalization happens slowly in many countries. As a result, some of the benefits that higher public funding could have on the standard of public education are still being countered by unfavorable financial results. According to the National Audit Office (2016) in England, the percentage of education with budget overruns has been rising steadily, with major concerns being the amount and timing of government grants. Strategic management practices were introduced to link expenditure allocations to national education priorities, and fiscal resources in public education are managed centrally in Chile. However, institutional integration was inadequate, and inefficiencies persisted in public education (Santiago et al., 2017).

The Finland Ministry of Education and Culture develops national strategies and plans, including the Basic Education Act and the National Core Curriculum for Basic Education. The Finnish National Board of Education is responsible for institutional education development and preparations. Singapore's innovative education visualization, Thinking Schools, Learning Nation, focuses on empowering citizens to learn and offering more freedom and choices in education. These initiatives aim to transform the structure of schooling and prepare students for the future.

In New Zealand, the education strategy provides institutional heads with the freedom to function as CEOs, as well as the legal responsibility to oversee institutional planning, reporting, reviewing, and evaluation procedures in order to ensure the effective implementation of strategic plans and accountability for all facets of institutional administration, rather than just curriculum managers (OECD, 2007). Through this exercise, the heads are able to dedicate a significant amount of time and effort to institutional processes, goal-setting, oversight, and the handling of both human and non-human materials in day-to-day operations. The methods have a significant impact on learning outcomes and heads' fervor (Nicolas, Reneta, Raffaella & John, 2014). Despite pedagogical obstacles, strategic management in Europe has advanced education significantly (Deal, 2006). Since 1957, when Malaysia gained its independence, the Federation

To bear with changes, high school managers are compelled to adjust and learn to advance themselves for better knowledge, skills and desired qualifications, particularly in the characteristic of strategic management in order to boost the strength of their schools to meet the necessities of current and prospective students. Nwosu (2017) reported that teachers, the so referred to “national builders” in South Korea are perhaps the most significant set of experts for country’s future; without teaching force, the schooling structure could be disabled. Teachers, being chief participants in schooling, could help learners with knowledge, monitor their advancement and

offer guiding facilities under the guiding and supervising responsibility of the head (Onuma, 2016). Price as well as Moolenaur (2015) reported that heads were significantly reliant on their teaching force to attain institutional aims since teachers formed the connection from management to class.

Likewise, the necessity of strategic managing nowadays is just quite heavy for a CEO to address singly. Numerous significant responsibilities are consequently delegated to deputies and other officials. In olden China, strategic expert and thinker, Sun Tzu gave views on strategies that continue to be considered cautiously by commercial and martial managers currently. His famous effort is *The Art of War*. As the heading suggests, he stressed the creative and misleading features of strategy. Possibly the most well-known illustration of strategy in olden days rotates round Trojan horse. Citing the myth, Greece militaries sought to go into the entrances of Troy and ambush the town. Crucial military struggles and events have shaped the comprehending strategic managing. Certainly, *strategy* has origins in fighting. Greek *strategos* is to say "military leader" and the notion of *stratego* denotes to conquering an adversary by efficiently utilizing resources (Bryson, 2018). .

Strategic management is a combination of art and science, with significant advancements in the 20th century. Taylor's The Principles of Scientific Management in 1911 and Henry Ford's vision of making cars affordable for the common family were key contributions. Harvard introduced a business policy unit in 1912, focusing on maximizing performance and identifying the best response to issues. A and W Root Beer became the first franchised restaurant in the 1920s. Strategic management became an essential part of business programs in the 1950s, with the Ford Foundation recommending a "capstone" course to combine knowledge across various business areas. Harvard lecturer Chandler's Strategy and Structure in 1962 highlighted the importance of strategy and organizational structures for sustainable performance.

In 1990, Harvard expert Porter published Competitive Strategy: Techniques for Analyzing Industries and Competitors, which introduced concepts like 5 forces analysis and generic strategies. These concepts have significantly influenced managers' strategies over 30 years. Strategic management has evolved over the past century. Institutional performance is defined as effectiveness and efficiency, with the effectiveness dimension being less explored. Practical difficulties in assessing performance involve conceptualizing and measuring inputs and outputs in an educational institution's context.

The concept of organizational performance is based on the understanding that an organization is the voluntary association of productive resources, such as people, physical assets, and essential resources, for the purpose of achieving a shared goal (Barney, 2001). The people who donate the assets will only be responsible to the organization if they are satisfied with the value they receive in return for the assets when compared to other uses. Value creation is therefore the essential overall performance criterion for any organization, as determined by the resource provider. The role that management plays is crucial to the success and performance of any organization. This includes many different aspects, such as having a clear vision and inspiring, enabling, facilitating, mentoring, and coaching.

Additionally, the manager needs to understand the important interactions between competencies and value creation that lead to high performance in business settings (Breen & Nunes, 2006). In order to create value, any high-performing organization needs to devise an enterprise-wide or business unit-specific business operations strategy that yields a large impression of customer needs and translates those needs into a collection of interconnected business processes and resources that meet those needs at a reasonable cost. Similar to creativity, talent management is one of the essential skills needed for high performance in a corporate setting. Training and management

development investments are made to boost innovation, and high-performing business organizations have identified talent development as a critical strategic priority (Nel & Beudeker, 2009). In a similar vein, every successful corporate entity has.

In the Sub-Saharan Africa, financial mismanagement compromises the education quality in many countries (World Bank, 2007). In South Africa, Rangongo, Mohlakwana and Beckmann (2016) established non-compliance with public financial management regulations, poor capacity, poor monitoring and control, lack of school financial policies, leniency on culprits, and lack of transparency and accountability as causes of poor fiscal outcomes. South Africa Schools Act ranks the responsibility of the school head as an academic manager. In accordance with the Act, the part played by heads is part of the procedure of strategic management and strategic thinking. The drive of strategic management for institutions is to guarantee that they have the ability to confront the tasks of a changing inside and outside atmosphere. Education generally and schools specifically, have been and shall continue to be impacted by the continuous changes.

In Nigeria, the extent of the implementing of the countrywide strategy on schooling seems to be comparatively lower due to the quality issues in institutions, instructional delivering and management. These are partially due to the absence of government's solid obligation to strategic management in education which caused insufficient workable structures, insufficient education resources, small capacity growth and insufficient inspiration making teachers disheartened in the delivering of the curriculum. The work by Achor (2013) in Benue and Kogi, Nigeria exposed that meagre money, big classes, lacking technological supporting and failure in training teachers were highest amongst the issues touching the implementing of Basic Education. Okebukola (2011) stated that many community institutions in the country were substandard considering the excellence of infrastructure, fittings, scenery and overall school atmosphere when compared with

worldwide standards and when likened with the situations in similar institutions in Europe, N. America, Asia, S. Africa and Egypt. These inequalities could be partially ascribed to inadequate consideration offered to the strategic arrangement in the schools.

Post-secondary schooling in Ghana includes universities, institutions, the polys, religious and tutorial institutions. According to the Republic of Ghana (2002) this schooling plays a key part in the societal and monetary growth of the state, counting the creating, disseminating and applying of knowledge and the adaptation of knowledge to enable countrywide growth requirements and ambitions. After their promotion in nineteen ninety-two to middle level college position, the polys in the country were faced with the challenges of handling the transformation of the current polys, from the country Education Service 2nd cycle institutes, to trustworthy diploma giving middle level colleges, in an environment of ambiguity and unpredictability. Handling this alteration to attain the strategic aims of the polys has been a key bother for every stakeholder, predominantly the councils and administration of the polys. The polys were promoted to tertiary position in nineteen ninety-three after the declaration of Polytechnic Law, PNDC Law 321, 1992. The polys were likewise supposed to inspire the learning of technical topics at this level and offer chance for researching and publishing study conclusions (Polytechnic Law, 1992). The polys began in many instances with officers from the Education Service, who after some scrutiny, chose to remain. The responsibility the polys were anticipated to attain wasn't clear nor were the required buildings erected prior to their promotion. The polytechnics were consequently, challenged initially with issues of absence of competent staff, insufficient classes and housing for staff, equipment for workshops and labs, the lack of terms of service for workers, incapability to entice and keep competent workers due to the unfortunate circumstances of servicing and the mostly little inspiration linked with serving in the polys (NCTE, 2001). The polytechnic atmosphere in the first

ten years of their existing was faced with unpredictability in both apprentice and workers. Apprentices dwelt on numerous rejecting of lessons in supporting their petition for work assignment, academic advancement, sharing costs with government and disagreement to the new grade structure for the polys (NCTE, 2001).

In Kenya the Technical and Vocational Education Training (TVET) Act of two thousand and thirteen transferred the Technical Training function from the TSC to the Education Ministry, State Department for Vocational and Technical Training. Consequently, National Polytechnics are hosted under TVET and charged with mandate of producing skilled workforce. A capable staff is an elementary prerequisite for propelling the idea of industrial and economy growing. TVET embraces the significance to structuring the technical and commercial workers. It is consequently, one of the significant primaries of the Government's growth plan in Kenya. From two thousand, renewed consciousness of the serious responsibility that TVET can take in economy growing and nationwide growth began. Significant element of TVET is positioning to the arena of employment and the attainment of pertinent skills. TVET delivering mechanisms are, consequently, in good position to coach the skilled and entrepreneurial staff that this country desires to generate wealth and achieve Vision twenty thirty. Training for high excellence skills nevertheless, needs standards on the suitable training apparatus and tools, appropriate training resources, operational handbooks, Competence Based Education and training, curriculum and instructors. This has frequently been a failure in both public and private TVET providers and therefore, one of the crucial causes for regulating the TVET system.

TVET has an important part in human skills development and promotion of skills, knowledge and expertise desired for more sustainable societies and greener economies as highlighted on the Sustainable Development Goals number 4 and 8. A strong and innovative TVET system is

essential in mitigating widespread societal problems such as negative effects of climate change, crime, youth unemployment and poverty through formulation of policies and development of strategies on quality of TVET programmes, relevance of training offered and ways of increasing employability by providing linkage between training institutions and industry. Owing to absence of employable skills, joblessness amongst Kenyan young persons has become a serious development issue as specified in the Government Sessional Paper No.1 of 2005.

The Kenyan Medium-Term Plan (MTP) III revised from MTP II has prioritized comprehensive and excellence education and training to offer internationally competing staff for propelling industrial and economic growing. This can be attained through the continuing reforms in the education segment by guaranteeing that learners are armed with the twenty first century labour market skills. Extra procedures that have been put in place comprise growth and modernizing of TVET institutes to enhance the pools of middle level staff, aligning the curriculum with the needs of the labour market by establishment of Curricular Development, Assessment and Certification Council to advance adolescence employability.

The TVETA is a communal corporate agency recognized under the TVET Act No. 29 of two thousand and thirteen to control and organize training in the Republic through giving license, registering and accrediting programmes, institutes and trainers. Segment seven of the Act offers the authorities and roles of the authority to control and organize training, do inspection, licensing, registering and accrediting training institutes, accrediting and inspecting courses, promoting accessing and how relevant training programmes are, determining the nationwide TVET aims, guarantee excellence and importance in programmes in the training amongst other duties.

The Authority is overseen by a Board chosen by the CS accountable for TVET while the everyday matters are accomplished by the Secretariat of the Board, led by the Director General. Before the

creation of TVETA, a Directorate of Technical Accreditation and Quality and Directorate of Youth Training (DYT) had been formed to take care of inspecting and registering of TVET institutes in the view of the directive of the Ministry of Higher Education Science and Technology and Ministry of Youth Affairs and Sports.

The TVET law places best on excellent CBET obtainable in the Republic with the objective of assuring a solid connection amongst skills acquired and the requirements of the job marketability, by creating graduands with greater chances of employment. Kenya Vision twenty thirty has additionally given additional requirements on TVET as a principal drive that the economy shall depend on upon to yield enough middle-class workers that shall be desired to thrive the economy to the accomplishment of the aims of the vision. The Vision's Medium-Term Plan II (2013-2017) envisioned the formation of a TVET Authority to play a significant role to institutionalizing of quality assurance and accrediting structure, monitoring, evaluation and reporting of the TVET system, and undertaking surveying on how TVET graduates can be employed. In spite of the growth made in propelling access, retention, quality, completing rates and gender parity in education and training, the TVET segment faces numerous problems. These comprise inadequate quantity of trainers with the mandatory CBET trainers' competency, limited industry involvement and insufficient investigation support services. More issues comprise of unfortunate topographical distributing and where TVET institutes are located, bad perceiving of TVET, meagre registration for women in Science, Engineering and Technology associated courses and unfavorable atmosphere for persons with unusual requirements. Additionally, there is awkward admitting of apprentices to TVET institutes. There is similarly inadequate registration in TVET institutes owing to the expensive costs of technical training and not being aware. The outcome is that numerous apprentices end up in inexpensive alternative programmes whose graduates do not obtain the

necessary skills relevant to the world of work. TVET is not cheap and refining excellence outcomes at a cost. TVETA's present funding to undertake its wide mandate has till recent only came from Government sourcing. Although TVETA's main subsidy is from the Government, lately it introduced a service fee for service offered. Nevertheless, the anticipated income from the fee shall still not be enough to completely pay cost of TVETA's functions. The delivery worth TVET is likewise connected to the making of strong managing and leadership capability to propel the whole system. TVET organization directors, professional skills and policy creators shall consequently have to be trained and their skills advanced to empower them assuredly push the system with its various implementation structures, including qualifications framework, accreditation standards, inspection guidelines, quality assurance and accountability frameworks.

Quality must be understood as fit for purpose and must be lively and advance as the drive or the work to be done thrives. A decentralized and varied TVET organization that comprises institution constructed training, enterprise constructed training, and apprenticeship training, hence needs a solid regulatory framework for management training curricula, standards, qualifications and funding. This has been missing and also appropriate qualifications framework and inspecting arrangement to provide necessary quality assurance and control mechanisms within such a broad and diverse system.

In Kenya, the overseeing accountability of TVET has been divided amongst the Ministries accountable for technical education and labour, though a few specialized vocational training programmes like Agriculture, Health, Transport and Water are supervised by the sector Ministries. Despite the huge diversity of training programmes, from hair dressing to electronics and automobile repair, the role of TVET in the overall education system in Kenya is marginal in terms of enrolments.

The social and economic atmosphere and the appropriate outline in which the TVET delivering system presently functions in Kenya is categorized by decreasing or stationary wage, job vacancies, particularly in the manufacturing subdivision where a huge proportion of the Kenyan working force is not formal and no wage job sector. Similarly, is the issue of many learned but jobless institutions and university graduands in this country. This condition has brought serious focusing on the disparity between training and job marketable skills requirements. One argument for this situation is that there is no clear established and governing outline that guarantees employers' involvement in curriculum designing and training delivery of TVET in universities, institutes and institutions. The previously partly clumsy, unregulated and fragmented TVET delivery systems cited earlier has had hostile insinuations in the standardization of training, cost-effectiveness, quality assurance, recognition of prior learning and the furtherance of education by TVET graduates. The diverse TVET managing structures and the sharing of supervisory responsibilities by various ministries and government bodies account for some noteworthy inadequacies in the TVET structure, duplication and segmentation of TVET, and creates the absence of a common platform for developing coherent standards and joint initiatives in TVET delivery. TVET in Kenya is similarly linked to a low worth of training, hit by insufficient trainer training, outdated equipment for training and deficiency of teaching resources. Quality skills training needs competent trainers, suitable equipment in the workshop, suitable supplying of training resources, and practice by apprentices.

TVET is directed by the TVET Act, twenty thirteen. Additionally, it is controlled by minor guidelines through the TVET Regulations, 2015. TVET sector in this country includes of National Polys, TTIs, VTCs, Technical Trainer Colleges and any other group itemized by the CS. This classification is based on the levels of courses offered in the institutions. VTCs offer training at

basic levels up to artisan (KNQA level 3), TVCs offer training up to diploma (KNQA level 6) while National polytechnics are permitted to offer training up to Bachelor's degree (KNQA level 8) and may award their own certification. There are approximately 2700 TVET institutions within the country comprising of 1200 TVCs, 190 TVCs, 1300 private and 12 national Polytechnics. The twelve (12) national polytechnics are distributed in eleven (11)

counties with one National Polytechnic per county.

The National Polytechnics in Kenya include: Eldoret National Polytechnic, Sigalagala National Polytechnic, Kisumu National Polytechnic, Kisii National Polytechnic, Kenya Coast National Polytechnic, North Eastern National Polytechnic, Kabete National Polytechnic, Nyeri National Polytechnic, Meru National Polytechnic, Nyandarua National Polytechnic, Kitale National Polytechnic and Kenya Technical Teachers' College. The National polytechnics admit the students' category with C-, C and C+ to pursue Diploma and Higher Diploma. There are also permitted under the TVET Act 2013 to offer degrees programmes. Interestingly, there have been reported cases of students who opted for TVET programmes despite them scoring C+ and above qualifying for university degree programmes. According to the Basic Education statistics report 2014 and 2019 about 70% of the candidates have consistently scored between C to D+ which qualifies them for admission to middle-level colleges including national polytechnics, as corroborated by the Kenya National Examination Council Report of 2017, 2018, 2019 summarized below. This qualifies the national polytechnics as a good catchment area for this study.

TABLE 1: OVERALL NATIONAL GRADES SUMMARY FOR KCSE

Year	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	Totals
2019	627	5796	13366	24478	35340	46139	63102	83358	101687	137713	152339	29318	693263
2018	315	3417	8268	16403	26156	35818	49707	71047	96512	147918	165139	30840	651540
2017	142	2714	7344	12628	19385	27860	40474	61040	88447	135550	179381	35536	610501
2016	141	4645	10975	17216	23745	32207	44792	61026	80951	112135	149929	33399	571161
2015	2636	11618	21166	32706	43788	52852	63977	73080	78092	78544	47962	5209	512630
2014	3073	11768	19814	29319	38315	47428	58688	70677	76198	73501	47716	5636	482133

Source: Kenya National Examinations Council Examination Reports 2016, 2018, 2020

The entire admission in the 12 national polytechnics enlarged extremely from 20,338 in twenty fourteen to 65,289 in twenty eighteen over the 5-year period, representing a percentage increase of 68.8 %. The highest in enrolment was recorded in 2017 to 2018 with the exception of the Northern Eastern National Polytechnic which showed no significant increase (Kenya Basic Education Statistical Booklet, 2019). This could be attributed to the intensified initiative put in place by the government over the same period to improve access to training. Some of these measures included introduction of government capitation and provision of HELB loans to TVET trainees. Additionally, the construction of new institutions and equipping of both the new and surging institutions with the state of art equipment led to improved interest from various trainees to enroll in the TVET institutions.

The student category qualifying for National Polytechnics and other TVET institutions is too big a number for the government to ignore, and therefore a TVET national strategic plan has been developed as a strategic management tool to address the management challenges facing the TVET

institutions which is supposed to be domesticated by all the TVET institutions including the National Polytechnics. The TVETA Strategic Plan two thousand and eighteen to twenty twenty-two currently in operation has been reviewed following the draft Strategic Plan twenty sixteen to two thousand and twenty which was established in twenty fourteen, when TVETA was beginning its procedures. It is established on the base of the Government's strategy framework and the present countrywide development schedule. It is framed under the guiding of the TVETA Board. The Strategic Plan covers 5-year period. The procedure utilized in formulating the plan was participating consulting, amongst others, senior workers of TVETA and significant participants through consulting, workshops and support of consultants (TVETA Strategic Plan 2018-2022).

The rough Strategic Plan has, consequently, been revised and additionally advanced to the present Plan at essential time for TVET improvements. TVETA shall remain to forefront the coordinating, regulating and quality progression of TVET through its role and functionalities. The strategic plan as management tool is an instrument for additional locating TVETA strategically to empower it to efficiently discharge its principal mandate. It offers a roadmap in controlling the Authority and TVET institutions to accomplish their strategic objectives. The plan has acknowledged strategic matters and encounters in PESTEL and SWOT scrutiny, which have been termed serious and or guiding in the forming of strategic aims, activities, results and indicators.

A chief assuming in the Strategic Plan is that TVET reforming shall be domesticated into all TVET institutions and remain be accepted throughout the implementing period of the Plan. Additionally, reviewing of laws and guidelines are anticipated to take place and shall enhance TVETA's capability to accomplish its work and improve the institutional performance in various TVET institutions. TVETA shall perform a vigorous responsibility to back Government in the reviewing and reforming of TVET in the nation. It gives modernized Vision and Mission as well as Strategic

Objectives within the Strategic areas, which set a new strategic track for the Authority to attain synchronized, labour-market approachable TVET arrangements in this country.

In a synopsis, the National Polytechnics under TVET programmes in Kenya continue to experience various legal, performance and managerial challenges despite the adoption of the TVETA Strategic Plan 2018-2022 whose aims was to ensure the National Polytechnics are strategically supported to empower youth and persons through enhanced skills, competences, knowledge and countrywide and worldwide recognized credentials. As mentioned earlier and in accordance to the Basic Education Statistics Report 2014, 2017 and 2019, about 70% of the candidates who have consistently scored between C to D+ qualifies for admission into the middle level colleges with high percentage of them between C- and C+ qualifying for national polytechnics justifying the need to conduct this study under National Polytechnics. The government of Kenya introduced capitation for students joining TVET institutions and this policy has seen students' enrolment increase tremendously as indicated in the table below.

TABLE 2: TRENDS IN STUDENT ENROLMENT IN THE NATIONAL POLYTECHNICS

S/No	Name	2018	2019	2020	2021
1.	The NYERI National Polytechnic	4414	6669	5397	5171
2.	The Kabete National Polytechnic	7681	12028	11478	12539
3.	The Meru National Polytechnic	6866	9456	9437	7819
4.	The Kisii National Polytechnic	5906	8617	8521	10108
5.	The Kenya Coast National Polytechnic	3653	7104	7216	6371

6.	The North Eastern National Polytechnic	796	1280	1248	1299
7.	The Eldoret National Polytechnic	3049	15409	14545	15199
8.	The Sigalagala National Polytechnic	3436	7751	6737	9244
9.	The Kisumu National Polytechnic	2517	10756	10756	12720
10.	The Kitale National Polytechnic	2966	6380	6883	8943
11.	The Nyandarua National Polytechnic	860	1468	1398	1538

Source: MOE- DTE 2022

Table 3 indicates the trends of lecturers in the national polytechnic. The trainer/student ratio is far below the required threshold with the first trade off to consider is the safety of students during technical training, and for the remainder of their certification and diploma period in an organization. Sacrificing individual attention comes with significant risk when dealing with adult students in a hazardous environment. In technical training, there is no sacrifice to the quality in order to manipulate the student to instructor ratio.

TABLE 3: TRENDS IN NUMBER OF LECTURERS IN THE NATIONAL POLYTECHNICS

S/NO	NAME OF POLYTECHNIC	2018	2019	2020	2021
1	North Eastern National Polytechnic	37	37	53	59
2	Sigalagala National Polytechnic	125	129	90	111
3	Kisii National Polytechnic	131	131	137	160
4	Kisumu National Polytechnic	143	143	145	157

5	Meru National Polytechnic	142	142	138	155
6	Kenya Coast National Polytechnic	93	93	109	118
7	Kabete National Polytechnic	150	154	152	175
8	Nyeri National Polytechnic	144	144	146	137
9	Kitale National Polytechnic	98	104	117	125
10	Eldoret National Polytechnic	110	130	168	181
11	Nyandarua Institute of Science and Technology	61	67	76	84
Total		**1234**	**1274**	**1331**	**1462**

Source: MOE- DTE 2022

The table shows the state of trainers in the national polytechnics. This can be compared with table 3 showing the trainees enrollment.

Table 4: Trends in performance of national polytechnics

The following tables indicate the trend of performance of National Polytechnics since 2018**.** Seven out of twelve of the National Polytechnics have an average performance over a four-year period of below 50% in its programs providing a good basis for selection for this study.

S/No	Name of Polytechnic	2018	2019	2020	2021	Average
1.	The NYERI National Polytechnic	52.88	52.62	47.58	47.875	**50.23875**
2.	The Kabete National Polytechnic	40.6225	34.43	39.86	47.3475	**40.565**

3.	The Meru National Polytechnic	71.25	60.25	63	58	**63.125**
4.	The Kisii National Polytechnic	45.96	46.445	42.705	41.327	**44.10925**
5.	The Kenya Coast National Polytechnic	49	49.5	44	57.5	**50**
6.	The North Eastern National Polytechnic	38.8225	40.6775	69.89	65.415	**53.70125**
7.	The Eldoret National Polytechnic	58.392	56.99	58.34	63.475	**59.29925**
8.	The Sigalagala National Polytechnic	41.5	55.5	46.25	61.5	**51.1875**
9.	The Kisumu National Polytechnic	50.6075	58.7225	44.96	54.3775	**52.166875**
10	The Kitale National Polytechnic	48.69	46.745	50.94	51.1	**49.36875**
11	The Nyandarua National Polytechnic					

Source: MOE- DTE 2022

Equally important seven out of twelve of the national polytechnics had an average performance over a four-year period of under 50 % and below in its programmes and other challenges in terms of trainer/students' ratio imbalance providing a good basis for selection for this study. As shown earlier the strategic management adopted at national level was to be domesticated in all the TVET institutions including the national polytechnics therefore, posing the need to conduct an

investigation on the influence of strategic management practices on the institutional performance in national polytechnics in this country.

1.2 Statement of the Problem

A significant portion of their success has been attributed to the implementation of strategic management in many educational institutions, which has increased performance and productivity. The application of strategic management in educational structures gives planners the opportunity to act proactively rather than merely reactively. It invites the future and views people, technology, and the environment as a whole. Like any plan instrument or strategic system, higher education's strategic management requires the full cooperation and commitment of the organization to be effective. However, once it is correctly implemented and operating efficiently, the results show that the effort was worthwhile. Kenyan national polytechnics participating in TVET programs still face a number of legal, operational, and managerial obstacles even with the implementation of strategic management to guarantee the polytechnics are strategically supported to empower youth and persons through enhanced skills, capabilities, knowledge, countrywide and globally accepted credentials.

The catchment area for this investigation consists of seven national polytechnics. The need to conduct this study under national polytechnics is justified by the fact that, as previously mentioned and in line with the Basic Education statistics report 2014, 2017, 2019, 2020, and 2021, approximately 70% of the candidates who scored between C and D+ qualified for admission into middle level colleges, and a high percentage of them between C- and C+ qualified for national polytechnics. Importantly, these seven out of the twelve national polytechnics were chosen as a good catchment area for this study because they had trainer-to-student ratios below the threshold,

with an average student performance over a four-year period of 50% and less in certificate programs and 60% in diploma programs (Tables 2, 3 & 3).

National polytechnics face challenges in achieving desirable performance due to declining training quality, student performance, and slow infrastructure growth. The number of trainers/student ratios and lapse in strategic management monitoring has contributed to these issues. The absence of relevant skills in today's economy and poor funding also hinder progress. To ensure Kenya becomes a successful industrialized country, trainers should equip students with skills that meet industry needs and local market needs. Addressing these challenges through strategic management practices is crucial to achieving Kenya's Vision 2030 goal of a high-skilled workforce and a new industrial country.

The studies on the challenges facing TIVET (Ombaba 2022), the effects of monitoring on quality service delivery in Kitale National Polytechnics (Simiyu 2021), and the effects of cost sharing on National Polytechnics (2015) are notable examples of the paucity of research on the relationship between strategic management practices and institutional performance in national polytechnics. As a result, there is a knowledge gap in this area. Investigation on the influence of strategic management practices on the institutional performance in selected National Polytechnics in Kenya is necessary because, as previously demonstrated, the strategic management adopted at the national level was intended to be domesticated in all TVET institutions, including the national polytechnics, with the goal of addressing the challenges facing these institutions.

There is a knowledge gap since there are not many studies done on influence of strategic management practices related to institutional performance in the national polytechnics since the noticeable studies that have been done have been on challenges facing TIVET (Ombaba 2022),

effects of monitoring on quality service delivery in Kitale National Polytechnics (Simiyu 2021), Effect of cost sharing on National Polytechnics (2015). As shown earlier the strategic management adopted at national level was to be domesticated in all the TVET institutions including the national polytechnics with the aim of addressing the challenges facing these institutions, therefore, posing the need to conduct an investigation on the influence of strategic management practices on the institutional performance in selected National Polytechnics in Kenya.

1.3 Purpose of the Study

The purpose of this research was to investigate the influence of strategic management practices on institutional performance in selected national polytechnics in Kenya.

1.4 Research Objectives

The subsequent investigate objectives guided the investigation: -

i. To determine the influence of situational analysis practices on institutional performance in selected National Polytechnics in Kenya
ii. To find out the influence of stakeholders' participation practices on institutional performance in selected National Polytechnics in Kenya
iii. To establish the influence of strategic planning practices on institutional performance in selected National Polytechnics in Kenya
iv. To find out the influence of strategic implementation practices on institutional performance in selected National Polytechnics in Kenya
v. To determine the influence of monitoring and evaluation practices on institutional performance in selected National Polytechnics in Kenya

1.5 Research Questions

The study questions were: -

i. What is the influence of situational analysis practices on institutional performance in selected National Polytechnics in Kenya?

ii. To what extent do stakeholders' participation practices influence institutional performance in selected National Polytechnics in Kenya?

iii. How do strategic planning practices influence institutional performance in selected National Polytechnics in Kenya?

iv. What is the influence of strategic implementation practices on institutional performance in selected National Polytechnics in Kenya?

v. To what extent does monitoring and evaluation influence institutional performance in selected National Polytechnics in Kenya?

1.6 Research Hypotheses

The research addressed the following hypotheses: -

1. **H_0**There is no influence of situational analysis practices on institutional performance in selected National Polytechnics in Kenya.

2. **H_0**There is no influence of stakeholder participation practices on institutional performance in selected National Polytechnics in Kenya.

3. **H_0** There is no influence of strategic planning practices on institutional performance in selected National Polytechnics in Kenya

4. **H_0**There is no influence of strategic implementation practices on institutional performance in selected National Polytechnics in Kenya
5. **H_0**There is no effect of monitoring and evaluation practices on institutional performance in selected National Polytechnics in Kenya.

1.7 Rationale of the Study

A valid and necessary investigation was carried out in the area of how strategic management practices affect institutional performance in specific national polytechnics. The investigation addressed knowledge gaps, policy gaps, research problem solving, and research methodology. The purpose of the study was to identify any policy gaps related to institutional performance in the strategic management of the national polytechnic. Establishing the impact of strategic management practices on institutional performance in national polytechnics within the study area required this research. Since there have been instances of institutional underperformance in the research area that have resulted in unfavorable outcomes, this research has greatly aided in resolving the study issue concerning strategic management practices and how to enhance them to address the aspect of institutional. Through the use of mixed methodology and the concurrent triangulation model with descriptive correlational research designs, this study aimed to raise awareness among stakeholders regarding the issue of strategic management to improve performance. This allowed the investigator to pursue a more inclusive opinion of the landscape by looking at the spectacles through a variety of investigation lenses and from a variety of perspectives.

1.8 Significance of the Study

Kenyan citizens and the government may find this study to be significant. The government funds national polytechnics with substantial sums of public funds collected from citizens through taxes;

study results could help the government redirect its attention toward education reform initiatives. As they figure out best practices, government policy makers might gain. Nevertheless, putting in place efficient institutional planning could help present and future generations by reducing the undue strain that National Polytechnics place on public resources.

The study might also help managers of national polytechnics by offering practical guidance on improving institutional performance. The study's conclusions may be used by principals and governing councils to address issues with institutional performance, strategic management, and infrastructure. They may also be used to enhance industrial innovations, student performance, and infrastructure. The results of this study may also advance knowledge of how to apply strategic management to connect funding allocation and use to the learning objectives, pedagogy, curriculum, and outcomes. Additionally, considering the relationship between resources and educational quality, the study's findings could improve national polytechnics' educational standards.

The Quality Assurance Board and the TVETA authority may also find value in the study's conclusions. The study's findings may provide TVETA with insight into the caliber of its workforce in national polytechnics and facilitate the revision of professional standards for the recruitment, selection, and training of current and prospective educational managers. The TVETA, whose mandate includes creating and implementing professional development programs for managers in national polytechnics, may also find the study's findings to be helpful. The study's conclusions may offer helpful details on important areas where national polytechnic administrators' training falls short in terms of strategic management and institutional performance. Researchers and specialists in the field of education administration and management who want to take on the challenging task of improving institutional performance and strategic management

practices in TVET institutions may also find the study beneficial. It may help fill in existing knowledge gaps and give guidance for future research. The study may also advance methodological discussions in the fields of leadership, management, and education administration by illuminating the ways in which philosophical viewpoints connect the goals, methods, and designs of research to conceptual and theoretical frameworks.

1.9 Scope of the Study

The study choice covered time, content, geographical, methodology, design, instruments and theoretical aspects. The time frame covered from June 2022 to December 2022 which would help predict and enhance strategic management practices on institutional performance. This current study analyzed the effect of strategic management practices on institutional performance in national polytechnics in selected national polytechnics in Kenya to enhance good practices that enabled good performance. The choice of the selected institutions was backed up by the fact that there was presence of the study problem in the institutions who had poor performance, decline in trainer/students' ratio, slow growth in infrastructural growth and development hence the presence of the research problem. The researcher used questionnaires for trainers, trainees and the SMCAs, interview schedules for principals, regional directors and governing council members to enable mixed methodology. Concurrent triangulation model with descriptive correlational design for qualitative procedure was used while correlational design for quantitative methodology and concurrent triangulation design for mixed methodology. Finally, the study used two theories one being for the independent variable and two being for the depended variable. Strategic choice theory and theory of performance were used.

1.10 Limitations of the Study

This investigation had boundaries as follows: -

i.) Since participants may understate or exaggerate their responses to questionnaire items, it is important to thoroughly inform them of the purpose of the study.

ii.) Despite being promised anonymity and privacy, some of the busy interviewees might have been reluctant to give up their time and share information on strategic management practices. By scheduling an appointment in advance, this was lessened.

iii.) Out of concern for being singled out, the participants might have been reluctant to divulge information on the impact of strategic management techniques on institutional performance. They were reassured by the researcher that their names were not mentioned in any of the findings. In the cases of the interviewees, only fictitious names were used.

iv.) The selection of national polytechnics with a wide geographic reach and the extensive information gathering instruments may have made participant management difficult. This researcher made sure that the participants had the appropriate appointments scheduled.

1.11 Delimitations of the Study

The study's delimitations included: -

i. The study was delimited to participants from the selected national polytechnics in Kenya

ii. Participants were delimited to principals, lecturers, students, SMCAs actors, governing council members and the regional directors. The study only emphasized on influence of strategic management practices on institutional performance in selected national polytechnics in Kenya

iii. Information gathering tools were questionnaires and interview schedules.

1.12 Assumptions of the Study

Basic assumptions were: -

i. That the strategic management practices had been domesticated in selected national polytechnics in Kenya
ii. There was influence of strategic management practices on institutional performance in selected national polytechnics in Kenya
iii. The participants gave true and honest information enabling the investigator to draw correct inferences on the study problem regarding strategic management practices

1.13 Operational Definitions of Key Terms

Action planning: is a strategy—rather than a precise technique—that aids in concentrating thoughts and determining the course of action necessary to accomplish specific objectives. It is a declaration of your goals for a specific time frame.

Critical factors analysis: is offered as a preliminary general model that aims to bring the humanities and sciences together by identifying and utilizing important elements that are shared by both.

Developing expenditure frameworks: expands on the strategy by incorporating components of output- and activity-based budgeting into the expenditure framework. These techniques aim to strengthen budgetary restraint and strategic prioritization while also enhancing the value for money of public spending.

Expenditure reviews: the process of carrying out thorough evaluations of current public spending to find areas where money can be cut or diverted from low-priority, inefficient, or ineffective spending.

Feasibility studies: is a means of determining the likelihood of a project plan's success. A feasibility study assesses your project plan's viability to determine whether you can proceed with the project or not.

Institutional performance: The idea focuses on the actions of different kinds of formal organizations that plan, carry out, or oversee public-sector initiatives as well as the private supply of goods to the general public.

Management: is the management of organizations through business administration, nonprofit management, or the political science subfield of public administration, depending on whether the organization is a government body, a nonprofit, or a business.

Performance analysis: The process of performing a task or how well or badly a task is done.

Performance reviews: this means assessing how performing is being done

Practices: Activities or action done regularly

Resource allocation and budgeting: this is giving money and making proper estimates to enable proper function in the institutions

Setting performance indicators: this is making clear pointers that show performing is taking place

Stakeholder analysis input: Stakeholders' input consideration in decision making throughout the strategic management process

Stakeholder communications: it means frequency and ways communicating with stakeholders and updating them on the functions that are going on in terms of good performance

Stakeholder consultation: this means stakeholders discussions forums in decision making with the various participants in effort to make good outcomes in the TVET institutions

Stakeholder involvement: Stakeholder involvement refers to participation of strategic management committee members in the course of the strategic management process participants should be consulted from time to time and made part and parcel of the process

Situational analysis practices: Environmental scanning of present situation at National Polytechnic

Monitoring and evaluation practices: Tools for accessing work in progress in relation to short term and long-term goals

Implementation practices: Decision making and allocation of resources by the National Polytechnic to support the strategies that are chosen

Planning practices: Refers to environmental scanning strategy formulation, strategy implementation and strategy evaluation monitoring

Strategic planning: Refers to the formulation and implementation of major goals and initiative taken by the National Polytechnic's managers on the behalf of stake holder's strategic stakeholder participation practices

Stakeholder participation practices: Stakeholder participation is a structured approach or practices of interacting with stakeholders at any moment of the strategic management cycle.

Strategic: Identification of long term or overall goals, interests and means of achieving them by the National Polytechnic

Strategy prioritization: is the methodical process of determining and prioritizing tasks in order to make sure that they are in line with the organization's long-term success, vision, and goals.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The section commences by looking at the strategic management practices as the independent variable. The institutional performance has similarly been examined as the dependent variable. The empirical literature review is equally examined by addressing all the five study objectives in each sub headings. Theoretical literature and framework as well as the conceptual framework were

scrutinized too. There was identification of the research gaps and lastly, the recapping of the chapter.

2.1 Empirical Literature Review

This section embraced proceedings at the worldwide, regions, countrywide and locality levels of the study problem. It was aligned to the independent and dependent variables form the title and the five research objectives and similar number of the questions that the researcher endeavoured to reply.

2.1.1 Strategic Management Practices

Strategic management practices are procedures that include the sequential implementation of events in order to achieve the desired performance (Chetty, & Saez, 2010). Strategy can be defined as an organization's track and choice for achieving its benefit in a changing environment by connecting its capabilities and resources with the goal of meeting participant expectations in the long run (Brenes, Montoya, & Ciravegna, 2014). According to Patricia, & Caputo, (2014), strategic management practices are a set of procedures that have been previously established and implemented to ensure que important changes are carried out in an organized, orderly, and controlled manner to effect organization-wide change in each group.

Patricia (2014) regarded as strategic management practices as looking at the action of evaluating organization structures for handling human resourcing, funds, and other important rare resourcing of the organization, looking at the context to mean looking beyond limits of an organization to set achievable aims and looking forward, which is the art of connecting structures and resources to attain policy aims, watching the advancement and making the required changes where compulsory. The New Public Management reform has acknowledged strategic management practices in

community institutions whereas rendering services to the community. Human Resource Management and Development has involved NPM as serious strategic policy essentials in enactment of restructurings in already established, transitional and emerging nations (Analoui, 2007).

Concepts of strategic management practices vary. Some treat these practices as socially sanctioned norms or modes of strategic management (Jarzabkowski, Kaplan, Seidl, & Whittington, 2016). Others consider them as the techniques that managers utilize to develop organizational strategies (Bromiley & Rau, 2016). Here, strategic management practices represent the actions practitioners take over time to control, select, and configure people, tools, methods, actions, relations, and situations during strategic preparation activities. Strategic management practices, practitioners, and activities are interrelated phenomenon. However, much research has confirmed a skewed focus toward linking strategic management practices to organizational outcomes or identifying the practices of practitioners at the micro-level, thus separating the macro and micro levels. Jarzabkowski and Spee (2009) developed a typology to guide empirical work in the field.

Practitioners were defined as individuals or groups of individuals involved in strategic management, practices characterized the tasks performed and the various tools and methods used and praxis delineated the activities that integrated practitioners and practices with the wider social and organisational structures that enabled or constrained the process and subsequent outcomes. Practitioners included individual actors (managers), aggregate actors (management teams), and extra-organisational aggregate actors (consultants). Praxis was categorized as micro or individual level praxis, meso or organizational level praxis, and macro or institutional level praxis. Jarzabkowski and Spee (2009) found majority of studies (46%) focused on aggregate actors, meso-

level praxis, and meso and macro-level outcomes and theoretical and empirical definitions were inconsistent.

Similarly, Stander and Pretorius (2016) found 77% of studies focused on aggregate practitioners at the meso and micro-levels of praxis, and on individual experiences. Another 10% focused on aggregate practitioners at the meso-level praxis and on organisational outcomes. Poucos estudos examinaram individualmente indivíduos e extra-organizaciona is aggregate actores, at the micro-level praxis. Research methods used to study strategic management practices ranged from conceptual and theoretical methods to literature reviews, surveys, and mixed methods using both cross-sectional and longitudinal data collection techniques designs. However, much work was interpretive-descriptive and informed by sociological theories of practice. Further, 'research methods' were often conflated with 'research methodology'.

In this study, research methods denoted the tools and techniques of data collection and analysis, while research methodology constitutes actions taken to mould the inquiry and the reasons that informed those actions. Thus, research methods derived from the wider postulates of research methodology (Venkateswaran & Prabhu, 2010). Research on strategic management practices had examined attitudes toward planning; the roles of managers, management teams, and consultants, formality, participation, and routinization; and strategic workshops, meetings and analytical tools (Wolf & Floyd, 2017). External and internal environmental conditions were studied as mediating and intervening variables. Strategic management practices have been linked to intermediate or distal outcomes such as effective strategic decision-making, effectiveness, coordination, and stakeholder commitment and proximal or organisational outcomes such as strategic continuity and change, organisational performance, and development of dynamic capabilities (Wolf & Floyd, 2017). Burgelman et al. (2018) attempted to integrate process, content, and practice streams of

strategy research. Content research studied the impact of strategic management on organizational positioning and competitive advantage. Process research studyd formulation, implementation and evaluation of strategy while practice research explored interactions between practices, practitioners and praxis. Previous researches focused on social and organizational practices, roles, and identities of practitioners, sense making, discourses, and narratives, tools, power and criticality. Various factors influenced practices including individual beliefs, needs, roles and identities, emotions, cognition, learning and power. Sheridan (1998) assessed strategic management practices among community colleges in Ontario, Canada and found a strong direct relationship between external and internal environmental conditions and strategic management practices such as environmental scanning, strategy formulation, operational planning, and stakeholder involvement. External conditions such as catchment area, characteristics, government policies, learners' profiles, and competition had a strong direct relationship with strategic management outcomes. Internal factors including forms of governance, history, maturity, size, and structure and various factors of organisational climate including communication, management style, and labour relations had strong direct relations with strategic management processes. External factors demonstrated a weak indirect relationship to internal factors.

However, much of the evidence was anecdotal and subjective. Jarzabkowski (2003) explored three universities in the UK in a seven-year interpretive study that drew on activity theory and established that contributions of strategy practices to organisational stability and transformation varied significantly depending on the nature and extent of contextual factors, planning systems, and the developmental level of the organisation. In the USA, Augustyniak (2015) found that strategic management practices were contextual and customised to fit local contexts in public

colleges in Michigan. In Nigeria, Ikediugwu and Chukwumah (2015) found that inadequate knowledge rendered strategic plan implementation and monitoring ineffective.

Regardless, items in the questionnaire asked participants to respond to generic strategic objectives and monitoring mechanisms and lack of pilot testing minimised validity of findings and inferences. In Malawi, Kaonda (2014) found at least 21 factors including leadership, complexity, organisational culture, communication, systems, and procedures that exerted an influence on strategy management practices. However, cases from different sectors may have introduced possible variance and inconsistencies regarding the actual sample were found. In Kenya, Auka (2016) established that dimensions of strategic management practices (environmental analysis, establishing organisational direction, formulation, implementation, control, and evaluation) significantly correlated to public secondary school performance in Nakuru Sub County. In the same locale, Kiprop, Bomett and Michael (2015) established that leadership, policy and resources hindered strategic management. However, it was not clear how the separate data sets were integrated in analysis and reporting of findings.

2.1.2 Institutional Performance

Worldwide, organizational performances are the acts of comparison of the attained level or result with the arranged organization aims and evaluate the finishing outcomes. Dessler (2012) defined performance as gathering of job actions, the operational efficiency and measuring following consequences. Citing Akinyi (2012) the approaches to gauge performing of an organization are comparative to the context in which an organization carries its procedures and the previously laid down purposes being followed. Strategies are frequently articulated and executed in every organization for it to attain its performance.

Many organizations, states or private institutes have set machinery to assess performance. These permit the organization to their yearly, semi-annual, three-monthly or any other anticipated appraisal and compare its attainment relative to the anticipated standards. There are key strategic management issues seen in various nations when they want to do implementation of their strategies which are alike to each other which include: absence of communication, absence of commitment to the strategy, absence of proper awareness of the strategy, inappropriate coordination and sharing of responsibilities, unaligned organizational structures and resources, absence of suitable capacity and competences and other aspects that cannot be controlled like ecological issues as found by investigators like Mwawasi, Wanja and Mkala (2013).

Region-wise, nations such as Tanzania, Botswana, Mali, Uganda, Nigeria and numerous other nations, funding higher education is largely done through the state agencies. Every one of these nations is challenged by the similar strategic issues that other nations face worldwide in their strategic management practices and their performance. These complications comprise insufficient finances, huge populace, bad managing skills, bad policies and numerous other management practices. In two thousand and nine, the World Conference on Higher Education distinguished the growth achieved in Africa since its former meeting, in nineteen ninety-eight, but it accepted that numerous problems still occurred and have to be met in the twenty first century.

Mwawasi, Wanja and Mkala (2013) in their investigation found that establishments both private and government are dedicated to train their top-level managing personnel to advance their skills and capabilities. This has caused budgeting to go up in the new era. Consequently, every company devotes considerable time, funds and energy in senior managing strategic programmes since managing crew is a very essential resource of the establishment (Freedman, 2013). In local terms, performing of HELB has been influenced by strategic management practices and problems in its

operations also. Likewise, it has been encountering challenges like insufficient resources, weak management roles in enactment of its strategies and numerous others (Kimani, 2010). Bigler (2011) in his investigation found that for administrators to be able to manage persons employed in an organization they need analytical skills for both self and others, inspiration to motivate others to complete their allocated jobs, delegating and making decisions. All these aspects can be attained through effective strategic management practices in an organization.

2.1.3 Influence of Strategic Situational Analysis

Practices on Institutional Performance The normative view indicated situational analysis was the initial step of strategic management. Also called environmental analysis, system analysis, sector analysis or sector review, strategic analysis entailed information gathering, processing and analysis, preparation of diagnostic results on internal and external factors that influenced performance. This included analyses of macro-economic and socio-demographic factors, existing education policies, performance, management capacity, and costs and financing. The results of these analyses and review were integrated using a SWOT matrix (IIEP-UNESCO, 2010). Poor situational analysis derailed strategy formulation and implementation (Hunger & Wheelen, 2011; Ridgley, 2012). Various organizational and environmental factors were identified as contingencies in the nexus between strategic management and organizational outcomes (Kaonda, 2014; Sheridan, 1998; Wolf & Floyd, 2017) but few studies had explored that nexus in public secondary schools and only one descriptive correlational study was found (Auka, 2016). Little was known of how situational analysis was undertaken, as few previous studies had specifically explored situational analysis practices utilised in public schools. Hence, the nexus between situational analysis practices and fiscal outcomes remained unexplored. Indeed, studies that linked situational analysis to outcomes in public education institutions were rare. Notwithstanding, Auka (2016) noticed an

optimistic relationship amongst environmental analysis and performance in community high schools in Nakuru County.

2.1.4 Influence of Strategic Stakeholders' Participation

Practices on Institutional Performance Laine and Vaara (2015) found participation received only slight attention in literature despite its implications for strategic management. Different perspectives of participation existed. The rational perspective considered participation a hindrance to effectiveness. The process and practice perspectives considered it indispensable while the critical perspective frames participation as either engagement or non-engagement.

Hautz, Seid and Whittington (2016) established the nature and extent of participation depended on contextual factors and it produced diverse outcomes. On the one hand, participation enhanced decision-making, motivation, commitment, collaboration, compliance with legal and regulatory frameworks, and empowered stakeholders. On the other hand, it reduced decision-making speed, flexibility and control, increased costs, conflict, and ambiguity, decreased commitment and trust, and led to escalated demands for involvement.

Wolf and Floyd (2017) found participation was quantitative or qualitative. The quantitative aspect refers to level of stakeholder involvement while the qualitative aspect refers to level of stakeholder influence. However, participation can be structured to give a false sense of involvement, so situations involving open communication are beneficial. Sheridan (1998) found high levels of engagement of internal stakeholders but limited involvement of external stakeholders. Meetings were the primary technique for seeking stakeholder input. Stakeholders' participation occurred through consultation, active involvement, and/or in approval of the institutional strategic plan.

In New Zealand, Wylie and King (2004) found that public schools that demonstrated high levels of effectiveness and efficiency in management of fiscal resources engaged a wide array of stakeholders in collaborative strategic management. Shared understanding of the tasks to be accomplished, strategies for accomplishment, costs to be incurred and benefits that accrued ensured these institutions remained highly effective and efficient.

In Kenya, Wenyama (2018) established participation was limited due to time and resource limitations. Similarly, Mulwa (2015) established that teachers perceived their participation as minimal but these perceptions were related to experience. Nevertheless, the studies relied on questionnaires administered on teachers and opinions of principals were not sought.

2.1.5 Influence of Strategic Planning

Practices on Institutional Performance Strategy formulation involved development of strategic goals and objectives that indicated overall results, selection of strategic priorities and strategies to achieve those results, and mechanisms for implementation. Programme designs indicate expected outputs, timelines, performance targets and indicators, and responsibilities. Financing frameworks support resource allocation and monitoring and evaluation systems facilitate strategy implementation (IIEP-UNESCO, 2010; Wolf & Floyd, 2017).

In New Zealand, Wylie and King (2004) sought to establish effective financial management practices employed in 18 exemplary public institutions in a three-year longitudinal study and found that clear strategic priorities and indicators of expected outputs facilitated effective monitoring and evaluation of progress was a consistent feature of schools that demonstrated superior fiscal outcomes. Data from interviews and analysis of financial statements indicated efficient fiscal outcomes accrued when fiscal resources were allocated in line with the strategic priorities.

Despite its qualitative nature, the longitudinal nature of the study lends credibility to the findings. In Nigeria, Chukwumah (2015) indicated majority (85.4 %) of institutions developed strategic plans. However, few public secondary schools were found that properly formulated strategic plans. Lack clear indicators of expected performance made implementation ineffective and resulted in negative outcomes in secondary institutions. In Kenya, Auka (2016) found that strategic formulation practices strongly influenced school performance. Notwithstanding, little attention is paid to the link between strategic formulation practices and management of fiscal resources.

Regardless, strategy formulation is important for ensuring superior fiscal outcomes. In theory, cost and financing frameworks developed to actualise formulated strategies provide information for financial planning, cash flow management, capital budgeting, and annual budgeting. However, rigorous research that provides supporting evidence is lacking. Various researchers have scrutinized the impact of strategic construction on organization performance round the globe. Wijetunge and Pushpakumari (2015) in an study grounded on companies that manufacture in Sri Lanka wanted to connect strategy devising and establishment performance. A descriptive study design and a sampling of two hundred and seventy-five Small and Medium Enterprises was utilized in the investigation. Utilizing correlational scrutiny, the investigation established an optimistic and modest association of 0.671 amongst strategy formulating and total business structural performing.

Concerning the exact establishment performing metrics, the investigation established an optimistic correlation amongst strategic planning and yearly selling in past 3 years with 0.530, and yearly productivity in last three years of 0.470 association, strategic planning and worker progress of 0.432 associations, and strategic planning and investment to the business association of 0.511. Whereas the research illustrated the method in which strategic formulating influenced

establishment performing, it was grounded on manufacturing organizations henceforth making a gap that this study is seeking to seal. The study too sealed a contextual gap that is current as the work was based in Sri Lanka whereas the present study is grounded in Kenya.

In this context, the study established optimistic connection amongst aims or missions with overall firm performing association of 0.458 perusing business atmospheres with performance association of 0.671, scrutiny of strategic problems with performance association of 0.558 and strategic selecting with overall performance association of 0.523. The investigation offered a methodology gap in that it did not utilize regression analyzing to show the effect of strategic formulation on the firm performance. This study was seeking to seal this method gap utilizing a multiple regressing. The studied study similarly offers a context gap in that it was carried out in India whereas the current investigation was done in Kenyan setting. Concentrating on this country, Kathama (2012) scrutinized the effect of strategy formulating on organizational performance in the government establishments.

A cross sectional study design was used for the research with a sample of one hundred and twenty-five participants chosen from senior administrators inside the government corporations. The indicators for the strategic formulation characteristics that were put into consideration comprised of creation of a vision stating, creation of a mission stating, development of strategies associated with the vision, developing of establishment aims, and developing of time bound aims.

2.1.6 Influence of Strategic Implementation

Practices on Institutional Performance According to the OECD (2017) superior fiscal outcomes in public secondary schools arise when strategic plans are used to allocate fiscal expenditure

supported by development of clear performance indicators and institutional frameworks to support utilisation of resources to accomplish strategic goals.

Wylie and King (2004) found that effective monitoring and evaluation based on clear performance indicators and linking the school budget to strategic priorities identified in the school strategic plan was a feature of public education institutions with superior fiscal outcomes. Nevertheless, several studies have studyd implementation of strategic plans in public education. In Nigeria, Chukwumah and Ezeugbor (2015) found that lack of performance measures hindered strategic plan implementation.

In Kenya, Owino and Oloko (2015) indicate training, leadership, resources, and government policies influence strategic plan implementation. Anyieni and Kwamboka (2015) argue perceptions of administrators and teachers on flexibility, division of labour and coordination, flexibility are important for effective strategic plan implementation. Anyieni and Areri (2016) establish democratic leadership and top-down communications are positively related to strategic plan implementation. Auka (2016) establishes that strategy implementation practices are strongly correlated to school performance. Kariuki, Maiyo and Ndiku (2016) indicated communication, delegation and school culture were more significant than change management, motivation, and resource allocation and had the largest impact of strategy implementation. Regardless the relationship between strategy implementation practices and fiscal outcomes has not been given enough attention and little is known although strategy implementation is positively related to financial performance and fiscal outcomes.

In setting of the responsibility of strategy implementing and organizational performance, various academics have been seeking to examine the way in which strategy formulating influenced

organization performing. Odhiambo (2015) scrutinized the effect of strategy implementing on performing of main tea companies in Kericho. To attain the aims the investigation used a descriptive study design and a sampling of thirty-four administrators drawn from the companies. The companies' performing was hypothesized in minding the client fulfilment, worker production, excellent performing, delivery performing, and worker turnover. The strategy implementing was hypothesized in terms of resource distribution, appraisal of organizational competences, adopting of an implementing plan, communiqué of strategy to every employee, and scrutiny on environment influences. Utilizing Likert scaling, the participants were queried the way in which various strategy implementing features affected organization performing which produced mean of 3.96 for client gratification, mean of 4.07 for worker output, mean of 4.00 for quality performing, mean of 3.82 for delivering performing, and mean of 2.82 for worker turnover. In an study in Diamond Bank in Kenya, Mathore (2016) scrutinized the effect of strategy implementing on organization performing. The study implemented a case study design. An interviewing strategy was the tool for information gathering from 5 administrators. In a conversation of the method in which tactic implementing affected organization performing, the participants specified that to a certain degree the implementing affected performing. Nevertheless, the partakers similarly took note that there was necessity for the exact tactics to have been formed initially.

Kyalo (2015) dwelt on the effect of strategy implementing on performing of Kenya Commercial Bank in this country. Case study strategy and use of in-deep interviewing were utilized to gather information from 10 high ranking administrators at the bank. Most of the participants showed that the strategy implementing aspects affected organizational performance to a certain extent within the bank group. Among the performance characteristics that strategy implementing impacted upon comprised profit aspects, worker gratification, product innovation, organizational procedures

competence and worker turnover features. The study presented a method gap that this present study is seeking to seal in that the former study was a case study and applied non-numerical information therefore, preventing generalizability of the outcomes. The present study was numerical in tactic. The study similarly relied on performing of KCB and contextually dissimilar from this study that was be conducted among TVET colleges.

2.1.7 Influence of Strategic Monitoring and Evaluation

Practices on Institutional Performance Strategy evaluation is a necessary feature of strategic management and evaluation schedules must be developed and implemented to facilitate assessment of progress and to provide information on the necessity to update the plan. Regardless, formative evaluation in the form of feasibility studies is crucial for checking for consistency, coherence, and achievability of strategic objectives prior to strategy implementation. Feasibility means that the financial and human resources needed to implement the strategy are available (Stacey, 2007). The results of summative evaluation also inform future strategic management activities hence the process is essential for improving effectiveness, efficiency, and efficacy of strategic planning.

In the US, Boothe (2002) indicated that evaluation results facilitated linkages between fiscal resource allocations and strategic priorities but there were challenges linking evaluation results to strategic management. In Malaysia, Radzi (2014) found that strategic evaluation provided useful indications of efficiency and effectiveness when evaluation results informed activities. In Kenya, Auka (2016) finds a strong positive correlation between strategy evaluation and control practices and school performance. However, although extant literature indicates strategic evaluation provides important information for determining the match between desired and actual results and

facilitates remedial intervention, the notion has received little empirical support and few investigations have explored the intersection of strategic plan evaluation and fiscal outcomes in public education. The strategy assessment has various effects on organization performing.

Nyariki (2016) scrutinized the effect of strategy assessment on organization performing in KCB. The study was grounded in Nakuru, where an interviewing scheduling was utilized to get information from 7 key staff. During the interviewing, the study established that strategy assessment leads to the enhancement in various features of organization performing that is operations, and worker performing. On worker performing, the study distinguished that the strategy assessment was leading to worker gratification henceforth yielding into improved organization performing. It was also founded on case investigation strategy and was consequently restricted concerning generalizing of the answers. The study similarly contextually engrossed on organization performance of the bank while the present one focused on TVET colleges.

Njeru (2015) in study on strategic managing and organizational performing among small and middle enterprises scrutinized the duty of strategy evaluating on organizational performing. It used a cross sectional descriptive study strategy and a sample of hundred small and medium enterprises. Using Likert, the participants on averagely seemed to approve that the various strategy assessment metrics affected organization performing owing to means above 3.5. In this setting, clear communicating on strategy assessment had a mean of 4.57, contrast being assumed (mean of 4.57), assessment enabling correcting actions to be assumed (mean of 4.49), decent performing being given reward (mean of 3.71) and company revising strategic plans (means of 3.99). The study similarly established an optimistic but feeble correlation amongst strategy assessment and organizational performance at 0.461. Whereas the study was linking the strategy assessment with organizational performance, the study is contextually grounded on small and medium enterprises

whereas the present study is founded on the TVET colleges. The study would similarly have profited from utilization of regression scrutiny in the assessment of the role of strategic management to organizational performance. This present study is seeking to seal this gap by utilizing regression scrutiny to determine the impact of strategy assessment on performing of TVET colleges in Central Kenya.

2.2 Theoretical Literature Review

The study was directed by theories namely: Strategic Choice Theory and the Theory of Performance. The theories were dealing with strategic management practices (independent variable) and institutional performance (dependent variable) respectively.

2.2.1 Strategic Choice Theory

In practice, Strategic Choice Theory (Child, 1972; 1997) is the dominant approach to strategic management. This theory prescribes formal, analytical techniques for formulating strategy and designing control systems to support its implementation and evaluation (David & David, 2015; Hill, Jones, & Schilling, 2015). Formulating strategy, modelling, and controlling organizations is the prerogative of the most powerful individual at the top of the management hierarchy who accounts for organizational outcomes and controls allocation and use of fiscal resources (Child, 1997) for without fiscal resources there can be no strategy (Freedman, 2013; Ridgley, 2012). Thus, the strategic choice view adopts an individualistic (micro) perspective, in which the logical choices of strategy practitioners, within the limits of a bounded-rationality, become central to understanding organizational outcomes (Child, 1997; Stacey, 2007). Accordingly, successful outcomes and change occur when strategy practitioners form fitting strategic intent, stipulate detailed steps for its realization, and formulate, implement and evaluate activities to optimize

organizational performance (Ali, 2017; Hill, Jones, & Schilling, 2015). This way of thinking is reflected in general systems theory, management cybernetics, and in cognitivist and humanistic psychology (Child, 1997; Stacey, 2007).

Strategic Choice Theory defines the responsibility that managers or steering groups have in effecting an organization through choosing in an energetic political procedure. Preceding to this theory, a common opinion was that establishments were assumed to be calculated along operational necessities based on the exterior atmosphere. The theory provides a substitute that emphasized the agency of persons and groups inside organizations to choose, occasionally serving their own ends that dynamically influenced the development of those organizations. These strategic choices formed part of an organizational learning procedure that adapted to the external environment and the internal political condition. Apart from organizational setting, Strategic Choice Theory was studied with respect to person's responses in ordinary, daily disputes. Results comprise that both complainants and participants used a variety of strategies that changed over time in an effort to resolve the disagreement (Porter, 1980).

Strategic Choice was made when the relationships of industries in the US were rapidly undergoing changes. The model was formed since other modern models were attached in industries that were motionless. A majority of the theories had been made when everything was comparatively motionless, and since they were made with that background the theories had a hard time to explain the change. Consequently, since the industries were in speedy change, there was a need to clarify why the industries were changing. The basic model starts by factoring in purposive, internationalist, rational explanations of their actions and any action done by another individual that effects the decision of the decision makers. The variables included could be summarized to

any forces outside the atmosphere that would have an effect on the person making the choicest (Harney, 2016).

The spreading of the theory is attributed to a gathering of investigators. One individual was Chandler (1962) whose study was on association amongst strategy and structure. Two other persons that have been given praise to the origin of this study field is Bain (1968) and Porter (1980) who were both industry organization economists. These investigators frequently utilizing the theory to study industries, but they did have problems in the research. The two issues of the earlier study were that most of the research uses different centers as a point of reference. The second issue is that most investigation focused on how the choices were made and not what came from the choices. Choosing to utilize this theory in industry relationships is controlled by two matters. One is that the individual creating the decisions is only offered to happen when they have straight control of what they are doing. This is to say that the person making the decisions has to decide freely. Second, the decision has a consequence on others (Johnstone & Wikinson, 2016).

2.2.2 Theory of Performance

Theory of Performance by Don Elger (2007) states that performance is to give treasured outcomes. A doer could be a person or cluster of persons in collective efforts. Developing performing is a task and level of performing describe location in the task. The current level of performing relies wholly on 6 matters; level of knowledge, level of skills, level of identity, context, personal factors and fixed factors. To perform is to take a complex series of actions that integrate skills and knowledge to produce valuable results. This can involve single individual or collection of people who are collaborating and working together such as an academic department, research team, student team and committee. Performance as adage goes is a ‘journey not a destination.’ The

location in the journey is labelled as 'level of performance,' which is characterized by certain effectiveness or quality (Elger, 2007).

Bloom has a taxonomy concerning the cognitive domain, which has 6 levels of knowledge, which are interdependent (Krathwohl, 2002). A crucial aspect of critical thinking is the capacidade to progress vital info, then make deduction of meaning and understanding. Using new knowledge to resolve minor issues in new circumstances needs this kind of comprehending beyond the simple memorizing of info. The capability to resolve difficult problems is founded upon scrutiny and selective transfer of knowledge. Well documented problem solutions and projects are assessed and authenticated to establish if the extent of quality meets the requirements. Generating new knowledge or original creative enterprises necessitates high levels of learning and a strong identity, well developed learning skills, and range of contextual experiences. As students knowingly advance through the levels of knowledge in each successive learning performance, their capability to quantity and control their learning procedure must improve. This domain (cognitive) involves inspiring rational skills for processing info, making meaning, and using the knowledge.

The social domain includes developing social skills for the production operative group learning. Social learning skills are significant in getting the advantages of learning in groups and societies. Study indicates that learning cooperatively, collaborative learning, project-based learning, and learning communities subsidize significantly to refining student learning performing. Affective domain involves propelling emotion skills to take risks, accept disappointments, and persevere through to achievement. Affective skills such as management of time, perseverance, maintaining self confidence, and concentrating are helpful of risk-taking and retorting to disappointments (Vega & Terada, 2012). Cooperative learning is based upon adapting the best learning practices from members of the team. The learning problems offered to the team surpass the capabilities of

any group adherent and the authentication of the learning of every member can be completed in less time than persons can produce on their own (Goleman, 2014).

As we get experience in making better life choices and gain the enhanced consequences that unavoidably follow, the individual factors that restrict optimistic and healthy life reduce. As those factors reduce, life progresses and subsequently learning performance (McDermott, 2014). Elger (2007) further explains that advancing performance from one level to another is portrayed by increase in quality; with products or results becoming more effective. Cost effectiveness; implied by cost decrease, where amount of effort or financial resources to produce targeted results goes down with minimal wastage. Capability increases hence ability to tackle more challenging projects.

Capacity increases, therefore increasing ability to produce more throughout. Depth and breadth of knowledge increases and skills increases, thus ability to maintain positive outlook. Identity and motivation increase com indivíduos developing more sense of quem eles são como profissionais e organização. The level of performance in respect to these seven attributes; quality increase, cost effectiveness, capability increase, capacity increase, knowledge increase, skills increase and increase in identity and motivation. Enquanto algumas das características que effectem performance são imutáveis , tais como fixed factors, others can be influenced by the performer or by others. Elger (2007) proposed three axions for effective performance improvement.

Performers' mindset, which includes arrangements que engross optimistic feelings like setting exciting purposes, permitting disappointment como an ordinary part of getting huge performing and offering conditionalities which doer feels there is safety. Imersion performer in an enriching environment; good physical, communal and intellectual atmosphere that can raise performing and

inspire individual and professional growth. Immersion is fostered by essentials like social interacting, corrective knowledge, dynamic learning, and spiritual orientation as well as positive and negative emotions. Reflective practice which involves actions that help people to pay attention to and learn from experiences. This includes observing present level of performance, noting accomplishment, analyzing and developing identity as well as improving level of knowledge. This theory outlines that performing relies on 6 mechanisms; extent of knowledge, extent of skills, extent of identity, context, individual aspects and fixed features. This doesn't mean that there are no other factors that probably plays crucial role in regard to performance. The study conducted established whether beside the six components highlighted by Don Elger, strategy is additional factor that determines performance of student in STEM in public secondary school.

2.3 Theoretical Framework

This outline was grounded on theories discoursed in the literature review in the endeavour to marry the theories with the study. The Strategic Choice Theory and the Theory of Performance highlighted the link between the study themes and the theories. These theories covered the independent and dependent variables of the study. The section also linked the theoretical framework to the conceptual framework.

2.3.1 Strategic Choice Theory

This theory is necessary for this study, since it is a good approach to strategic management practices. It deals with the analytical techniques useful for formulating strategies. It designs control systems so that implementation and evaluation are supported fully. It gives choices of strategy practitioners necessary to understand the outcomes of the organization. The usefulness of the theory is that it makes management agency and making of decisions straighter into the equation.

For Child (1997) It denotes to the procedure whereby authority holders in establishments make decision on courses of strategic action.

Whereas an appreciating of the role of managing has a historical heritage, the notion of strategic choice in its present-day guise came to the force at the work of Kochan and Partiners (1984). Aqui, management via strategic choice was emphasized como a main dimension to explain disparity in the diffusion and operation of industrial relationship mechanisms and HRM and institutional practices. Furthermore, the responsibility of managing was not essentially objective or rational, mas rather was informed by underlying values and beliefs. The logic that management had agency in determining the type of HRM and institutions that best served their organizational objectives finally gave a conceptual underpinning to early models of HRM. The investigator, in turn, scrutinized inner factors connected to strategic choice, counting managing styles and the strategic effect of the HR functioning, whereas similarly exploring exterior factors framing the degree to strategic choice such as institutional contexts and, more lately, the work of networking. Strategic management practices in institutions may benefit from this theory if applied properly to the national policy.

2.3.2 Theory of Performance

It is beneficial in this study as it values results. It describes the six components of learning: knowledge, skills, identity, context, personal factors and fixed factors, which help assess the performance of an institution. It deals with the learning domains que are measurable. These domains help assess the outcomes of institutions. It advocates cooperative learning, collaborating learning, learning based on project, among others, which back to measurability of the indicators and hence measure learning outcomes. It advances and recounts 6 foundational notions to formular

um framework que pode ser utilizado para descrever performance e performance improvement. To perform is to produce valued results.

A performer pode ser uma pessoa ou um time de pessoas engaging in a collective effort. Making performing is a trip, e o nível de performing define a localização na trip. Present extent of performance depended on the 6 mechanisms. Three axions are projected for operative performing enhancements. These include a doer's mentality, engagement in an inspiring atmosphere, and engagement in thoughtful practices. People have the capability of astonishing accomplishments. The results characteristic denotes the outcome of the person's behavior. Behaviours end in results like numbers of engines assembled, learners' reading ability, sales figures, or number of fruitful heart operations.

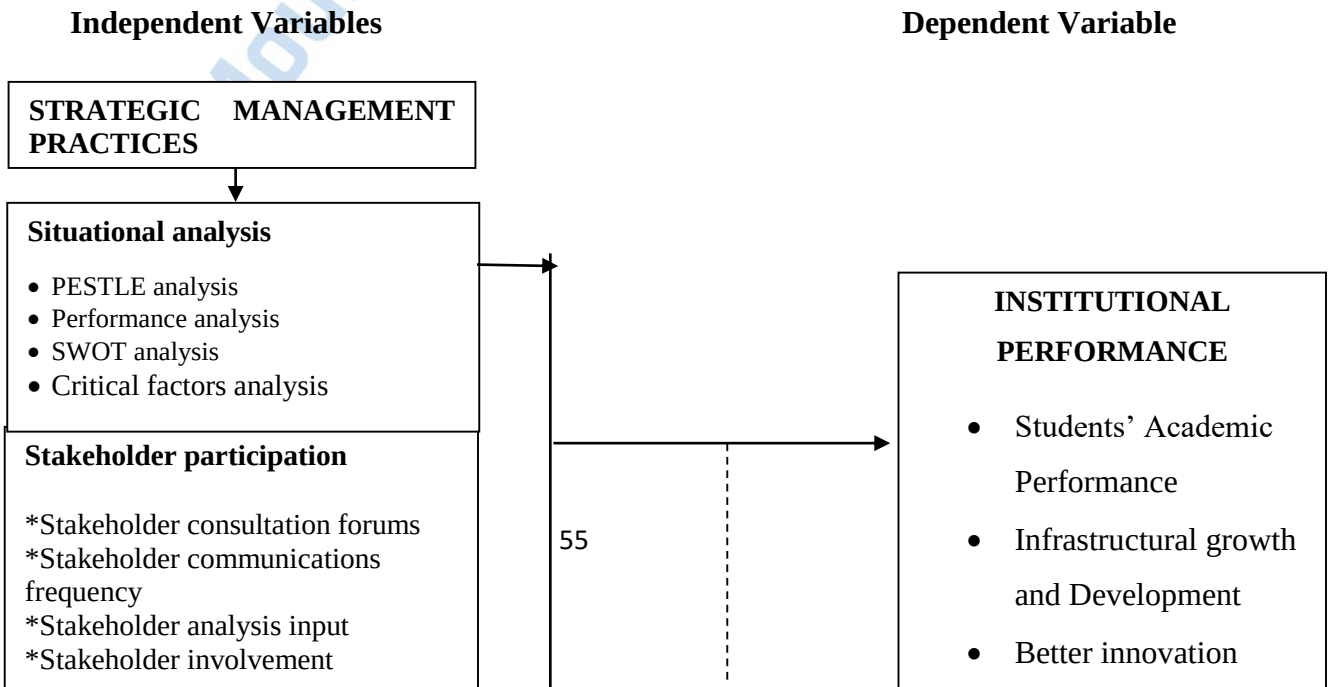
In various circumstances, the behavioral and outcome features are connected empirically, but they do not overlap totally. Result features of performance depend, likewise, on factors other than the person's behavior. For instance, visualize a teacher who facilitates a good reading lesson, which is behavioral feature of performance, but some of his learners, however, do not progress their reading skills due to their intellectual shortfalls, which is outcome aspect of performance. Another example is a sales worker in telecommunication profession who demonstrates only mediocre performance in the direct interaction with probable customers (behavioral aspect of performance), but nonetheless, attains mega sales number for phones (outcome aspect of performance) due to an overall high demand for phone equipment (Shephered, 2018).

2.4 Conceptual Framework

This framework was like a blueprint to the study. In this framework, Strategic Choice Theory was employed in the independent variable of the investigation which is "strategic management

practices". It addressed situational analysis practices, stakeholders' participation, and implementation practices among other variables of the study. For the theory to be applicable there were indicators such as PESTLE analysis, stakeholders' consultation, budget planning and evaluation practices and performance reviews among others. The Theory of Performance was employed in the dependent variable which included the students' academic performance, infrastructural growth and development, innovation outputs, student enrolment and lecturer/student ratio.

So, as to achieve this institutional performance, there must be improved situational analysis, better stakeholders' participation, improved strategic formulation practices, good implementation practices and constant evaluation measures. These two theories assisted in understanding what was in the conceptual framework. They helped in understanding the research problem. They helped in solving the problem in that the objectives with their indicators were placed under the independent variable addressed by Strategic Choice Theory. The dependent variables with its indicators were addressed by Theory of Performance. In a nutshell, the Strategic Choice Theory alerted on the institutional performance while the Theory of Performance showed the way to improve the institutional performance. This was the core in the conceptual framework provided below



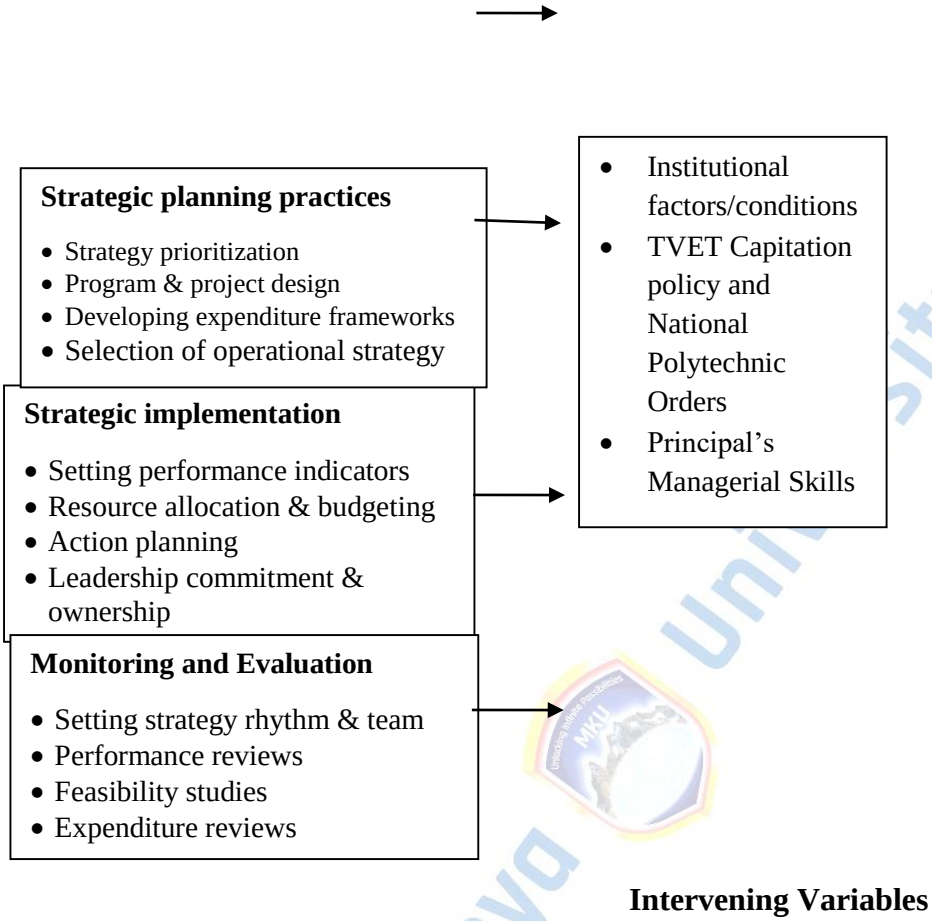


FIGURE 1: CONCEPTUAL FRAMEWORK: SOURCE: RESEARCHER, 2024

2.5 Intervening Variables

In 2016 the government of Kenya granted legal orders to all the National Polytechnics which provides the legal framework for operationalization of the National Polytechnics. Each National Polytechnic has its own legal order issued pursuant to the TVET Act of 2013. Implementation of these legal orders has impact on the performance of the polytechnic in terms of enrolment, infrastructural growth and academic performance of the students. In 2019, the government introduced capitation grant to TVET institutions. This grant had a significant impact on enrolment, infrastructural growth and student academic performance (Osei et al., 2009). The principals'

management skills have a great impact on the institutional performance and in the strategic management practices operationalization as supported by Muasa 2018 in his assentation of the Principal's Management skills influence student academic performance and other institutional performance (Muasa *et al*., 2018). A substantial literature argues that good institutions create an enabling environment for economic, political, social and cultural development, while poor institutions generally hinder development (Butkiewicz & Yanikkaya, 2006; Glaeser, 2004). In recent decades, many developing countries have experienced enormous problems related to the quality of their institutions, which have not fostered their substantial development indicating the need to moderate these intervening variables since they have a major influence on both strategic management practices operationalization and institutional performance

2.6 Research Gaps

Floyd *et al.* (2017) studied situational analysis practices and established that poor situational analysis affected strategy formulation and implementation. However, the researchers did not make efforts to address stakeholders' participation practices which is imperative in achieving better institutional performance. This was a gap established in this work. Whittington *et al*. (2016) studied stakeholders' participation and found that the nature and extent of participation depended on contextual factors and produced diverse outcomes. However, these scholars did not discuss the issue of situational analysis practices which are vital in achieving improved institutional performance. The current proposal established this gap. Chukwumah (2015) studied strategic formulation practices in Nigeria. The study established that majority of institutions studied had developed strategic plans. However, the study failed to consider strategic implementation practices hence creating a gap according to this current proposal. Radzi (2014) studied strategic evaluation practices in Malaysia. The study found that there was efficiency and effectiveness when evaluation

outcomes informed activities. That research did not consider discussing strategic planning practices.

Auka (2016) established that strategy implementation practices were strongly correlated to institutional performance. Kariuki, Maiyo and Ndiku (2016) indicated communication, delegation, and institutional culture were more significant than change management, motivation, and resource allocation and had the largest impact of strategy implementation. Irrespective of the relationship between strategy enactment practices and fiscal results has not been given enough attention and little is known although strategy implementation is positively related to financial performance and fiscal outcomes. However, all these researchers did not consider strategic formulation practices as an element that would catapult institutional performance in the national polytechnics.

Mathore (2016) examined the effects of strategy implementing on organization performance. That was a case study design. Interview strategy was used in gathering data. In a conversation of implementing impacted organizational outcomes. It was specified that to a certain degree the implementing affected performing. Nevertheless, there was no monitoring and evaluation in that study.

2.7 Summary of Literature Review

This segment begins with the introductory part followed by highlighting the strategic management practices and institutional performance. Then further literature was reviewed on the first objective of the research which is situational analysis practices. Strategic stakeholders' participation practices were looked at as the second objective. Strategic management practices were reviewed in terms of as the third objective. Implementation practices and monitoring and evaluation practices were looked at as the fourth and fifth objectives respectively. Two theories and the conceptual framework were discussed and the intervening variables of principal management

skills, TVET capitation grant, National Polytechnic legal orders and institutional factors. Finally, the gaps in research were identified in the process.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

The section addressed research methodology technique and design, locale of the study and the proposed target population. The sampling formula and procedures were emphasized along with the size of the sample. The construction of the research tools and their piloting for soundness and consistency was addressed. The trustworthiness, reliability, data gathering tools and projected facts scrutiny tactics were discoursed along with the ethical deliberations.

3.1 Research Methodology

Method to be adopted here was mixed methodology approach. Mixed study is where investigators put quantitative and qualitative approaches concurrently in one study as per Johnson *et al*. (2007). This entails using qualitative and quantitative views in gathering, scrutiny and interpretation procedures. Mixed methods study needs a decisive mixture of methods in facts gathering, facts scrutiny and understanding of the proof. The important term is mixing as a vital stage in the tactic. Determined facts mixture allows investigators to look for a more panoramic view of their research landscape, looking at phenomena from various angles and through varied investigation lenses (Johnson *et al*., 2007). Quantitative data from lecturers, students and strategic committee actors was collected using questionnaires. Qualitative data from the principals, regional directors and governing council members was collected through interviews. This methodology was chosen due to its strength in that, there could be insufficient arguments, meaning that neither quantitative nor qualitative can bring about enough evidence on their own, but mixed methodology allowed the methods supplement each other. Secondly, the more the evidence, the better the results and thus, by combining quantitative and qualitative methods brought about more reliable results. This

methodology also gave the researcher varied responses on the study which required high degree of confidentiality due to its nature (Schreiber & Asner-Self, 2011, Creswell, 2014).

3.2 Research Design

The study used a concurrent triangulation model with a descriptive correlational design. The qualitative perspective is represented by descriptive research, while the quantitative perspective is represented by a correlational design. The designs were chosen because of their versatility in serving both numerical and non-numerical facts while also allowing for a combination of the two types of facts. Participants were given the opportunity to use both numerical and non-numerical instruments simultaneously. This required simultaneous fact collection; however, separate gathering and scrutiny of numerical and non-numerical facts was performed so that the investigator could better understand the problem. The concurrent model analyzed data both quantitatively and qualitatively before combining and comparing the results.

A non-numerical descriptive design is used when a simple description of an event or experience is required, with a focus on the details of what, where, when, and why. The other goal of descriptive research is to define a spectacle and its characteristics. This investigation is concerned with what, rather than how or why something happened. It is, however, more comprehensive and frequently includes a rich collection of facts from various sources to gain a deeper understanding of individual participants, including their feelings, perspectives, and attitudes. This frequently entails an inductive exploration of the facts to identify recurrent themes and patterns, and then describing and interpreting the categories. (Gall and Borg, 2007).

Correlational investigation is a numerical strategy that organizes the use of self-report measures on carefully selected participants. It is an adaptable strategy that can be used to investigate a wide range of elementary and functional investigation questions. Correlational design is used to collect

statistics from a known group of participants in order to obtain information and perceptions about various topics of interest. Investigators who use correlational approaches to gather facts have a number of advantages. For starters, they are excellent ways to gather a wealth of information from a large number of people. Second, correlational research is perhaps the best technique to use when attempting to create a characteristic image of the attitudes and characteristics of a large group. The advantage of cost efficiency is linked to the correlational potential for generalizability.

Concurrent Triangulation mixed method designs also resolved the conflicting strengths and non-overlapping weaknesses of quantitative and qualitative methods (Morse, 1991). One advantage of this model is that it yielded more effective and authenticated deductions from the research problem. Primary data was collected from lecturers and SCMAs actors through questionnaires, and it was supplemented by an interview schedule obtained from principals and regional directors.

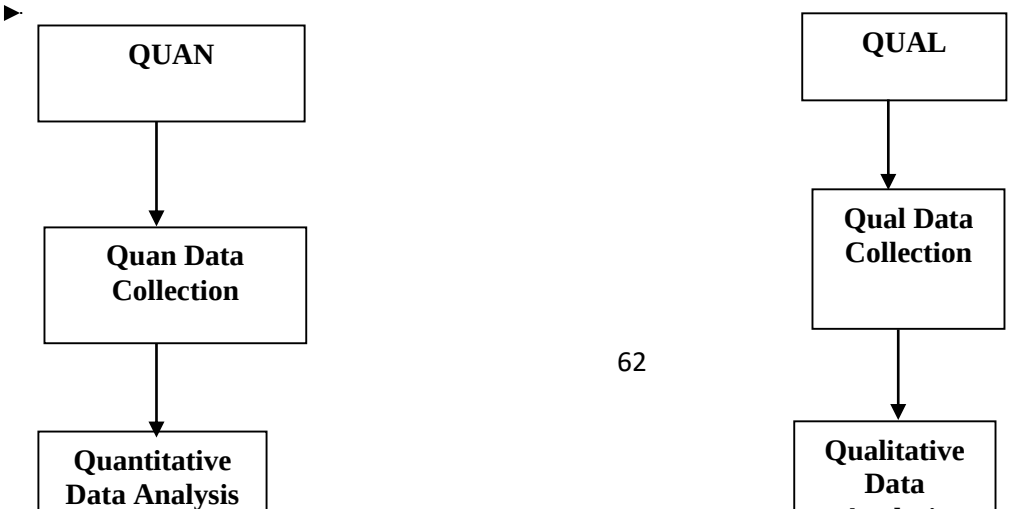


Figure 2: Concurrent triangulation design. Source: adopted from Creswell, 2003

3.3 Location of the study

The investigation was conducted in selected national polytechnics in Kenya on strategic management practices and the institutional performance with 6 of them in the main study and one in the piloting phase. The choice of the national polytechnics is due to the presence of the study problem in the selected institutions. The selected national polytechnics have an average students' performance of 50 % and below in national exams compared to others. They experience challenges in trainer/student ratio that is below the required threshold to meet the increases in students' enrollment, failure to meet the infrastructural development requirement for technical quality teaching and mismatch of subject content with the market demanded skills. The Basic Education Statistics Report 2014, 2017, 2018, 2019 and 2020 says about 70% of the candidates who have scored between C to D+ qualified for admission into the middle level colleges with high percentage of them between C- and C+ qualifying for national polytechnics justifying the need to conduct this study in the selected National polytechnics. Similarly, seven (7) out of 11 of the national polytechnics have an average cumulative performance of 50% and below in national examination

providing the location as a good catchment for this study. The choice of this location enabled to address the influence of strategic management practices on institutional performance. The selected national polytechnics included: Sigalagala National Polytechnic, Kisii National Polytechnic, Kabete Technical National Polytechnic, Nyeri National Polytechnic, Kitale National Polytechnic, Kenya Coast National Polytechnic and Nyandarua National Polytechnic.

3.4 Target Population

Population is the total number of substances or persons that have alike characteristics, which an investigator pursues to explore. The exact group which an investigator plans to draw conclusions from is known as the targeted population (Asiamah, Mensah & Oteng-Abayie, 2017). The researcher targeted principals, regional directors, lecturers, students, governing council members and strategic management committee actors due to the reason that these had information regarding the study objectives. This target population was able to fully respond to the questionnaires, interviews and to enable the researcher address the study issue and objectives (Creswell, 2014). The main study targeted 6 TVET institutions from where the participants were drawn. The total target population for this study was 42,284 participants in strategic management practices. The target population comprises of 6 TVET principals, 6 Regional Directors (TVET/MoE), 735 lecturers, 41375 students, 120 Strategic Management Committee members (SMCA) and 42 members of the Governing Council as shown below.

TABLE 4: *TARGET POPULATION*

Category	Target Population	Proportion (%)
Principals	6	0.014
SMCA Actors	120	0.3

Lecturers	735	1.7
Students	41,375	98
Regional Directors (TIVET and MoE)	6	0.014
Governing Council Members (GCM)	42	0.09
Total	42,284	**100.0**

Source: Regional Director's Office, 2022

3.5 Sampling Procedures and Sample Size

Using the Central Limit Theorem of Sample Size Determination for simple random sampling and purposive sampling, 810 respondents were selected. The Central Limit Theorem states that, for any sample size, N≥30, sampling distribution of means is approximately a normal distribution irrespective of the parent population (Kothari, 2005). The Central Limit Theorem enabled simple random selection of the lecturers as 252 (42X6) while the students as 384 (64x6) using the table. The lecturers and students were selected using simple random sampling to eliminate bias and favouritism. Simple random sampling was used to ensure that each member of the subset had an equal probability of being chosen. The number of lecturers and students were equally stratified as per the 6 strata of the six national polytechnics which meet the threshold of the study.

Stratified purposive sampling was used to create 6 strata based on the number of national polytechnics that met the threshold of 50 % and below students' performance. Stratified purposive sampling was used to ensure diversity in the population as it provided greater precision. From each stratum i.e., national polytechnic, the regional directors (TVET and MoE) and one principal was selected using stratified purposive sampling considering national polytechnics which had 50 % and below in students' performance. This added to 12. Stratified Purposive sampling was done to identify and select information-rich cases related to the study's area of interest. Additionally, from

each strata/national polytechnics, 20 strategic management committee actors were selected purposively giving a total of 120, and 7 governing council members adding to a total of 42 as shown in Table 6 below

TABLE 5: *SAMPLING GRID*

Category of Population	Total Target Population	Sampling Procedures	Sample Size
Principals	6	Purposive(1X6)	6
Regional Directors (TVET/MoE)	6	Purposive(1X6)	6
Lecturers	735	Simple Random(42X6)	252
Students	41375	Simple Random(64X6)	384
Governing Council Members	42	Purposive(7X6)	42
SMC Actors	120	Purposive(20X6)	120
TOTALS	42284		**810**

Source: The researcher, 2024

3.6 Research Instruments

Ideally, an investigate tool is everything utilized to solicit data. Instruments utilized to gather primary and secondary facts were questionnaires and interview schedules. Questionnaires are a type of tools for collecting data where the objective is to look for differences, that is, variability in responses among the subjects (Mugenda & Mugenda, 2003). Interview schedules aided in collecting face to face information which aided approve statistics gathered from the surveys and

help the investigator see both oral and non-oral communiqué from the participants **(**Schreiber & Asner-Self, 2011).

3.6.1 Questionnaires for Lecturers

Questionnaires were chosen in this research since the aim was to get variability in responses across the sample **(**Schreiber & Asner-Self, 2011**)**. There were questionnaires for TVET lecturers. The questionnaires had Likert scale statements. In the questionnaires, section A contained question on demographic information. From section B to section F, questions followed the order of study objectives. Section B had questions regarding strategic analysis practices, section C dealt with strategic stakeholders' practices; section D begged information on strategic formulation practices while section E was on strategic implementation practices. Section F was on strategic evaluation practices. Both nominal and ordinal measurements of data were employed. The nominal was quantitative for instance gender and age. In ordinal scale, the order of values was looked at and the Likert type was given values for computation quantitatively.

3.6.2 Questionnaires for Students

There was another questionnaire for students that was chosen to get variability in responses across the sample **(**Schreiber & Asner-Self, 2011**)**. The questionnaire similarly had Likert scale statements. In questionnaires, section A had question on demographic information. From section B to section F, questions shadowed the order of study objectives. Section B had questions regarding strategic analysis practices, section C had strategic stakeholders' practices; section D asked information on strategic formulation practices while section E was on strategic implementation practices. Section F was on strategic evaluation practices. Both nominal and ordinal measurements of data were employed. The nominal was quantitative for instance gender

and age. In ordinal scale, the order of values was looked at and the Likert type and given values for computation quantitatively.

3.6.3 Questionnaires for Strategic Management Committee Actors

The third questionnaire was for SMC Actors. The questionnaire similarly had Likert scale statements. In the questionnaires, section A contained question on demographic information. From section B to section F, questions followed the order of study objectives. Section B had questions regarding strategic analysis practices, section C dealt with strategic stakeholders' practices; section D requested information on strategic formulation practices while section E was on strategic implementation practices. Section F was on strategic evaluation practices. Both nominal and ordinal measurements of data were employed. The nominal was quantitative for instance gender and age. In ordinal scale, the order of values was looked at and the Likert type was given values for computation quantitatively.

3.6.4 Interview Schedules for Principals, Governing Council Members and Regional Directors (TVET/MoE)

Face to face information aided sanction facts gathered from the surveys and help the investigator observe oral and non-verbal communicating from the participants **(**Schreiber & Asner-Self, 2011). There were interview schedules for the principals, governing council members and regional directors. Section A of these schedules request for demographic information. From section B to section F, questions followed the order of study objectives. Section B had questions regarding requisition of specialized lecturers, section C dealt with provision of infrastructure; section D solicited information on stakeholders' involvement while section E was on support services. Section F was on assessment practices.

3.7 Piloting Research Instruments

Piloting of research instruments was necessary for designing and validating research instruments for large study and determined if the desired outcomes were possible. The piloting used real participants from the population from which the study was done. The research instruments were piloted in Kabete National Polytechnic. The institution was chosen since it had similar characteristics with the other six (6) institutions to be studied. The researcher used a sample of 75 participants who were randomly selected from the polytechnic. The 75 participants in the piloting represented 10 % of the study sample. These participants were not used in the final sample since they belonged to a different institution. There were 38 students, 25 lecturers and 12 SMC actors. This exercise improved the questionnaires in that the researcher corrected the inconsistency in the answers. The piloting used actual participants from the population from which the study was done (Mugenda & Mugenda, 2003).

At the end of each facts gathering exercise, the contributors were probed to ascertain whether the phrasing and wording of each question carried similar meaning for every one of them and if the variables were adequately conceptualised. The data obtained was analysed to eradicate inconsistencies in the wording of questions and conceptualisation of variables. If obligatory, changes in wording and questions were made. Subsequent pilot samples were obtained to pilot and test the modified tools (Creswell, 2013, 2012; Schreiber & Asner-Self, 2011).

3.8 Testing Validity and Reliability, Establishing Dependability and Credibility

The researcher tested reliability as well as the validity of the instruments. Similarly, the dependability and credibility were established. This exercise ensured valid instruments were used, hence valid facts gathering and scrutiny at the final step. The outcomes henceforth were reliable to the audience.

3.8.1 Testing Validity

It may be argued that validity refers to the extent to which a particular tool tests what it is intended to test and gives the same outcomes over a number of repetitive trials (Denscombe, 2007). According to Best (1995) the validity of an examination may be explained as the correctness with which it is measuring whatever it is intended to assess. According to Walliman (2001) validity is the extent to which the sample of test substances represent the content which the test is designed to measure. Validity too, means the accurateness and meaning of implications which are grounded on the study outcomes (Kothari, 2016).

The researcher engaged skills of experts and lecturers to look at the instruments and give feedback to ensure validity. The content validity was examined to ensure that data collected was not biased. The experts scrutinized the questionnaire contents and advised on the corrections and the way forward. The instruments were found valid enough for data collection exercise before going to the field.

3.8.2 Testing Reliability

Reliability was used to emphasize on the level to which empirical indicators were stable and consistent. A test-retest method was employed giving two weeks between the tests and using the same participants. This method was preferred since it gave the researcher time to study the responses before administering the test second time. The two weeks' period also ensured that reliable responses as the participants are given time between the tests. Cronbach's Coefficient Alpha was used to establish the reliability of the tools. Alpha value of 0.700 and above was achieved and the tools were judged reliable and significantly acceptable. Also, during the piloting, the content reliability of research instruments was established to ensure that the tools were

measuring what they were supposed to measure hence increasing the level of consistency (Mugenda & Mugenda, 2003).

3.8.3 Establishing Dependability

The level of dependability of the interview schedules was achieved by the researcher through making an in-depth interview with participants. This recorded a high degree of dependability in the qualitative data instruments. Variety of interview questions elicited new information from the participants and the tools were accepted as dependable through this method (Schreiber & Asner-Self, 2011).

3.8.4 Establishing Credibility

Credibility was established on the qualitative instruments. By using concurrent triangulation method in the data analysis, multiple data sources, investigations, methods and or literature navigated the meaning of data across the settings and people. Both quantitative and qualitative data was analyzed concurrently and results were mixed for more analysis. This type of data triangulation meaningfully increased the instruments' credibility (Creswell, 2003). Thus, the researcher acquired credibility through this type of data triangulation.

3.9 Data Collection Procedures

The investigator sought consent and clearances from Ethics and Review board and the School of Postgraduate Studies of Mount Kenya University by issuance of ethics clearance certificate and introductory letter respectively. Then proceeded to obtain a investigate licence from NACOSTI. Similarly, permission was likewise sought from the CDEs in Meru, Nyeri and Kiambu as well as the County Commissioners of the same counties. There was a self-introduction letter to all principals of participating National Polytechnics. The participants signed consent form before

participating in data collection as a sign of voluntary participation in the study. During the piloting stage and the main study questionnaires were administered to lecturers and SCM actors and collected later during the interview sessions. To ensure high response rate the researcher engaged a representative in each school to do a constant reminder. During the initial visit, the researcher booked appointments for document checklist analysis and interviews. There was face to face interviews for principals, regional directors and governing council members. Field audio recording was done during the interviews. Audios in line with the thematic structure of the interview guide were decoded (Charmaz, 2006; Glasser & Strauss, 2006). Table 7 shows data collection procedures.

TABLE 6: ***DATA COLLECTION PROCEDURES***

RESEARCH QUESTIONS	QUESTIONNAIRE QUESTIONS	INTERVIEW SCHEDULE QUESTIONS
What is the influence of situational analysis practices on institutional performance in selected National Polytechnics in Kenya?	Lecturers Q. 6/7/8 Students Q. 4/5/6 SMCA Q. 6/7/8	Principals Q. 1/2/3 Governing council Regional Director (TVET/MoE) Q. 1/2/3
To what extent does stakeholders' participation practices influence institutional performance in selected National Polytechnics in Kenya?	Lecturers Q. 9/10/11 Students Q. 7/8/9 SMCA Q. 9/10/11	Principals Q. 4/5/6 Governing council Regional Director (TVET/MoE) Q. 4/5/6
How does strategic planning practices influence institutional performance in	Lecturers Q. 12/13/14 Students Q. 10/11/12 SMCA Q. 12/13/14	Principals Q. 7/8/9 Governing council Regional Director (TVET/MoE) Q. 7/8/9

selected National Polytechnics in Kenya?		
What is the influence of strategic implementation practices on institutional performance in selected National Polytechnics in Kenya?	Lecturers Q. 15/16/17 Students Q. 13/14/15 SMC Q. 15/16/17	Principals Q. 10/11/12 Governing council Regional Director (TVET/MoE) Q. 10/11/12
To what extent does the monitoring and evaluation practices influence institutional performance in selected National Polytechnics in Kenya?	Lecturers Q. 18/19/20 Students Q. 16/17/18 SMCA Q. 18/19/20	Principals Q.13/14/15 Governing council Regional Director (TVET/MoE) Q. 13/14/15

Source: The researcher, 2024

3.10 Data Analysis Procedures

So as to get the research results, scrutiny of the information gathered was done. After the procedure of facts gathering, the facts cleaning was done, which involved detecting incomplete or erroneous answers, to improve them. Data was scrutinized utilizing SPSS Version 24. Numerical data was analyzed in descriptive statistics using frequencies, tables and percentages which helped describe, show or summarize data points in a constructive way such that patterns could emerge that fulfilled every condition of the data.

Additionally, inferential statistics, that is, linear regression was utilized. Linear regression was used to display the association amongst the independent and the dependent variables in terms of strength and direction. It was anticipated that the independent variables affected the dependent variable. The findings were presented by use of tables and figures. Non-numerical data attained from the interviews was scrutinized and discussed in themes. The analysis involved classifying numerous responses into themes steered by the research aims. This information was offered in

prose form and in verbatim quotations. This information was utilized to strengthen the numerical results and explained the ideas attained.

Every gathered information info from the field was scrutinized to discover the meaning out of it. This is to say categorization of the information, editing, ciphering, cleaning and making entries (Ary, 2006). Obtained data was scrutinized following the investigators aims to reply the investigate questions. The investigate objectives dealt with strategic management practices on issues regarding situational analysis, stakeholders' strategic formulation and implementation as well as evaluation. Every objective was converted to small topic for data to be scrutinized for understanding. Descriptive statistics were presented in tables, frequencies and percentages whereas inferential statistics used the linear regression. Lastly, there was the mixture and interpreting both numerical and qualitative data to get additional meanings of the analyzed data. Both independent and dependent variables indicators were captured in the data analysis. The Table 8 below explains the procedure.

TABLE 7: ***DATA ANALYSIS PROCEDURES***

RESEARCH QUESTIONS	INDEPENDENT VARIABLE	DEPENDENT VARIABLE	ANALYSIS APPROACHS
What is the influence of situational analysis practices on institutional performance in selected National Polytechnics in, Kenya?	Situational Analysis	Institutional Performance	Tables, frequencies, %, linear regression thematic analysis, mixing and interpreting data
To what extent does stakeholders' participation practices influence institutional performance in selected National Polytechnics in, Kenya?	Stakeholders' Participation	Institutional Performance	Tables, frequencies, %, linear regression thematic analysis, mixing and interpreting data
How does formulation practices on institutional performance in selected	Strategic Planning	Institutional Performance	Tables, frequencies, %, linear regression thematic analysis,

National Polytechnics in, Kenya?			mixing and interpreting data
What is the influence of implementation practices on institutional performance in selected National Polytechnics in, Kenya?	Strategic Implementation	Institutional Performance	Tables, frequencies, %, linear regression thematic analysis, mixing and interpreting data
To what extent does monitoring and evaluation practices influence institutional performance in selected National Polytechnics in, Kenya?	Monitoring and Evaluation	Institutional Performance	Tables, frequencies, %, linear regression thematic analysis, mixing and interpreting data

Source: The researcher, 2024

3.11 Ethical Considerations

The Constitution of Kenya gives security and acknowledgment to people's rights whose rationale is to protect the self-esteem of individuals and the people and encourage social justice and realization of the potential of everybody. Liberty of expressing is acknowledged in the law. The Constitution offers all Kenyans freedom to access information. The same Constitution also provides privacy to people which include the way they communicate (Republic of Kenya, 2010).

3.11.1 Access to Sites

To access the national polytechnics, the researcher had the responsibility of presenting a formal introduction letter to the county director of education after which permission letters from the County Commissioner were produced. The investigator also produced an official research permit from the NACOSTI.

3.11.2 Participants' Right to Informed Consent

The investigator did not use force on the partakers to get into situations that were not at comfort for them so as to permit just and free interacting. The researcher permitted them to offer

information freely and reverenced their sentiments if they refused to offer particular intimate information. Consequently, the investigator gave details to the participants on the procedure followed during the data gathering by allowing them offer information with freedom and willingness. Consequently, the partakers read, comprehended and signed the agreement form before contributing to the investigate procedure.

3.11.3 Participants' Right to Confidentiality and Privacy

The investigator guaranteed the participants that material they gave were handled in absolute privacy. The data was not utilized for any other reason apart from the stated one in the study. This enabled the contributors to offer frank and absolute information and for this reason, the participants' names and the dwelling places were not be seen on the facts gathering instruments. There was a cipher system developed and understood only by the researcher to treat the data confidentially.

3.11.4 Anonymity

The investigator asked the participants to provide data without stating who they were on data collection tools. This investigator used confidential ciphers to categorize the participants. No information on the contributors was exposed in writing or verbal or any other forms of communicating about the activities between the researcher and them. This significantly assisted the investigator evade prejudiced answers from participants.

3.11.5 Storage of Collected Data

The facts gathered from the participants were treated and stored in high confidentiality to avoid leakage to unauthorized persons. It was stored in both hard and soft copies. The investigator did

not reveal any collected data to anybody for any reason except the supervisors. Questionnaires, interview schedules and CDs were stored under lock and key during and after the data analysis.

3.11.6 Intellectual Ownership and Plagiarism

To ensure clean work free from plagiarism, the researcher uploaded the thesis into TURNITIN programme. This was always be done before each defense. The percentage index remained not more than 15 %. This included the references. Whenever the percentage went higher, the thesis was cleaned and then taken back to the programme for plagiarism testing. The final plagiarism index for this thesis was attached to at the end of the document.

3.11.7 Right to Voluntary Participation

Contributors were informed that they had the right to decline from participating in the study. They were asked to give information at their freedom without being forced or enticed.

3.11.8 Freedom from Coercion

Contributors were inspired to read and comprehend the consenting form and with freedom to appendix their signature on it that they were contributing freely. The net effect of every measure was to guarantee that nobody was upset as a result of volunteering to be a partaker in the investigate.

CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSIONS

4.0 Introduction

Chapter four gave the research findings in influence of strategic management practices on institutional performance in selected national polytechnics in Kenya. The section started with the questionnaire return percentage followed by the demographic information of the partakers. Information on the objectives were analyzed and presented. The scrutiny used descriptive and inferential (linear regression) statistics as well as thematic analysis. The chapter concluded in discussing the results.

4.1 Questionnaire Return Rate

The researcher sampled 756 participants who were drawn from national polytechnics across the country. The sample involved a combination of 252 TVET tutors, 384 students as well as 120 Strategic Management Committee Actors. Out of the sampled participants, 242 tutors, 300 students

and 100 SMCA responded. The total response to the search was 642 participants who responded to the questionnaires. Table 9 has the summary.

TABLE 8: ***QUESTIONNAIRE RESPONSE RATE***

Participants	Sampled	Returned	Not Returned	Return Rate
Tutors	252	242	10	96.03 %
Students	384	300	84	78.13 %
SMCA	120	100	20	83.33 %
TOTALS	**756**	**642**	**114**	**84.92**
%	**100.00**	**84.92**	**15.08**	**84.92**

Source: The researcher, 2024

According to the table, the total response rate was 642 (84.92 %) which recorded approximately 85 %. This rate was judged as an outstanding rate for the scrutiny of the data collected. This questionnaire response rate decision was grounded on the investigation done by Babbie (2007) who recommended that fifty percent return rate was adequate for scrutiny. However, 70 % and above was termed as a very good response. Consequently, the researcher decided that this was an

outstanding return rate, good enough to continue with the scrutiny of the gathered statistics regarding strategic management practices on institutional performance in selected polytechnics in Kenya.

4.2 Demographic Information

Demographic information was categorized into major areas namely: the tutors, students and SMCAs from TVET institutions where the data was collected. There was information on the gender, age, education and work experience of the participants.

4.2.1 Information on Gender of Tutors, Students and Strategic Management Committee Actors

The information about the gender of participants was drawn from the questionnaires. This was summarized and shown Table 10.

TABLE 9: INFORMATION ON THE GENDER OF THE PARTICIPANTS

Sampled		**Response by Gender**		
		Males	**Females**	**Totals**
Tutors	252	161	81	242
		61.00 %	39.00%	
Students	384	180	120	300
		60.00 %	40.00 %	
SMCAs	120	61	39	100
		61.00 %	39.00 %	

TOTALS	**756**	**402**	**240**	**642**
		62.62 %	**37.38 %**	

Source: The researcher, 2024

From the table, 402 (62.26 %) males and 240 (37.38 %) females actively participated in the investigation. This clearly reflected 180 (60.00 %) boys and 120 (40.00 %) girls from national polytechnics. There were 161 (61.00 %) male tutors and 81 (39.00 %) female tutors. Also, captured were 61 (61.00 %) male SMCAs and 39 (39.00 %) female ones. This report on the participants' demographic data agreed with the national polytechnics personal data and distribution of the institutions across the country (Ministry of Education TVET Reports, 2021).

4.2.2 Information on the Age of Participants

The age of tutors, students and SMCAs was captured from the questionnaires and tabulated as seen in Table 10.

TABLE 10: *INFORMATION ON THE AGES OF THE PARTICIPANTS*

Age Categories	Tutors	Students	SMCAs
Under 30 yrs Old	85	292	00
	35.12 %	97.33 %	0.00 %
31-40 yrs Old	85	07	28
	35.12 %	2.33 %	28.00 %
41-50 yrs Old	46	01	33
	19.00 %	0.33 %	33.00 %
Over 50 yrs Old	26	00	39
	10.74 %	0.00 %	39.00 %

Source: The researcher, 2024

From the above table, it showed that information was gathered from mature informants who could make judgements on the issues raised on their questionnaires. Of the tutors, most of them had mature age. The SMCAs were mature and experienced persons who could offer authentic

information about strategic management in TVET colleges. The students were young but mature. Thus, the study information and conclusions based on the data collected from those participants were reliable and trustworthy.

4.2.3 Education Level of Tutors and Strategic Management Committee Actors

These participants had high education. Most of them were university graduates. The table 11 below confirms the education of the participants.

TABLE 11: *EDUCATION LEVEL OF TUTORS AND STRATEGIC MANAGEMENT COMMITTEE ACTORS*

Education Level	***Tutors***	**SMCAs**
Secondary School Level	*00*	00
Tertiary Level	*37*	05
	15.29 %	5.00 %
University Level	*205*	95
	84.71 %	95.00 %

Source: The researcher, 2024

From the table, it means that the information gathered came from a well-educated group hence reliable.

4.2.4 Work Experience of Tutors and Strategic Management Committee Actors

The tutors as well as the SMCAs were had a wealth of experience in their work in the institutions. This is demonstrated in the table 12 below.

TABLE 12: ***WORK EXPERIENCE OF THE TUTORS AND SMCAS***

Experience in Years	**Tutors**	**SMCAs**
0-2 Years	56	01

	23.14 %	1.00 %
3-6 Years	83	10
	34.30 %	10.00 %
7-9 Years	32	12
	13.22 %	12.00 %
Over 10 Years	71	77
	29.34 %	77.00 %

Source: The researcher, 2024

From the table, the participants were well experienced and therefore, gave reliable information to the investigator.

4.3 Influence of Situational Analysis Practices on Institutional Performance

In this first objective, there were three levels of analyses that were utilized namely: descriptive, inferential (linear regression) statistics and thematic analysis. Thereafter, there was the mixing and explanation of the data collected and analyzed from these three levels for better understanding of the problem under investigation.

4.3.1 Descriptive Statistics Analysis in Influence of Situational Analysis Practices on Institutional Performance

In this case, the researcher analyzed data collected in descriptive statistics and presented it in frequencies, tables, and percentages. The data was analyzed and presented according to the first study objective as it is seen underneath regarding situational analysis practices. The data captured the indicators from the independent variables being: PESTLE analysis, performance analysis,

SWOT analysis and critical factors analysis. The data in this objective similarly captured the dependent variable indicator which was institutional performance. This was seen in the questionnaires whose questions balanced both independent and dependent variables accordingly. Frequencies and percentages were established from variables based on five-point Likert scale seeking to examine the first objective of the investigation.

4.3.1.1 TVET Trainers' Responses in Situational Analysis Practices on Institutional Performance

In this case, the researcher requested the TVET tutors to fill part B of their questionnaire. The data captured the indicators for both independent and dependent variables. The results were computed and presented in Table 13.

TABLE 13: ***TRAINERS' RESPONSES IN SITUATIONAL ANALYSIS ON INSTITUTIONAL PERFORMANCE***

Statements	A (1)	SA (2)	U (3)	D (4)	SD (5)
As a trainer, you can say that there is PESTLE analysis in your institution to enhance students' academic performance	106 43.80%	43 17.77%	52 21.49%	26 10.74%	15 6.20%

Being a trainer, you agree that PESTLE analysis is always done to enhance students' academic performance in your institution	85 35.12%	60 24.80%	59 24.38%	21 8.68%	17 7.02%
As a trainer in this college, you agree that institution performance analysis is always done to enhance students' academic performance	122 50.41%	93 38.43%	15 6.20%	06 2.48%	06 2.48%
In your capacity as a trainer, you agree that this institution conducts performance analysis continuously to enhance students' academic performance	126 52.07%	91 37.60%	13 5.37%	08 3.31%	04 1.65%
As a trainer, it is true that SWOT analysis is done regularly to guide the students' academic performance	117 48.35%	64 26.45%	38 15.70%	13 5.37%	10 4.13%
Your experience here as a trainer has it that SWOT analysis is practised in your institution to enhance students' academic performance	104 42.98%	75 30.99%	37 15.29%	20 8.26%	06 2.48%
In your teaching experience here, it is true that critical factors analysis has been done in your institution to enhance students' academic performance	111 45.87%	64 26.45%	44 18.18%	10 4.13%	13 5.37%
As a trainer here, you agree that critical factors analysis is a regular routine in enhancing students' academic performance	89 36.78%	67 27.69%	55 22.93%	21 8.68%	10 4.13%

Source: The researcher, 2024

From the table, there was PESTLE analysis in the institutions as agreed and strongly agreed by 149 (61.57 %) and those disagreeing were 41 (16.94 %) with another 52 (21.49 %) not deciding. Combining disagree and undecided came to 93 (38.43 %) which is a significant figure. The 61.57 % on the agreement signifies a slight majority. A higher majority could have been better.

It was noted that PESTLE analysis was always done in colleges as agreed and strongly agreed by a total of 118 (59.92 %) of the participants and disagreed upon by 38 (15.70 %) with 59 (24.38 %) making no decision. The total disagrees and undecided was 97 (40.08 %) which was quite significant percentage. This agreement side was definitely weak.

Institutional performance was always done as agreed by 215 (88.84 %) and disagreed by 12 (4.96 %) with 15 (6.20 %) being undecided. The total disagrees and undecideds was 27 (11.16 %) which could be regarded as insignificant response. Institutions conducted performance analysis continuously as per 217 (89.67 %) on the agreement side as only 12 (4.96 %) disagreed with 13 (5.37 %) who did not make any decision. The disagreeing and the undecided made a total of 25 (10.33 %) being an unsignificant figure. This was a significant agreement.

The SWOT analysis was found to be done regularly as agreed by 181 (74.80 %) and disagreed by 23 (9.50 %) with 38 (15.70 %) not deciding. Those in disagreement and undecided combined were 61 (25.21 %) being a quarter of the participants and hence significant. The analysis was found to be practised as per 179 (73.97 %) who agreed and 26 (10.74 %) undecideds with another 37 (15.29 %) remaining silent. The disagreement and undecideds totaled to 63 (26.03 %) being more than a quarter of the participants hence, significant percentage. Thus, the agreement side needed to be higher than this.

Critical analysis factors were found in institutions as agreed by 175 (72.32 %) and disagreed by 23 (9.50 %) with 44 (18.18 %) undecideds. Disagreement and undecideds were 67 (27.69 %) which could not be disregarded. Similarly, the analysis was found to be a regular routine in institutions as per 156 (64.47 %) in agreement and 31 (12.81 %) disagreed and 55 (22.93 %) undecideds. Total disagreement and undecideds were 86 (35.54 %) which was noted to be critical and essential figure in making decision on this indicator. This meant that there was no significant agreement.

These findings from the questionnaire of the tutors were in total agreement with many other findings found globally on the similar subject. It was discovered that weak situational analysis disrupted strategy preparation and application (Hunger & Wheelen, 2011; Ridgley, 2012).

Numerous organizational and environmental aspects were acknowledged as eventualities in the link between strategic managing and organization results (Floyd *et al*., 2017).

4.3.1.2 Students' Responses in Situational Analysis Practices on Institutional Performance

The students were requested to fill part B of their questionnaire. The outcomes were presented in Table 14.

TABLE 14: *STUDENTS' RESPONSES IN SITUATIONAL ANALYSIS PRACTICES ON INSTITUTIONAL PERFORMANCE*

Statements	A (1)	SA (2)	U (3)	D (4)	SD (5)
As a student here, you can say that there is PESTLE analysis in your college to improve students' academic performance	116 38.67%	70 23.33%	79 26.33%	26 8.67%	09 3.00%
As a student of this institution, it is true that institution performance analysis has often times been done here to enhance students' academic performance	136 45.33%	80 26.67%	59 19.67%	17 5.67%	08 2.67%
As a student, it is true that SWOT analysis is conducted repeatedly to catapult students' academic performance	124 41.33%	62 20.67%	78 26.00%	29 9.67%	07 2.33%

In your student experience here, it is true that critical factors analysis has been done to enhance students' academic performance	113 37.67%	77 25.67%	83 27.67%	14 4.67%	13 4.33%

Source: The researcher, 2024

From the table, the PESTLE analysis agreement side was 186 (62.00 %) and the disagreement side was 35 (11.67 %) with another 79 (26.33 %) remaining undecided. The combination of disagreement and undecideds was 114 (38.00 %) which was significant. It was agreed that institution performance analysis was there as per 216 (72.00 %) with a disagreement of 25 (8.33 %) and the participants who remained silent were 59 (19.67 %). However, the combination of disagreements and undecideds scored 84 (28.00 %) being a significant number. A higher agreement could have elicited better outcomes.

There seemed to be SWOT analysis conducted among the institutions as per the 186 (62.00 %) who agreed with 36 (12.00 %) in disagreement and some 78 (26.00 %) remained silent. Once the disagreements were combined with the undecideds, the figure came to 114 (38.00 %) which was termed significant. Similarly, critical analysis factors were done as agreed upon by 190 (63.33 %) with disagreement of 27 (9.00 %) and another 83 (27.67 %) could not decide. If the disagreement side is combined with the undecideds, this translates to 110 (36.67 %) which the researcher considered significant enough. The outcomes indicated that there was need to have a significant agreement otherwise, there was failure.

The findings from the TVET students These findings from the questionnaire were in total agreement with numerous other discoveries found worldwide on the same study. According to Wolf (2017) information about how situational analysis was understood and done was scanty.

There were hardly any researchers that had precisely explored situational analysis practices employed in institutions.

4.3.1.3 SCMA Responses in Situational Analysis Practices on Institutional Performance

The last group to give their opinions on this objective were the SMCAs. They filled part B of the questionnaire and the outcomes were indicated in Table 15.

TABLE 15: *SCMAS RESPONSES IN SITUATIONAL ANALYSIS PRACTICES ON INSTITUTIONAL PERFORMANCE*

Statements	A (1)	SA (2)	U (3)	D (4)	SD (5)
As a SMCA, you can say that there is PESTLE analysis in your institution to enhance students' academic performance	50 50.00%	25 25.00%	17 17.00%	08 8.00%	00 0.00%
Your experience as SMCA you concur that institution performance analysis is always done to enhance students' academic performance	36 36.00%	50 50.00%	09 9.00%	05 5.00%	00 0.00%
As a SMCA it is true that SWOT analysis is done regularly to guide the students' academic performance	42 42.00%	26 26.00%	20 20.00%	10 10.00%	02 2.00%
Your position as SMCA has witnessed critical factors analysis being done in your institution to enhance students' academic performance	41 41.00%	22 22.00%	22 22.00%	12 12.00%	03 3.00%

Source: The researcher, 2024

From the table, there seemed to be PESTLE analysis in institutions. This was the view of 75 (75.00 %) of the participants who were on the agreement side. Those on the disagreement were 8 (8.00 %) and those who could not decide were 17 (17.00 %). The combination of disagreements and undecides was 25 (25.00 %) becoming a significant figure. This indicated that there was need to have a higher score to make this outcome noteworthy. Again, there seemed to be institution performance analysis as shown by 86 (86.00 %) with only 5 (5.00 %) in disagreement. There was another group that opted to make no decision recording insignificantly 9 (9.00 %). The combining of disagreements and undecideds totaled to 14 (14.00 %) which became insignificant outcome. This was a noteworthy outcome.

It was agreeable that SWOT analysis was done regularly as per 68 (68.00 %) who agreed so. The disagreeing team scored 12 (12.00 %). The ones who did not make a decision were 20 (20.00 %). However, the combination of the disagreement side and undeciding side became significant with 32 (32.00 %) thus, causing alarm as to if the indicator was successful. This agreement was not strong enough. The study witnessed critical factors analysis as agreed upon by 63 (63.00 %). Another 15 (15.00 %) were on the disagreement side. There were those who did not make any decision and were 22 (22.00 %). Nevertheless, after considering the disagreeing group and adding it to the undecides, the total became 37 (37.00 %). This outcome was too huge to be ignored. Therefore, the agreement side was weak.

These findings from the SMCAs echoed many other findings from the world of research elsewhere in the globe. The nexus between situational analysis practices and fiscal results remained unknown. Certainly, investigations that associated situational analysis to results in community education institutions have been rare though necessary (Auka, 2016).

4.3.2 Inferential Statistics Analysis in Situational Analysis Practices on Institutional Performance

A linear regression analysis was conducted to assess whether situational analysis significantly predicted institutional performance. The results of the linear regression model were significant, $F(1,729) = 338.49$, $p < .001$, $R^2 = .32$, indicating that approximately 31.71% of the variance in institutional performance is explainable by situational analysis. Situational analysis significantly predicted institutional performance, $B = 0.58$, $t(729) = 18.40$, $p < .001$. This indicates that on average, a one-unit increase of situational analysis will increase the value of institutional performance by 0.58 units. The null hypothesis in chapter one was rejected. Table 17 summarizes the results of the regression model.

The equation model becomes institutional performance = 0.62 + 0.58*situational analysis.

TABLE 16: RESULTS FOR LINEAR REGRESSION WITH SITUATIONAL ANALYSIS PREDICTING INSTITUTIONAL PERFORMANCE

Variable	*B*	*SE*	95.00% CI	β	*t*	*p*
(Intercept)	0.62	0.07	[0.49, 0.75]	0.00	9.24	< .001
Situational Analysis	0.58	0.03	[0.52, 0.65]	0.56	18.40	< .001

$F(1,729) = 338.49$, $p < .001$, $R^2 = .32$

Source: The researcher, 2024

The findings in the inferential statistics could be compared with UNESCO (2017) whereby analyses were done on macro-economic and socio-demographic issues, which existed in education strategies, performance, supervision capacity, and costs and funding. The outcomes of these scrutinises and evaluation were combined using a SWOT analysis matrix.

4.3.3 Thematic Analysis in Situational Analysis Practices on Institutional Performance

Regarding situational analysis practices on institutional performance, this researcher prepared and organized data gathered from the field interviews accordingly. Interviewed were principals, regional directors and members of the governing council. The information was prepared and organized, reviewed and explored severally and then initial codes were created. These codes were reviewed and combined into themes. The themes were presented in a cohesive manner as seen below in the narratives.

To do situational analysis on institutional performance, TVET institutions conducted PESTLE analysis. Nevertheless, this outcome did not receive much support from the quantitative data. One principal agreed,

"*This is a very important tool in TVET and has always been there. Political part has influence on performance if you are in good terms with the political leaders the better. We have many other players for example the industries, government who gives capitation, religions who assist in holistic bringing up trainees and even the law that governs TVET colleges. The analysis helps us avoid future problems. This is key to performance of the trainees since colleges prepare themselves fully during this analysis*" **PR1**.

Colleges conducted performance analysis to enable them improve their performance. Results were always analyzed though there were challenges due to pressure of work in those institutions causing delay. Though the quantitative data was not significant about this, one principal agreed noted,

"*We mainly focus on performance after exams to improve and move forward after on seeing what must be corrected. We understand our weaknesses and adjust. We involve departments and stakeholders to ensure that we capture all indicators. This activity has helped us improve on our performance as an institution*" **PR2**.

It seemed that SWOT analysis was done in TVET institutions to enable better performance. It helped to improve on the weak areas and bank on the strong areas as one principal agreed,

"*Yes, we have strength in having big names like national institutions which attracts many trainees causing heavy workloads to the trainers. When we know our situation, we prepare better for better outcomes. TVET colleges build on the strengths and opportunities and address the weakness where necessary*" **PR3**.

The critical factors analysis was done among TVET institutions to improve on performance especially on the performances contracting. Diplomas were found to be better in hands-on than the degree holders and so there was need to mix these categories when hiring the trainers. One principal had this to say,

"*We identify areas where performance has been low, where there has been poor production in the college and when we identify these areas, we adjust and then no doubt, we improve our performance accordingly*" **PR4**.

The TVET regional directors were similarly interviewed on this objective regarding situational analysis using the same indicators. It was established that TVET colleges used PESTLE analysis practices to ensure that there were better results among the institutions. This was confirmed by the interviewees as one of them observed,

"*Yes, this is done. We have to make sure that colleges operate in conducive political climate. Local leaders must support the colleges. Legally, there is the TVET Act which has to be observed and implemented. We have to make sure the environment within which colleges operate in our zone are conducive. Once this is done, there is guarantee that performance must improve*" **RD1**.

The indicator on performance analysis was conducted as per the views of the regional directors. There was effort to ensure that the trainers and the trainees had teaching/learning materials and that the staffs were competent to produce good results. One director observed,

"*Many students pass as per our exam analysis. This is forwarded to the ministry. We have challenges especially in electrical engineering. However, TVETs, unlike KCPE and KCSE, there is no much hullaballoo and this makes competition go unnoticed. There must be media participation to enable better outcomes*" **RD2**.

The regional directors interviewed agreed that there was good effort as far as the SWOT analysis was concerned. Issues to do with land title deeds were a challenge to the colleges while low enrollment was another among the new colleges. Radicalization could have been another threat as well as the Covid-19 pandemic which knocked doors in 2020. One director had this to say,

"*We do SWOT analysis to know where we are and how to prepare ourselves. For example, we have threats in that universities are offering the same courses we offer and hence competition. Secondly, trainees may not do well in Math leading to poor performance in engineering courses. The moment we realize this, we begin to prepare. We have been able to improve on our outcomes as a result of SWOT analysis which alerts us on what to watch and what take advantage on*" **RD3**.

TVET institutions performed critical factor analysis in terms of quality trainers, number of trainers and workshops among others. There was mobilization of resources for teaching and income generating activities such as dairy farming having been found in one of the colleges. There was need to locate colleges where they could be accessed and offer programmes to relevant to job markets as one director observed,

"*We have the ocean where we can practice the blue economy and boost our training. However, this is not exploited yet. We have favourable climate; we have lots of water here. So, we should look at these factors in a deeper way to improve our outcomes*" **RD4**.

This researcher, additionally, interviewed the governing council members who act as external managers of the TVET colleges. It was seen that the participants were on agreement with the others mentioned above. The PESTLE analysis seemed to have been done among the colleges. There was need for peaceful political environment with good economic conditions free from inflation. One council member said,

"*This analysis in critical for the survival of our colleges. We often times encourage among our institutions to enable better results. There must be conducive atmosphere in the colleges touching on matters to do with politics, environment, social among others without which, no good results can be achieved. Technologically, we have adopted even the online meetings. Economically, we can't plan for two million shillings and get only one million. This why the analysis is critical if we must succeed*" **GCM1**.

There was performance analysis among the TVET colleges as they noted that performance was the end product. There was need for equipment for practical to enable better outcomes as issues on why and how performance was and where to improve most. Experts were even invited at times to assist in this exercise. One governing council member observed,

"*There is analysis for internal and external exams. Once KNEC gives the results, an analysis is done and forwarded to the governing council for discussions. The has academic committee which assists in improving the results*" **GCM2**.

The SWOT analysis seemed a common thing among the colleges. It was necessary to ensure that every institution knows its weaknesses and strengths and opportunities so as to operate well. This helped better performance as there was good preparation among the institutions. There was an observation from one council member,

"*Once we assess where we are in terms of weaknesses and strengths et cetera, we become wise as we now know where to start and where to end. There has been good improvement in performance due to taking into account this kind of analysis*" **GCM3**

These findings have similarities elsewhere in the literature. The studies have shown similar results. One such similarity was the findings of Auka (2016). In that study, it was established that there was a meaningful and positive association among environment scrutiny and better outcomes in secondary schools in Nakuru County, Kenya.

4.3.4 Mixing and Interpreting Data in Situational Analysis on Institutional Performance

Data from descriptive, inferential and thematic analysis on the first objective was mixed and interpreted. From the TVET trainers, it was clear that PESTLE analysis somehow existed in the institutions as it was generally agreed by 149 (61.57 %) and those disagreeing were 41 (16.94 %) with another 52 (21.49 %) not deciding. However, when disagrees and undecideds were put together, it came to 93 (38.43 %) which was a noteworthy figure. Generally, TVETs conducted performance analysis incessantly. Coming to the SWOT analysis, it was discovered that this was done regularly but individuals in disagreement and undecided when joint were 61 (25.21 %) being a substantial percentage. Critical analysis factors were found in institutions. There was a significant disagreement and undecided participants being 67 (27.69 %) which could not be overlooked. From the students, SWOT analysis was fairly agreeable among the institutions. There were 114 (38.00

%) on disagreement and without making any decision. This figure was too big to be ignored hence posing a question as to if the agreeing side was significant. Likewise, critical analysis factors were found in the colleges. When the disagreement was combined with the undecided side, it translated to 110 (36.67 %). The candidate considered this figure significant enough to cause concern. The institutional performance and situational analysis had significance linear regression. In the thematic analysis, the principals, regional directors and the governing council members were in agreement with the views in the quantitative data. All the indicators were acceptable. The mixing showed that there was failure in achieving this objective since the quantitative data indicated a weak acceptance and the qualitative data could not be quantified for any better outcomes.

The mixing and interpreting data was supported by many researches done before. A study by Auka (2016) established that there was significant association between situational analysis and institutional performance. This was seen among public secondary schools in Nakuru County in the Republic of Kenya where the investigation was conducted.

4.4 Influence of Stakeholders' Participation Practices on Institutional Performance

Concerning the second objective, there were three levels of analyses that were utilized namely: descriptive, inferential (linear regression) statistics and thematic analysis. Then, there was the mixing and clarification of the statistics gathered and investigated from the levels for better understanding of the issue under examination.

4.4.1 Descriptive Statistics Analysis in Stakeholders' Participation Practices on Institutional Performance

In this case, the researcher analyzed data collected in descriptive statistics and presented it in frequencies, tables, and percentages. The data was analyzed and presented according to the second

study objective as it is seen underneath regarding stakeholders' participation practices. The data captured the indicators from the independent variables being: stakeholders consultation forums, stakeholder communication frequency, stakeholder analysis input and stakeholder involvement. The data in this objective similarly captured the dependent variable indicator which was institutional performance. This was seen in the instruments whose questions balanced both independent and dependent variables accordingly. Frequencies and percentages were established from variables based on five-point Likert scale seeking to examine the second objective of the search.

4.4.1.1 TVET Tutors' Responses in Stakeholders' Participation Practices on Institutional Performance

The investigator asked the TVET tutors to fill part C of their questionnaire. The data captured the indicators for both independent and dependent variables. The results were computed and presented in Table 18.

TABLE 17: TUTORS' RESPONSES IN STAKEHOLDERS' PARTICIPATION PRACTICES ON INSTITUTIONAL PERFORMANCE

Statements	A (1)	SA (2)	U (3)	D (4)	SD (5)
Being a trainer here, it is true that stakeholders' consultation forums are regularly used to enhance infrastructural growth and development	120 49.59%	41 16.94%	46 19.00%	25 10.33%	10 4.13%
As a trainer here, there is stakeholders' consultation forums to enable infrastructural growth and development	115 47.52%	60 24.79%	42 17.36%	15 6.20%	10 4.13%
You have witnessed stakeholder communication frequency as a trainer which enables infrastructural growth and development	107 44.21%	45 18.60%	47 19.42%	34 14.05%	09 3.72%

In your experience here as a trainer, stakeholders' communication frequency has always been enabling infrastructural growth and development	116 47.93%	48 19.83%	44 18.18%	24 9.92%	10 4.13%
Being a trainer here, you agree that stakeholders' analysis input has always been practised in your college to catapult infrastructural growth and development	109 45.04%	48 19.83%	55 22.72%	15 6.20%	15 6.20%
Your experience here as a trainer is that stakeholders' analysis input is encouraged to enhance infrastructural growth and development	92 38.02%	67 27.69%	53 21.90%	15 6.20%	15 6.20%
The time you have been here as a trainer you have witnessed stakeholders' involvement meetings to enhance infrastructural growth and development	103 42.56 %	60 24.79 %	43 17.77 %	25 10.33 %	11 4.55 %
Your experience as a trainer here has it that stakeholders' involvement meetings have been encouraged in your college to enhance infrastructural growth and development	119 49.17 %	55 22.73 %	35 14.46 %	20 8.26 %	13 5.37 %

Source: The researcher, 2024

From the table, there are stakeholders' consultation forums regularly used as the agreement side totaled to 161 (66.53 %) as the disagreement attracted 35 (14.46 %) and the undecideds recorded 46 (19.00 %). When the disagreeing side is combined with the undeciding side, it totals to 81 (33.47 %) which definitely is significant hence weakened the agreement. Though the majority falls on the agreeing side, there is a question mark on the 81 participants whose responses were not agreeing. On the other hand, there were stakeholders' consultation forums existing as seen in 175 (72.31 %) who were on the agreeing side. The disagreement side had 25 (10.33 %) while the undecideds recorded 42 (17.36 %). If a combination of disagreement and undeciding participants is examined, it totals to 67 (27.69 %) being more than a quarter of the participants. This percentage may not be ignored due to its significancy hence raising questions on the acceptance of this indicator.

The stakeholders' communication frequency had been witnessed by the participants. They recorded 152 (62.81 %) on the agreement side. Those disagreeing were 43 (17.77 %) and another 47 (19.42 %) did not make any decision. The combination of disagreement and undecided was 90 (37.19 %) a figure which indicated that there was a problem with the indicator being accepted exclusively. Thus, doubts could have been raised as to if there was meaningful communication frequency among the stakeholders. There was agreement that stakeholders' communication frequency had been enabling growth in the institutions. This was indicated by 164 (67.77 %) who agreed as 34 (14.05 %) could not agree. The undeciding participants were 44 (18.18 %). The disagreeing side and undeciding side totaled to 78 (32.23 %) which outshined the acceptance side of the indicator. It may be concluded that although the majority were on the acceptance side, their significance was washed away by the 78 tutors who were either disagreeing or undeciding.

There was agreement that stakeholders' input had been practised as 157 (64.88 %) were on the agreement side. The group disagreeing was 30 (12.40 %) as 55 (22.72 %) could not make any decision. There was a high percentage of disagreement and undecided put together recording 85 (35.12 %). This figure weakened the acceptance side since this was a high number which did not positively contribute to the indicator. The stakeholders' analysis input was encouraged as seen through the eyes of 159 (65.70 %) of the participants. The disagreement attracted 30 (12.40 %) as 53 (21.90 %) did not decide either way. A significant 83 (34.30 %) being a combination of disagreeing and undecided could not be ignored. Much as there was agreement, it must have been weakened by this number of participants who had a negative contribution towards the indicator.

Stakeholders' involvement meetings were witnessed as agreed by a total of 163 (67.36 %) and 36 (14.88 %) on the disagreement side. There were 43 (17.77 %) who made no decision at all. A combination of disagreement and undecided totaled to 79 (32.64 %) which significantly affected

the agreement side. Thus, there was a weak acceptance of the indicator. The fact that stakeholders' involvement meetings had been encouraged was acceptable according to 174 (71.90 %) who were on the agreement side. However, 33 (13.64 %) did not agree at all. There were others 35 (14.46 %) who did not make any contribution as they were undecided. Then, a combination of disagreements and undeciding totaled to 68 (28.10 %) which meant that though the agreement recorded over 70 %, it was outshined by this percentage being more than a quarter of the total number of the participants.

The findings in this section agree with Laine and Vaara (2015) who established that partaking received only minor consideration in literature notwithstanding its inferences for strategic organisation. Various viewpoints of participation occurred. The coherent perspective considered participation an interruption to efficiency. The procedure and practice perspectives considered it crucial whereas the serious perspective framed participation as either engaging or non-engaging.

4.4.1.2 Students' Responses in Stakeholders' Participation Practices on Institutional Performance

Likewise, the TVET students responded to this objective in their questionnaires. Table 18 has the details.

TABLE 18: STUDENTS' RESPONSES IN STAKEHOLDERS' PARTICIPATION PRACTICES ON INSTITUTIONAL PERFORMANCE

Statements	A (1)	SA (2)	U (3)	D (4)	SD (5)

Being a student here, it is true that stakeholders' strategic consultation forums are regularly done to enhance infrastructural growth and development	152 50.67%	62 20.67%	49 16.33%	25 8.33%	12 4.00%
You have witnessed stakeholder communication frequency as a student which enables infrastructural growth and development	144 48.00%	62 20.67%	53 17.67%	31 10.33%	10 3.33%
Being a student here, you agree that stakeholders' analysis input has continually been practised to catapult infrastructural growth and development	156 52.00%	51 17.00%	67 22.33%	17 5.67%	09 3.00%
The time you have been here as a student you have observed stakeholders' involvement meetings to improve infrastructural growth and development	146 48.67%	70 23.33%	66 22.00%	14 4.67%	04 1.33%

Source: The researcher, 2024

From the table, it seemed that stakeholders' strategic consultation forums occurred regularly. Agreeing to this were 214 (71.33 %) of the participants. The disagreeing side had 37 (12.33 %) as the undecideds were 49 (16.33 %). The value of agreement was reduced by 86 (28.67 %) being a combination of the disagreeing team and undecided ones. This was nearly 29 % of the total partakers meaning that, though the acceptance was over 70 %, there was still a significant number that was on the negation.

There was witnessing of stakeholders' communication frequency as 206 (68.67 %) agreed and strongly agreed. The disagreeing and strongly disagreeing were 41 (13.67 %). There was a group

of undecided students recording 53 (17.67 %). However, when the disagreement was combined with the undecided, the outcome was 94 (31.33 %) which was a notable negative response and should not be ignored. It has a negative impact on the agreement side as it diminished it in its real sense.

Stakeholders' analysis input was continually practised as agreed and strongly agreed by 207 (69.00 %). The disagreement side recorded an insignificant figure of 26 (8.67 %). Nevertheless, there was a significant number that decided to remain silent. This was 67 (22.33 %) and it could not be discarded just like that. As the disagrees were combined with the undecided, the record was 93 (31.00 %) which reduced the value of the accepting group.

Finally, stakeholders' involvement meetings seemed to be observed by the participants. The agreeing side scored 216 (72.00 %) which was a significant number. The disagreements were mere 18 (6.00 %) being insignificant. There was an alarm with the undecided side which had 66 (22.00 %) being a critical figure that diminished the acceptance percentage. This is why combined disagreement and undecides had 84 (28.00 %) of the students. Something was not adding up as far as the involvement meetings were concerned. The 28 % was still a huge number that was on the negative side. In all indicators, the agreement side was weakened by the combination of disagreements and undecided cases.

The findings had similar other findings established in various other researches. To give an example, Hautz, Seid and Whittington (2016) recognized the nature and degree of participation relied on contextual aspects and it formed varied results. On the one hand, participation improved making of decisions, inspiration, obligation, teamwork, acquiescence with lawful and supervisory agendas, and sanctioned participants. On the other hand, it diminished decision-making velocity,

elasticity and control, enlarged costs, skirmish, and vagueness, reduced obligation and trust, and led to intensified demands for involvements.

4.4.1.3 SMCAs Responses in Stakeholders' Participation Practices on Institutional Performance

The last group in this objective were the SMCAs who filled part C of their questionnaire. The responses were shown in Table 19.

TABLE 19: SMCAS RESPONSES IN STAKEHOLDERS' PARTICIPATION PRACTICES ON INSTITUTIONAL PERFORMANCE

Statements	A (1)	SA (2)	U (3)	D (4)	SD (5)
As a SMCA, you can say that stakeholders' strategic consultation forums are regularly used to enhance infrastructural growth and development	47 47.00%	30 30.00%	13 13.00%	10 10.00%	00 0.00%
Being a SMCA, you have witnessed stakeholder communication frequency which enables infrastructural growth and development	48 48.00%	24 24.00%	16 16.00%	10 10.00%	02 2.00%
As a SMCA you accept that stakeholders' analysis input has always been practised in your college to catapult infrastructural growth and development	47 47.00%	26 26.00%	19 19.00%	04 4.00%	04 4.00%

You have witnessed stakeholders' involvement meetings as a SMCA to enhance infrastructural growth and development	56 56.00%	23 23.00%	16 16.00%	05 5.00%	00 0.00%

Source: The researcher, 2024

Looking at the responses in the table from the SMCAs, it can be judged that stakeholders' strategic consultation forums were regularly used. This decision is backed by 77 (77.00 %) of the members being on the agreement side. The disagreement was not all that strong as it attracted only 10 (10.00 %) who did not agree. Another group of 13 (13.00 %) could not make any decision. Nevertheless, a combination of disagreeing and undecided totaled to 23 (23.00 %). This is believed to be a significant number of persons having negative responses towards the indicator and may not be discarded.

The indicator on stakeholders' communication frequency was responded to positively by a good number of SMCAs. This recorded 72 (72.00 %) of the participants. The disagreement side attracted 12 (12.00 %) of the partakers which was significantly low. It was not known as to why 16 (16.00 %) of the SMCAs were not able to make any decision. On combining the disagreeing and those who did not make any decision, there were 28 (28.00 %). This figure, being on the negation side, was quite significant even though the agreeing side had 72 %, which was challenged by this response towards the negation side.

There was evidence from the partakers that stakeholders' analysis input had been practised. Supporting this were 73 (73.00 %) who were on the agreement side. An insignificant 8 (8.00 %) was recorded on the disagreement side. On the side of the undecideds, there were 19 (19.00 %) who featured here and impacted the negation side of the responses. The disagreement, on being combined with the undecideds brought a figure of 27 (27.00 %) which was alarming it went beyond

quarter of the participants. Though the accepting went beyond 70 %, there was still worry about this percentage not supporting the indicator.

Finally, it seemed that stakeholders' involvement meetings were witnessed. The agreeing side scooped 79 (79.00 %) which was an excellent figure. Only a mere 5 (5.00 %) were on disagreement hence catapulting the acceptance level of nearly 80 %. There were several who could not make any decision. These were 16 (16.00 %) of the members who made no decision. After combining the disagreeing team with the undeciding team, the outcome was 21 (21. %). This percentage having failed to reach at least quarter of the participants, it could be judged insignificant hence enhancing the acceptance side which scored nearly eighty percent. Thus, the indicators were not achieved significantly and hence the objective.

These findings from the TVET SMCAs had other echoes from various investigators in the world. Giving a vivid example of Wolf and Floyd (2017) is that they discovered that participation was numerical or non-numerical. The numerical aspect referred to extent of stakeholder contribution while the non-numerical aspect referred to extent of stakeholder effect. Nevertheless, participation could be designed to offer a dishonest sense of participation so, conditions relating to open communication were advantageous according to those investigators.

4.4.2 Inferential Statistics Analysis in Stakeholders' Participation Practices on Institutional Performance

A linear regression analysis was conducted to assess whether stakeholder participation significantly predicted institutional performance. The results of the linear regression model were significant, $F(1,729) = 546.70$, $p < .001$, $R^2 = .43$, indicating that approximately 42.85% of the variance in institutional performance is explainable by stakeholder participation. Stakeholder participation significantly predicted institutional performance, $B = 0.63$, $t(729) = 23.38$, $p < .001$.

This indicates that on average, a one-unit increase of stakeholder performance will increase the value of institutional performance by 0.63 units. The null hypothesis in chapter one was rejected. Table 21 summarizes the results of the regression model.

The regression equation becomes

Institutional performance = 0.53 + 0.63*Stakeholder participation

TABLE 20: RESULTS FOR LINEAR REGRESSION WITH STAKEHOLDER PARTICIPATION PREDICTING INSTITUTIONAL PERFORMANCE

Variable	*B*	*SE*	95.00% CI	β	*t*	*p*
(Intercept)	0.53	0.06	[0.42, 0.64]	0.00	9.19	< .001
Stakeholder participation	0.63	0.03	[0.58, 0.68]	0.65	23.38	< .001

Note. Results: $F(1,729) = 546.70$, $p < .001$, $R^2 = .43$
Source: The researcher, 2024

These findings correlate with other findings in the world of research on strategic management. In New Zealand, Wylie and King (2017) established that community schools that confirmed high extents of efficiency in administration of monetary resources involved an extensive collection of stakeholders in collective strategic supervision. They shared understanding of the responsibilities to be done, strategies for achievement, expenses to be sustained and benefits that would accumulate and guaranteed these institutions remained highly effective.

4.4.3 Thematic Analysis in Stakeholders' Participation Practices on Institutional Performance

Thematic analysis was applied on the second objective regrading stakeholders' participation practices on institutional performance, the researcher organized data collected from the field interviewing. Interview contributors were the TVET principals, TVET regional directors and members of the TVET governing councils. The data was organized, revised and explored

respectively and codes were formed. The codes were reviewed and put together into thematic forms. The themes were presented in verbatims in a narrating manner as seen below.

To do stakeholder participation on institutional performance, consultation forums were conducted among the TVET colleges but quantitative data did not give full throttle on this. A principal had this to say,

"*Yes, there is a lot of consultations from various stakeholders to enable TVET colleges produce better results. Definitely, we work with the government, parents, community among others to receive inputs in our programmes and the general learning atmosphere for example we need to talk with the community on the accommodation of the trainees so that they feel comfortable to be able to produce better results. These forums help us to move better having known how better we can handle situations for better performance. We cannot afford to ignore consultative meetings often times*" **PR1**.

Communication frequencies among the stakeholders was done often times to enable better understanding among TVET colleges that were studied. There was need for constant exchange of communication. Industries were involved before sending trainees for attachment and before introducing new programmes. Infrastructure depended on NEMA and ministry of public works both in the central and county governments. One principal was quick to note,

"*Yes, we have frequent meetings with our stakeholders every other time. The best way to improve our performance if to frequently consult. We are not experts in every area and so we need to join minds with others to do a better job. For example, after results are out, we communicate with the parents and experts to help us analyze them and build a way forward hence causing improvement in our performance*" **PR2**.

There was stakeholder input analysis to enable better performance. The data from them was analyzed for application for better performance. Views from stakeholder were welcome and were analyzed and put into consideration. One principal noted the importance of the inputs by the stakeholders and said,

"*Although not every suggestion from the stakeholders is workable and applicable, but you find in most cases, their contributions help us improve our results. For example, we have been relating well with our immediate community; we invite them for price giving days and we are able to digest their sentiments and create healthy relationships between them and the college*" **PR3**.

As many stakeholders as possible were involved in the running of the TVET institutions. The industries were involved in shaping the curriculum by informing the colleges the skills they needed most and vacancies for attachment of trainees. One principal gladly said,

"*What matters is how to get the public and the industries embrace TVET activities. Changing mindset could be challenging as we need to talk more with the industries as well as other stakeholders and bring them on board. Actually, this is how we grow and improve our performance*" **PR4**.

During the interviews with the regional directors, it seemed that there were similarities with what is seen among the college principals. There were stakeholder consultation forums. Meetings after meetings with the stakeholders were held. The chiefs among other local leaders like the religious fraternity were ever consulted as colleges wanted to have better results. Solutions were found much more easily during the forums as one regional director observed,

"*Everybody available and bearing the name of a stakeholder has to be brought on board for the purpose of making our colleges better. However, some stakeholders can be there by name but most of them have been actively participating in our endeavours. Continuous engagement with various stakeholders has been proven fruitful in the past. I believe they have helped us improve our results to a greater extent*" **RD1**.

There has been a lot of communication frequencies between the colleges and the stakeholders. There have been circulars, to the parents and other officers. There has been results analysis for example, shared among the ministry and state departments for more help on how to improve on the same. One good example is when one director said,

"*The colleges frequently do communicate with stakeholders often times especially when results come out. The purpose is to enable these institutions perform better. Any delay in communication to stakeholders can cause untold damages on the results of the students. Messages have to be prompt and timely*" **RD2**.

The stakeholder input analysis has been very critical in running TVET institutions and hence improving performance of the same. Whatever was said by them was weighed against the objectives of the colleges and adopted. One director was happy to report,

"*Once we get information from our stakeholders, there is need to consider what they are saying against our objectives especially on the fact that we are looking for data that can help the colleges grow and perform better. Nobody can succeed in an island. We all need each other to climb the ladder. But I caution here that not everything said by the contributors is worthy our colleges. We need to sift, consider and reconsider whatever is said and only get the relevant information*" **RD3**.

Finally, on this objective, the governing council members were interviewed accordingly. They agreed on the existence of consultation forums between the colleges and the stakeholders. It was recorded that the government could not give all the required funds during the capitation. There was need for many other stakeholders to come on board if good performance was expected among the colleges. A regional director observed,

"*It has never been a situation whereby colleges ignored stakeholders. I know of forums and forums that have been put in place by the colleges in search for better performance in their institutions. I have also been invited in some of these forums to give my personal contribution in spite of the fact that I am a governing council member*" **GCM1**.

The frequencies of stakeholder communications were not badly done. The modern methods of communication eased the process. Communication too, involved contracting performances progress which affected the results. The governing council meetings were given a notice of at least two weeks before the meetings. One council member had this to say,

"*The stakeholders must know where we are and where we should be moving to. I have seen team work in the colleges, I can say, yes, this has a critical role to play when it comes to better performance. TVETs should not operate on their own without inviting others even if they may seem not to be relevant to their programmes. They indirectly impact our performances*" **GCM2**.

Colleges had stakeholder involvements often times. From the time they were setting their strategies to the implementation and then discussing the results. The heads of departments were key in ensuring that all other stakeholders have come together after the results led by the principals and the academic committee of the governing councils. One member said,

"*There is a lot of involvement not only after results are out but also continuously in the colleges. The colleges belong to all of us not any individual. The principals have been willing to invite all willing stakeholders to share their views and inputs*" **GCM3**.

4.4.4 Mixing and Interpreting Data in Stakeholders' Participation Practices on Institutional Performance

In the second objective, there was again mixing quantitative and qualitative data to make meaning out of them. From the TVET tutors, there were stakeholders' consultation forums as per 161 (66.53 %) on the disagreeing side. This outcome was threatened by 81 (33.47 %) on the disagreement and undecided side which absolutely was weighty. Stakeholders' consultation forums were witnessed as seen in 175 (72.31 %) who were on the agreeing side with 67 (27.69 %) disagreeing and making no decision. The stakeholders' communication frequency had been observed by the contributors. Nevertheless, the combination of disagreement and undecided recorded significantly 90 (37.19 %) a number which specified that there was a challenge with the indicator being recognized entirely. Consequently, uncertainties were raised as to if there was evocative communicating. There was agreement that stakeholders' communication frequency had been enabling growth in the institutions. The disagreeing side and undeciding side totaled to 78 (32.23 %).

There was agreement that stakeholders' input being practised as the group in disagreement and undecided put together recorded 85 (35.12 %). This deteriorated the accepting side. The stakeholders' analysis input was encouraged. A significant 83 (34.30 %) being a combination of disagreeing and undecided was not be overlooked. Although there was agreement, it declined the participants who gave negative input towards the indicator.

Stakeholders' involvement meetings were witnessed. Combined of disagreeing and unresolved totaled to 79 (32.64 %) which meaningfully affected the agreeing side. Accordingly, there was a frail acceptance of the indicator. The fact that stakeholders' involvement meetings had been

encouraged. The disagreements and undeciding equaled to 68 (28.10 %) being a threatening number.

Stakeholders' strategic consultation forums occurred regularly. Agreeing to this were 214 (71.33 %) of the participants. The disagreeing side had 37 (12.33 %) as the undecideds were 49 (16.33 %). The value of agreement was reduced by 86 (28.67 %) being a combination of the disagreeing team and undecided ones. This was nearly 29 % of the total partakers meaning that, though the acceptance was over 70 %, there was still a significant number that was on the negation.

On the side of TVET students, stakeholders' communication frequency was there as per 206 (68.67 %). Yet, when the disagreeing was combined with the undecided, the result was 94 (31.33 %) which was outstandingly undesirable outcome that could be considered in the analysis. Stakeholders' analysis input was continually practised. When the disagrees were put together with the undecided, the outcome was 93 (31.00 %) which weakened the worth of the acceptance group. The stakeholders' involvement meetings were observed by the participants. Combined disagreements and undecides had 84 (28.00 %) of the trainees. There was a doubt concerning the involvement meetings.

Mixing and interpreting data from the SMCAs, it could be seen that stakeholders' strategic consultation forums were frequently used. Still, combining disagreeing and undecided resulted to 23 (23.00 %). This was thought to be an important percentage of persons with undesirable answers to the indicator and could not have been rejected. Stakeholders' communication frequency was positive. Nevertheless, a combination of the disputing and those who made decision were 28 (28.00 %). This was worrisome percentage that weakened the acceptance side. There was stakeholders' analysis input being practised. The disagreement and the undecideds were 27 (27.00 %) which was disturbing figure and a threat to the acceptances. Stakeholders' involvement meetings were

observed. There were 21 (21.00 %) after combination of the disagreeing squad with the undeciding ones. This outcome failed short of quarter of the participants bringing unimportant figure to impact the positive results.

Data from the inferential statistics analysis was considered here too. The linear regression was done between the institutional performance and stakeholders' participation practices. There was a noteworthy positive correlation was observed between institutional performance and stakeholders' participation practices. This indicated that as institutional performance improved, the stakeholders' participation practices had a habit of to increase moreover.

The thematic analysis was from the TVET principals, regional directors and the governing council members. From the interviews, there seemed to be agreement among the participants in the quantitative and qualitative data regarding this objective. In general conclusion, the objective did not meet the threshold of total acceptance calling for better and higher outcomes on the affirmative.

These findings in this mixture and interpretation of data correlated with other studies in the worldwide. One agreement was found in New Zealand. There was research by Wylie and King (2017) established that there was stakeholder impact among the government schools. There was efficiency in management of financial resources by the stakeholders who contributed in supervising the funds.

4.5 Influence of Strategic Planning Practices on Institutional Performance

Concerning the third objective, there were three levels of appraises that were engaged. These included descriptive, inferential (linear regression) statistics and thematic analysis. Then, there was the mixing and explanation of the data analyzed for better clarification.

4.5.1 Descriptive Statistics in Strategic Planning Practices on Institutional Performance

The investigator examined collected data in descriptive statistics and presented it in occurrences, tables, and percentages. The data was analyzed and presented according to the third objective of the study. The data captured the indicators from the independent and dependent variables.

4.5.1.1 TVET Tutors' Responses in Strategic Planning Practices on Institutional Performance

The tutors filled part D of their questionnaire. The responses were shown in table 221.

TABLE 21: TUTORS' RESPONSES IN STRATEGIC PLANNING PRACTICES ON INSTITUTIONAL PERFORMANCE

Statements	A (1)	SA (2)	U (3)	D (4)	SD (5)
As a trainer in this institution, you agree that strategy prioritization has been practised to enhance innovation outputs	137 56.61%	59 24.38%	29 11.98%	12 4.96%	05 2.07%
In your capacity as a trainer, you have witnessed strategy prioritization in your institution to permit better innovation outputs	112 46.28%	68 28.10%	33 13.64%	20 8.26%	09 3.72%
Your experience as a trainer here has it that programme and project design has been practiced in your organization enable better innovation outputs	120 49.59%	67 27.69%	35 14.46%	12 4.96%	08 3.30%
You have witnessed programme and project design as a trainer in this college to catapult innovation outputs	113 46.69%	63 26.03%	45 18.60%	11 4.55%	10 4.13%
As a trainer you agree that developing expenditure frameworks has been practised in your institution for better innovation outputs	134 55.37%	49 20.25%	42 17.36%	10 4.13%	07 2.89%
Your experience as a trainer here is that there is developing expenditure frameworks for better innovation outputs	131 54.13%	60 24.79%	33 13.64%	11 4.55%	07 2.89%
You have witnessed selection of operational strategy as a trainer here to catapult innovation outputs	116 47.93%	48 19.83%	51 21.07%	21 8.68%	06 2.48%

Your experience as a trainer here has it that there is selection of operational strategy in your institution to enhance innovation outputs	`115 47.52%	57 23.55%	45 18.60%	17 7.02%	08 3.31%

Source: The researcher, 2024

From this table, there had been strategy prioritization practicing as accepted by 196 (80.99 %) of the tutors. The disagreement side was supported by only a mere 17 (7.02 %) while another 29 (11.98 %) failed to decide on the matter. The combination of disagreements and undecideds recorded 46 (19.00 %). Judging from the acceptance percentage, the combination must have not been significant as such since it did not reach even a quarter of the percentage. There was witnessing of strategy prioritization among the institutions as seen in the responses from 180 (74.38 %) with 29 (11.98 %) in disagreement. There were 33 (13.64 %) who could not make any decision on the issue. The combination of disagreements and undecideds could not be ignored as it stood at 62 (25.62 %) being more than a quarter of the outcomes. This definitely diminished the accepting side though it was more than 74 percent.

Programme and project design was practised among the colleges. This was supported by 187 (77.27 %) of the tutors. There were others who disagreed and strongly disagreed totaling to 20 (8.26 %) which was not a strong percentage. Another 35 (14.46 %) did not make any decision at all. There was a combination of the disagreeing group and the undecideds which recorded 55 (22.73 %) and was noticeable. A lower combination would have been more convincing than this. There was witnessing of programme and project design as seen in the eyes of 176 (72.73 %) who agreed and strongly agreed. The disagreement side was weak with only 21 (8.68 %) in record. The undecided group were 45 (18.60 %) making a notable percentage but somehow weak. Nevertheless, a combination of disagrees and undecides was worrying with 66 (27.27 %) more than a quarter of the tutors.

There was developing of expenditure frameworks practised among the TVET tutors. The agreeing side recorded a significant figure of 183 (75.62 %). Comparing this to the disagreeing team of 17 (7.02 %), it seemed that the acceptance was genuine. Significantly, there was a number that could not decide recording 42 (17.36 %) causing more questions than answers. Worse, the combination of disagreement side and undecides totaled to 59 (24.38 %) being a significant number. There was developing of expenditure frameworks among the colleges. This was supported by 191 (78.93 %) who agreed and strongly agreed. The disagreement side was weak and insignificant recording only 18 (7.44 %) of the participants. The undecided lot was 33 (13.64 %) raising questions why they could not make decision. There was a combination of the disagreeing and undecideds being 51 (21.07 %) which also was questionable. Tutors must have made decision right away without hesitating.

There was witnessing of selection of operational strategy among the tutors. This was supported by 164 (67.77 %). The team disagreeing was 27 (11.16 %) which was acceptable. The undeciding team recorded significantly 51 (21.07 %). There was a combination of disagreements and undecided lot totaling to a significant figure of 78 (32.23 %). This percentage indicates that there was a weak acceptance of the indicator among the study participants. If the agreement side could record at least over 75 %, then this would have been regarded as significant. Selection of operational strategy was witnessed as agreed and strongly agreed by 172 (71.07 %). The disagreeing and strongly disagreeing totaled to 25 (10.33 %) which could have been termed as insignificant. The undeciding recorded 45 (18.60 %). The combination of disagreeing and undecided was 70 (28.93 %). This was a significant figure surpassing by far a quarter of the participants' responses hence weakening the acceptance side. The indicators needed a high significance of acceptance to enable the objective achievement.

These findings were supported by UNESCO (2017). It was clear that strategy construction involved developing of strategic objectives and purposes that specified general outcomes, selecting of strategic significances and tactics to attain those outcomes, and mechanisms for implementing. Programme designs indicated anticipated yields, performance targets and indicators, timelines, and responsibilities. Funding frameworks supported resource distribution and monitoring and evaluation organisations facilitated strategy implementing.

4.5.1.2 Students' Responses in Strategic Planning Practices on Institutional Performance

The students filled part D of their survey. The results were presented in Table 22.

TABLE 22: STUDENTS' RESPONSES IN STRATEGIC PLANNING PRACTICES ON INSTITUTIONAL PERFORMANCE

Statements	A (1)	SA (2)	U (3)	D (4)	SD (5)
As a student in this college, you agree that strategy prioritization has been practised to increase innovation outputs	158 52.67%	61 20.33%	54 18.00%	18 6.00%	09 3.00%
Your experience as a student here has it that programme and project design has been practiced to enable better innovation outputs	147 49.00%	68 22.67%	66 22.00%	13 4.33%	06 2.00%
As a student you agree that developing expenditure frameworks is practised in your institution for improved innovation outputs	125 41.67%	81 27.00%	70 23.33%	14 4.67%	10 3.33%

You have witnessed selection of operational strategy as a student here to catapult innovation outputs	135 45.00%	71 23.67%	72 24.00%	15 5.00%	07 2.33%

Source: The researcher, 2024

From the table, it seemed that strategy prioritization had been practised among TVET colleges that were in the study. There were 219 (73.00 %) TVET students who agreed and strongly agreed. The disagreeing side was somehow insignificant with only 27 (9.00 %). However, the number that did not make decision was significant being 54 (18.00 %) from the point of view of the accepting team. When a combination of disagreements and undecideds was done, there were 81 (27.00 %) which was a notable figure. Thus, the agreement seemed to have been weakened by this figure as it surpassed a quarter of the students in negation side.

There was evidence that programme and project design had been practised in the TVET colleges. This was a view of 215 (71.67 %) students who agreed and strongly agreed. The disagreeing and strongly disagreeing team was not significant as it recorded only 19 (6.33 %). Interestingly, there were 66 (22.00 %) of the students who could not make a decision. A combination of the disagreements and undecideds totaled significantly to 85 (28.33 %). This dictated the extent to which agreement to the indicator was.

The development of expenditure frameworks was practised among the TVET colleges according to the students. Those on the agreement and strongly agreement recorded 206 (68.67 %). The disagreement side attracted insignificantly 24 (8.00 %). However, there were significantly 70 (23.33 %) of the students who could not make any decision towards this indicator. This could not have been ignored as it raised questions as to the significancy of the acceptance of the indicator.

There was even a worse situation when the disagreements and undecideds were combined. This totaled to 94 (31.33 %) of the students on the negative side. The fact that acceptance was even less than 70 %, the indicator was termed as doubtful on the acceptance side. It needed to be accepted by a fair majority of at least 80 percent.

The operational strategy had been witnessed among the colleges according to the students who participated in giving their opinions. The agreeing and strongly agreeing recorded 206 (68.67 %) being the majority of the students. There was no significancy in disagreement as it recorded only 22 (7.33 %). A stronger figure could have indicated a stronger disagreement. The undecided number was 72 (24.00 %) which also indicated doubt among the students. When the disagreements and undecideds were combined, it was even worse. It recorded significantly 94 (31.33 %). Therefore, the fact that there was agreement on this indicator became quite weak. It could not even 70 percent. It was observed that there was weak acceptance making the indicators not acceptable and hence the objective.

The findings in these responses of the TVET students could be compared with other findings elsewhere in the world. For instance, Wylie and King (2014) in New Zealand were seeking to establish effective monetary supervision activities. The investigators examined eighteen classic public institutions in three years' longitudinal research and the outcome was that vibrant strategic priorities and pointers of anticipated yields enabled efficient monitoring and evaluation of advancement was a steady feature of schools that verified larger financial conclusions. Statistics from interviewing and scrutiny of monetary statements specified effective financial results accumulated when financial resources were supplied in line with the strategic priorities.

4.5.1.3 SMCAs Responses in Strategic Planning Practices on Institutional Performance

The SMCAs filled part D of their survey and the results were shown in Table 23.

TABLE 23: SMCAS RESPONSES IN STRATEGIC PLANNING PRACTICES ON INSTITUTIONAL PERFORMANCE

Statements	A (1)	SA (2)	U (3)	D (4)	SD (5)
As a SMCA, you concur that strategy prioritization in your institution has been practised to enhance innovation outputs	60 60.00%	22 22.00%	09 9.0%	08 8.00%	01 1.00%
Being a SMCA you have observed programme and project design being practiced in your institution to enable better innovation outputs	55 55.00%	27 27.00%	08 8.00%	09 9.00%	01 1.00%
In your capacity as SMCA you concur that developing expenditure frameworks has been practised in your institution for better innovation outputs	55 55.00%	26 26.00%	12 12.00%	06 6.00%	01 1.00%
You have witnessed selection of operational strategy as SMCA to catapult innovation outputs	52 52.00%	25 25.00%	15 15.00%	05 5.00%	03 3.00%

Source: The researcher, 2024

From the table, it was concurred that strategy prioritization had been practised in the TVET institutions. The majority of 82 (82.00 %) of the SMCAs testified this. There was insignificant number that was on the side of the disagreement recording only a mere 9 (9.00 %). A similar number was undecided this being 9 (9.00 %). There was a combination of the disagreements and undecideds totaling to 18 (18.00 %) insignificantly as the agreement reached over 80 percent.

There was observation of programme and project design being practised among the TVET colleges. This was supported by 82 (82.00 %) of the contributors who agreed and strongly agreed. The disagreement side was not significant as it recorded 10 (10.00 %) only. The undecideds too recorded insignificant figure of 8 (8.00 %). The combined outcome of disagreement and undecided turned to 18 (18.00 %) having very minor effect on the acceptance side which had over 80 % and became strongly acceptable.

It was acceptable that the developing of expenditure frameworks among the institutions. This was supported by 81 (81.00 %) who agreed and strongly agreed. The disagreement side was weak with only 7 (7.00 %) indicating that the acceptance side was strong. Another small number of 12 (12.00 %) did not make any decision. A combination of disagreements and undecideds totaled to 19 (19.00 %) still being not able to influence the agreeing side significantly.

Finally, the selection of operational strategy was witnessed in TVET colleges. This was the opinion of 77 (77.00 %) of the participants who agreed and strongly agreed. The disagreement side attracted a mere 8 (8.00 %) causing no much harm to agreeing team. There was another team which was undecided scoring 15 (15.00 %). This, too, may not have caused a major threat to the agreeing side. Nevertheless, a combination of disagreements and undecideds had a threatening impact to the agreement side. This recorded 23 (23.00 %) which could not be ignored since it was nearly a

quarter of the participants speaking. There was need for higher outcome to enable significant acceptance of the indicators and the objective. This was not seen noteworthily.

The findings in this case were in agreement with other findings in the literature. One such example was from the Federal Republic of Nigeria. A researcher, Chukwumah (2015) found that the majority of 85.4% of institutions had developed strategic plans. Nevertheless, only a few community schools were seen to have appropriately articulated strategic plans. They lacked clear pointers of the anticipated performance and this caused poor implementation and caused negative results in the schools studied.

4.5.2 Inferential Statistics Analysis in Strategic Planning Practices on Institutional Performance

A linear regression analysis was conducted to assess whether strategic planning significantly predicted institutional performance. The results of the linear regression model were significant, $F(1,729) = 361.52$, $p < .001$, $R^2 = .33$, indicating that approximately 33.15% of the variance in institutional performance is explainable by strategic planning. Strategic planning significantly predicted institutional performance, $B = 0.51$, $t(729) = 19.01$, $p < .001$. This indicates that on average, a one-unit increase of strategic planning will increase the value of institutional performance by 0.51 units. The null hypothesis in chapter one was rejected. Table 25 summarizes the results of the regression model.

The regression model becomes

Institutional performance = 0.56 + 0.51*Strategic planning

TABLE 24: RESULTS FOR LINEAR REGRESSION WITH STRATEGIC PLANNING PREDICTING INSTITUTIONAL PERFORMANCE

Variable	*B*	*SE*	95.00% CI	β	*t*	*p*
(Intercept)	0.56	0.07	[0.43, 0.69]	0.00	8.22	< .001
Strategic planning	0.51	0.03	[0.46, 0.57]	0.58	19.01	< .001

Note. Results: $F(1,729) = 361.52$, $p < .001$, $R^2 = .33$
Source: The researcher, 2024

These findings agreed with Kathama (2012). There was scrutinizing of the conclusion of strategy framing on organizational performing in the public institutions. A cross sectional strategy of the research was utilized in the study with a sample of 125 contributors selected from senior officers in the government companies. The pointers for the strategic construction features that were considered comprised of creating mission statement, stating the vision, developing strategies linked with the vision and creating objectives of the organization which were time bound.

4.5.3 Thematic Analysis in Strategic Planning Practices on Institutional Performance

Thematic analysis was applied on the third objective regrading strategic planning practices on institutional performance. The data collected from the field interviews was considered here. Contributing participants were the principals in TVET colleges, the TVET regional directors and members of the governing councils. That data was prepared, reviewed and explored individually and codes were formulated. Those codes were swotted and put together into thematic shape. The themes were offered in verbatims in a describing manner as seen below.

To iron out strategic planning practices on institutional performance, strategy prioritization was considered among the TVET colleges. A plan for five years was a key tool to assist in making proper priorities. Planning ahead was necessary with clear priorities. There were plans to execute as colleges were mandated to train and offer certificates. Relevant views were obtained from the stakeholders to enable priority areas for better performance. Priorities were key issues in planning and implementing programmes as one principal commented,

> "*Yes, making priorities is a key factor in strategic planning. We normally have inadequate funding from the government and parents as well as other stakeholders. We are not able to accomplish everything at once. There are things that can wait and others that can't wait. This is*

where we draw the line. Depending on the funds available, we see what our priorities especially matters to do with training and remuneration. We make a priority list and follow it after approval by the governing council members. There could be adjustments somewhere on the way" **PR1**.

It was seen that programme and project designs were made in TVET colleges. Short courses were designed and trainers were sent out for more skills and reports made. There were committees dealing with projects who came up with ways implementation for better performance in the colleges. The curriculum was developed as per the needs of the industries hence making them relevant and enabled inspiration in performance as one principal said,

"*For better performance, we need designs that may enable us reach where we want to reach. We have always used this tool for the implementation of our programmes. The designs are geared to the achievement of our objectives in the TVET colleges*" **PR2**.

There were expenditure frameworks developed to enable institutional performance depending on the treasury funding and other source of incomes. If the financiers were affected in a way, the colleges were equally affected. These frameworks help in proper spending of the meagre resources and could enable good performance since disruptions were minimized as one principal had this to say,

"*In our expenditure, we think of the income side. We cannot spend what we do not have. Sometimes we are forced to plan income generating activities such as dairy farming to supplement our income. This has helped us in that we have amble time to concentrate on the key issues of training*" **PR3**.

The selection of operational strategy was done among the colleges. There were objectives to guide them. They dealt with the situations as they arose. Sometimes proper selections were not made as the correct information was missing. There must have been the right priorities. Often times it was challenge. Many colleges may not have done this efficiently as one principal put it,

"*It is true that most TVET institutions may not have accomplished this as they could have been no work plans in place. This needs to improve so as to improve on our performance*" **PR4**.

The regional directors were in agreement that there was strategy prioritization. If there was failure in planning, then there was looming failure. There was need to come up with priorities as to what was a must and what was not. New colleges could not purchase buses at the expense of infrastructure. There were five-year priority plans in the colleges which were, of course, flexible to accommodate any foreseen calamities such as the Covid-19 pandemic. Only critical areas were given priority and this enabled good performance among the colleges. One regional director observed,

"*The programmes and activities in our TVET institutions must follow a priority list which is approved by the governing council members. Without such priorities, funds would be spent on less significant activities that give less impact in performance*." **RD1**.

Programme and project designs were imperative in all stages of the curriculum and could be put in gazettement. At fifty percent of the training was designed as practical. The directors ensured that this was budgeted and approved by the governing council. One director said,

"*On our part as directors, we ensure that colleges have proper projects and proper objectives to be achieved at the end of it all. Only viable designs could be allowed after thorough scrutiny. We have associated this with improvement of the results once they are out*" **RD2**.

Colleges had developed expenditure frameworks to enhance better results and support their expectations. These were reflected in the annual budgets which were approved by the councils. The expenditure should not have been bias and must have followed the key objectives. However, funds were not flowing smoothly due to delays in capitation funds and climatic conditions making parents pay fees poorly. This was noted by one director,

"*First, we talk of income before we can talk about expenditure. This is all reflected in the annual college budgets but as you know, money flow in the institutions is a key determinant. There are unseen circumstance that humper the payment of fees for example during the Covid-19, things were not easy and even as we talk, some people have not recovered fully from the pandemic impact*" **RD3**.

It was agreed among the governing council members that strategy prioritization was a road map to take colleges from where they were to where they desired to be. It was like their movement planning form their Egypt to Canaan. This could enable generation of funds from all over to enable good performance and success. Key budget plans were pegged on the key priority areas. One council member observed,

"*First things first. We must give priority to the course content, recruiting right trainers with right skills, what must be purchased and what may be purchased among others. We do oversight as council members to ensure that performance has improved by allowing only the necessary and compulsory things first*" **GCM1**.

Programme and project designs were applied in the TVET colleges. There were TVETA and KICD curriculums used in the colleges and were implemented as per the guidelines. The principals and the heads of departments ensured that the trainers had proper working plans and guidelines to achieve the course objectives and consequently, bring out better results. There was even monitoring from the council members through the academic committee. One member had this to say,

"*We feel comfortable when we have plans. The plan deals, among others, with time and resources. Our goal is to go technical in our training. Thus, we address our objectives accordingly*" **CGM2**.

Expenditure frameworks were developed. Equipment procurement could only be done after funding. There was need for colleges to implement their programmes following the budget and availability of funds. The principal would keep the council members the progress in expenditures continuously through proper reporting and auditing. One council member said,

"*Expenditure must be done with a lot of care. The procurement process has to be followed to avoid any wastage and over pricing. By so doing, directly and indirectly we find ourselves enhancing performance in our colleges. Poor expenditure will take us nowhere*" **GCM3**.

4.5.4 Mixing and Interpreting Data on Strategic Planning Practices on Institutional Performance

The quantitative and qualitative data on the third objective of the study was mixed here. From the TVET tutors, strategy prioritization practicing was acceptable as per by 196 (80.99 %). The combining of disagrees and undeciding was 46 (19.00 %) which was termed as not too significance to affect the outcomes. There was witnessing of strategy prioritization among the institutions. However, the combining of disagreements and undecideds sides was not be overlooked as it was 62 (25.62 %). This certainly lessened the acceptance side although it was more than 74 percent.

Programme and project design was practised among the colleges. The combination of the disagreeing group and the undecideds was 55 (22.73 %) and almost meaningful. A lower percentage might have convinced the researcher more than this. There was witnessing of programme and project design as seen. Nevertheless, a combination of disagrees and undecides was worrying with 66 (27.27 %) more than a quarter of the tutors.

There was developing of expenditure frameworks practised among the TVET tutors. Disagreement side and undecides were 59 (24.38 %) making difficult to conclude that the acceptance was worthy. There was developing of expenditure frameworks among the colleges. There was a combination of the disagreeing and undecideds being 51 (21.07 %) which also was questionable. This indicated that the tutors should have decided without wavering.

There was witnessing of selection of operational strategy among the tutors. When the disagreements and undecided lots were put together, 78 (32.23 %) was seen. This proportion indicated that there was a frail acceptance of the indicator. The agreement side did not record 75 %, which could have been significant. Selection of operational strategy was witnessed. There were

70 (28.93 %) on the disagreement and undecided sides. This was a substantial figure outstanding by far the participants' responses henceforth weakening the accepting side.

From the TVET trainees, it was clear that strategy prioritization was practised among TVETs. However, a combining disagreement resulted to 81 (27.00 %) which was a distinguished digit. So, the agreeing team appeared to have been faded by this outcome being more than a quarter of the voice of the participants. There was evidence that programme and project design had been practised. Interestingly, a combination of the disagreements and undecideds equaled meaningfully to 85 (28.33 %). This dictated the extent to which agreement to the indicator was.

The development of expenditure frameworks was practised. The combination of the disagreements and undecideds were combined was 94 (31.33 %). The acceptance was less than 70 % and the indicator was labelled as uncertain on the accepting side. It should have been accepted by a reasonable majority of at most 80 percent to be perfect.

The operational strategy was witnessed among the institutions. Nevertheless, when the disagreements and undecideds were joint, it was even worse. It was significantly 94 (31.33 %). Then, the fact that there was agreeing on this indicator was rather scrawny as it failed to score even 70 percent.

The final group to respond to the questionnaire was that of the SMCAs. From them, it was agreed that strategy prioritization had been practised. There was a combination of the disagreements and undecideds totaling to 18 (18.00 %) unimportantly as the agreeing side reached over 80 percent. There was observation of programme and project design. The combination outcome of disagreement and undecided was 18 (18.00 %) causing very weak impact on the accepting side which scored more than 80 % and hence strongly acceptable.

It was acceptable that there was developing of expenditure frameworks among the institutions. A combination of disagreements and undecideds totaled to 19 (19.00 %) still being not able to influence the agreeing side significantly. Selection of operational strategy was witnessed. Yet, a combination of disagreements and undecideds had an intimidating influence to the agreement side. This documented 23 (23.00 %) which was not ignorable as it was almost a quarter of the contributors who were speaking.

This study considered inferential statistics and compared it with the descriptive and thematic analysis. Linear regression examination was conducted between institutional performance and strategic planning practices. A significant positive correlation was detected between institutional performance and strategic planning practices. This showed that there was a large effect. As institutional performance increased it meant also that strategic planning practices increased too.

Turning to thematic analysis, the principals were in agreement with the other participants in the quantitative data. They largely concurred that the indicators of this objective were met though with some efforts put in place. The regional directors were in agreement that the objective indicators were practised among the colleges in their areas of jurisdiction. Similarly, the governing council members accepted that good efforts were made to ensure that all indicators were acceptable. It was seen that the indicators and the objective therein were not achieved significantly and hence needed higher scores.

These findings for the third objective were supported by other researchers in the world. For example, UNESCO (2017) made it clear that strategy creation embraced development of strategic purposes. These aims defined over-all results, selection of strategic implications and manoeuvres to achieve those results. There were also machineries for executing the same.

4.6 Influence of Strategic Implementation Practices on Institutional Performance

The fourth objective had three levels of data analysis that were involved. The levels encompassed descriptive, inferential (linear regression) statistics and thematic scrutiny. At that point, there was the mixing and elucidation of the analyzed data for better understanding of the problem.

4.6.1 Descriptive Statistics in Strategic Implementation Practices on Institutional Performance

The researcher scrutinized data gathered in descriptive statistics and presented it in incidences, tables, and percentages. The data was analyzed and presented according to the fourth objective of the study. Indicators from both the independent and dependent variables were captured.

4.6.1.1 TVET Tutors' Responses in Strategic Implementation Practices on Institutional Performance

The table below showed outcomes of the tutors in this objective. They filled part E of the survey and the analysis shown in table 25.

TABLE 25: TUTORS' RESPONSES IN STRATEGIC IMPLEMENTATION PRACTICES ON INSTITUTIONAL PERFORMANCE

Statements	A (1)	SA (2)	U (3)	D (4)	SD (5)
As a trainer in this institution, you agree that setting performance indicators has always been done to enable better student enrolment and performance	139 57.44%	77 31.82%	13 5.37%	08 3.31%	05 2.07%
You have witnessed setting performance indicators as a trainer here to enable better student enrolment and performance	133 54.96%	81 33.47%	17 7.02%	06 2.48%	05 2.07%

Being a trainer here, you can say that resource allocation and budgeting has been practised for better student enrolment and performance	130 53.72%	68 28.10%	25 10.33%	13 5.37%	06 2.48%
You have witnessed resource allocation and budgeting as a trainer here to catapult student enrolment and performance	123 50.83%	65 26.86%	29 11.98%	20 8.26%	05 2.07%
Action planning has been witnessed by you as a trainer here to enable student enrolment and performance	132 54.55%	55 22.73%	32 13.22%	17 7.02%	06 2.48%
You can confirm as a trainer that there is action planning in your institution to enhance student enrolment and performance	95 39.26%	89 36.78%	32 13.22%	21 8.68%	05 2.07%
According to you as a trainer, your college has leadership commitment and ownership to allow student enrolment and performance	130 53.72%	64 26.45%	30 12.40%	13 5.37%	05 2.07%
You have witnessed leadership commitment and ownership as a trainer here to permit student enrolment and performance	134 55.37%	55 22.73%	31 12.81%	17 7.02%	05 2.07%

Source: The researcher, 2024

From this table, it seemed that setting performance indicators was always done among the colleges according to the tutors. The number that agreed and strongly agreed reached 216 (89.26 %) which was excellent outcome in support of the indicator. The disagreeing and strongly disagreeing recorded an insignificant number of 13 (5.37 %) meaning that the agreement side was perfectly accepted. Another 13 (5.37 %) could not decide but this was not a significant number at all. The combination of disagreement and undecided did not record any significant number as the record was only 26 (10.74 %). This indicated had perfect agreement to the indicator.

Setting performance indicators was witnessed among the TVET tutors in various colleges. This was supported by 214 (88.43 %) who agreed and strongly agreed. The number disagreeing and

strongly disagreeing was a mere insignificant 11 (4.55 %) causing no alarm to the agreement side. Even the undecided group was just a mere 17 (7.02 %) indicating a strong acceptance of the indicator by the participants. The combined disagreement and undecided still recorded insignificantly, 28 (11.57 %). The conclusion, then, was that the indicator was significantly acceptable.

Resource allocation and budgeting seemed to have been witnessed by a number of tutors. Those that agreed and strongly agreed recorded 188 (77.69 %) indicating as strong acceptance among the tutors. Those that disagreed and strongly disagreed were 25 (10.33 %) being a not so a significant number as such. Similarly, the undecided recorded 29 (11.98 %) which was also insignificant. However, the combined disagreements and undecideds could have been significant. The combination was 54 (22.31 %) which actually weakened the acceptance side. This means that the acceptance side should have recorded over 80 % to be more significant in this case.

Action planning had been witnessed by the tutors in the colleges. This was supported by 187 (77.27 %) of the tutors who agreed and strongly agreed. There were others 23 (9.50 %) who disagreed and strongly disagreed on this matter being a number that could not be significant. Those who could not make decision were 32 (13.22 %) still being not so significant. However, the combination of the disagreements and undecideds seemed to be significant. They recorded 55 (22.73 %). This figure harmed the acceptance side of the indicator. The acceptance side could have recorded, definitely, more than 80 % to be significantly accepted. There was weakening of the number that accepted.

There was action planning in the institutions as supported by the tutors. The supporting number was significant being 184 (76.03 %) of the tutors who agreed and strongly agreed. There was a weak disagreement and strongly disagreement. This was 26 (10.74 %) which was not a threat to

the agreeing side. Similarly, the undecides were not a threat to agreement side as they recorded 32 (13.22 %). The threat to the agreement side was seen in the combination of the disagreements and the undecides. This totaled to 58 (23.97 %). The figure was strong enough to weaken the acceptance side. This was decision not made bringing the figure to almost a quarter of the participants.

It seemed that TVET colleges had leadership commitment and ownership. There were 194 (80.17 %) who could agree and strongly agree. This was a significant number such that it could be concluded that the indicator was successful. There was poor disagreement and strongly disagreement which recorded 18 (7.44 %) still being a weak response. It showed that the acceptance side was still strong. The undecided side was equally weak. It recorded 30 (12.40 %) hence causing no threat to the acceptance side of the indicator. The combined disagreements and undecides still were moderately weak. They recorded 48 (19.83 %) indicating that there was strong acceptance of the indicator by the tutors.

Leadership commitment and ownership was witnessed among the colleges by the tutors. The agreeing and strongly agreeing groups recorded 189 (78.10 %) on the agreement side. The disagreeing and strongly disagreeing had a number that could not be termed as significant. This was 22 (9.09 %) which indicated that it was not a threat to the acceptance side. Equally, the disagreeing and strongly disagreeing was not significant. It recorded 31 (12.81 %) causing no much harm to the acceptance side. However, when a combination of disagreements and undecides was sorted out, it was 53 (21.90 %) seemingly causing a threat to the accepting group. A number of indicators were achieved but still there was room for improvement.

The findings had similarities in the work of Auka (2016). It was discovered that strategy implementation practices were significantly linked to institutional performance. Other

investigators (Kariuki, Maiyo & Ndiku, 2016) showed that school culture, delegation, and communication were more noteworthy compared with motivation, resource allocation than change management and had the major influence on strategy implementation.

4.6.1.2 Students' Responses in Strategic Implementation Practices on Institutional Performance

The responses from the students were analyzed accordingly. The Table 26 below has the details

TABLE 26: STUDENTS' RESPONSES IN STRATEGIC IMPLEMENTATION PRACTICES ON INSTITUTIONAL PERFORMANCE

Statements	A (1)	SA (2)	U (3)	D (4)	SD (5)
As a student here, you agree that setting performance indicators has constantly been done to permit better student enrolment and performance	186 62.00%	51 17.00%	40 13.33%	15 5.00%	08 2.67%
Being a student here, you can say that resource allocation and budgeting has been observed for better student enrolment and performance	139 46.33%	63 21.00%	68 22.67%	15 5.00%	15 5.00%
Action planning has been witnessed by you as a student here to enable student enrolment and performance	149 49.67%	62 20.67%	60 20.00%	17 5.67%	12 4.00%

According to you as a student, your college has leadership commitment and ownership to catapult student enrolment and performance	168 56.00%	67 22.33%	43 14.33%	12 4.00%	10 3.33%

Source: The researcher, 2024

According to the students, and from this table, the setting performance indicators were constantly done among the colleges. Those who agreed and strongly agreed were 237 (79.00 %) being a significant number. There was insignificance in disagreeing and strongly disagreeing participants. They recorded 23 (7.67 %) causing no threat on the agreeing side. The undecideds had no threat as they were 40 (13.33 %). However, when the disagreements and undecides were combined, there was almost significancy. This combination was 63 (21.00 %) and had significancy in that a higher acceptance was anticipated to make a strong case on the acceptance side.

There was observation of resource allocation and budgeting among the students in TEVT colleges. The agreement and strongly agreement was 202 (67.33 %). An 80 % could have proven strong acceptance. The disagree and strongly disagree had 30 (10.00 %) which was not significant. The undecides could have caused alarm to the agreement side. There were 68 (22.67 %) of the students who could not make decision. Worse, a combination of the disagreements and the undecides was alarming. This was 98 (32.67 %). This number indicated that the accepting team was required to score at least 80 % so as to be significantly acceptable. Thus, this indicator was weak in terms of acceptance.

There was strong sense in the fact that action planning had been witnessed among the TVET college students. Both agree and strongly agree recorded 211 (70.33 %) which was just significant enough. There was weak disagreement and strongly disagreement. This had just only 29 (9.67 %)

being quite insignificant. Nevertheless, the undecides had significantly scored 60 (20.00 %). This figure was too large to cause alarm on the agreement side which should have scored eighty percent or more. The combination of disagreements and undecides was alarming. The record of 89 (29.67 %) was strong enough to weaken the number that agreed.

Finally, TVET colleges seemed to have leadership commitment and ownership according to the opinion of the students. Those in agreement and strongly agreement was 235 (78.33 %) being the majority. Those disagreeing and strongly disagreeing were only 22 (7.33 %) causing no alarm to the acceptance side. Still the undecided group was no so that strong as it recorded 43 (14.33 %) resulting to a weak impact. However, the combined disagreeing and undeciding was significant. There were 75 (25.00 %) in the combination. This was a quarter of the participants not accepting the indicator. Only if the acceptance side could have been as strong as 80 %, then this indicator could have been termed successfully accepted by the majority of the students. The responses on the indicators were not so strong to warrant success on the objective.

These findings from the ideas of the TVET students have similarities in other findings done earlier. Nonetheless, numerous investigations have explored enactment of strategic plans in community education institutions. For instance, in the Federal Republic of Nigeria, it was established that absence of performance procedures stalled strategic plan enactment

(Chukwumah & Ezeugbor, 2015)

4.6.1.3 SMCAs Responses in Strategic Implementation Practices on Institutional Performance

The SMCAs filled their questionnaire. The researcher generated outcomes form the responses as shown in Table 28.

TABLE 27: SMCAS RESPONSES IN STRATEGIC IMPLEMENTATION PRACTICES ON INSTITUTIONAL PERFORMANCE

Statements	A (1)	SA (2)	U (3)	D (4)	SD (5)
Being a SMCA in this college, you concur that setting performance indicators has always been done to enable better student enrolment and performance	60 60.00%	31 31.00%	02 2.00%	07 7.00%	00 0.00%
In your position as SMCA, there is resource allocation and budgeting that has been practised for better student enrolment and performance	55 55.00%	35 35.00%	05 5.00%	04 4.00%	01 1.00%
Action planning has been witnessed by you as SMCA to enable student enrolment and performance	50 50.00%	35 35.00%	08 8.00%	06 6.00%	01 1.00%
According to you as SMCA, your college has leadership commitment and ownership to allow student enrolment and performance	51 51.00%	35 35.00%	05 5.00%	07 7.00%	02 2.00%

Source: The researcher, 2024

From the responses in the table made by the SMCAs, it was acceptable that setting performance indicators was always done. The agreeing side combined with the strongly agreeing side totaled to 91 (91.00 %) this being a strong agreement on the indicator. Evidently, the disagreement side was quite weak. It scored only a mere 7 (7.00 %) which could have been ignored in the final analysis.

Worse, the undecideds were only 2 (2.00 %) a figure which could have also been ignored. Even the combination of disagreements and undecideds was not significant. It attracted only a mere 9 (9.00 %). Thus, the indicator was wholly accepted.

There was resource allocation and budgeting in the institutions according to the SMCAs. The agreement and strongly agreement had 90 (90.00 %) on their side. This was termed as excellent acceptance. The number disagreeing and strongly disagreeing was not significant. This was 5 (5.00 %) causing no alarm to the agreement side. Even the combination of disagreeing and undecided could not affect the acceptance side. It was just a mere 10 (10.00 %). Therefore, the indicator was acceptable without any doubt.

Action planning among the colleges seemed to be witnessed significantly. The record of agreeing and disagreeing was 85 (85.00 %) being a strong positive outcome. There was weak disagreement and strongly disagreement. Only 7 (7.00 %) of the contributors could disagree. The undecided too, had no positive impact as it recorded 8 (8.00 %). On combining the disagreements and agreements, there were 15 (15.00 %) still having no strong positive impact. It could be then concluded that the indicator was acceptable.

Finally, was the indicator on leadership commitment and ownership. This seemed to attract the majority of the SMCAs. They recorded 86 (86.00 %) on the agreeing and strongly agreeing side. Disagreement and strongly disagreement had only 9 (9.00 %) causing no much harm to the acceptance group. There was still no much impact on the undecided team. This recorded a mere 5 (5.00 %). The researcher combined the disagreeing with the undecided. This was still weak. It had 14 (14.00 %). It was then acceptable that the indicator was seen in the eyes of the participants. The participants seemed to achieve this objective.

These findings from the SMCAs were echoed elsewhere in the world of research. For instance, there was a study a in Diamond Trust Bank in this country by Mathore (2016). The work analyzed the impact of strategy executing on organizational accomplishment. This was a case study strategy. There was interview approach as tool for evidence collecting from five officers. In the discussion the contributors stated that to a certain extent the executing impacted performance. Nonetheless, the contributors likewise, noticed that there was inevitability for the particular strategies to have been designed primarily for better outcomes.

4.6.2 Inferential Statistics Responses in Strategic Implementation Practices on Institutional Performance

A linear regression analysis was conducted to assess whether strategic implementation significantly predicted institutional performance. The results of the linear regression model were significant, $F(1,729) = 559.55$, $p < .001$, $R^2 = .43$, indicating that approximately 43.42% of the variance in institutional performance is explainable by strategic implementation. Strategic implementation significantly predicted institutional performance, $B = 0.65$, $t(729) = 23.65$, $p < .001$. This indicates that on average, a one-unit increase of strategic implementation will increase the value of institutional performance by 0.65 units. The null hypothesis in chapter one was rejected. Table 29 summarizes the results of the regression model.

The regression model becomes

Institutional performance = 0.55 + 0.65*Strategic implementation.

TABLE 28: RESULTS FOR LINEAR REGRESSION WITH STRATEGIC IMPLEMENTATION PREDICTING INSTITUTIONAL PERFORMANCE

Variable	*B*	*SE*	95.00% CI	β	*t*	*p*
(Intercept)	0.55	0.06	[0.44, 0.66]	0.00	9.83	< .001
Strategic implementation	0.65	0.03	[0.60, 0.70]	0.66	23.65	< .001

Note. Results: $F(1,729) = 559.55$, $p < .001$, $R^2 = .43$

Source: The researcher, 2024

These findings concurred with other findings in literature review. One such example was recorded by OECD (2017) whereby it was seen that larger financial results in public secondary schools arose when strategic plans were utilized to allocate monetary spending reinforced by development of vibrant performing pointers and institutional backgrounds to support consumption of resources to achieve planned objectives.

4.6.3 Thematic Analysis in Strategic Implementation Practices on Institutional Performance

Thematic analysis was applied on the fourth objective regrading strategic implementation practices on institutional performance. The information from the field discussions was well-thought-out in this section. The participants were principals, regional directors and members of the governing councils. That facts were arranged, studied and explored and codes formulated. The codes were reviewed and composed into thematic form. The themes were presented in verbatims in narrative manner as seen below.

To address strategic implementation practices on institutional performance, the setting of performance indicators was considered among the TVET colleges. Identified were the key performance indicators such as enrollment and rate of graduation. There could have been no proper allocation of resources without setting indicators to achieve. This was the method to find out if the objectives were attained. There were research departments which checked performance indicators periodically in all TVET courses. One principal noted,

"*Without setting indicators, we would be working in darkness. These indicators tell us if we have achieved the desired objectives. The course we have here have performance indicators to be achieved by all of us to justify our training. This exercise has improved our performance significantly over the years*" **PR1**.

Resource allocation and budgeting was seen in the colleges. The departments made their budgets then all were consolidated into one TVET college budget annually for approval by the governing council members. Requirements of various departments were considered and prioritized. Budgeting was done then a procurement plan followed. Sometimes virement was necessary if some departments saved funds while others overspent their targets as one principal noted,

"*Once we allocate resources, we monitor the usage and advise where necessary. Our financial reports guide us on the expenditure plan. In the case of some departments there could be over expenditure while in others there could be under expenditure. Virement, that is borrowing from a vote head, can be authorized by the governing council to balance the expenditure*" **PR2**.

Regarding action planning, each department was supposed bring some for approval. These plans were reviewed continuously in various institutional meetings. There was requisition from the departments annually. The performance contracting needed plans to enable achievement of the objectives following the set indicators. One step was fees payment through the banks instead of trainees queuing in offices. One principal commented,

"*Action planning is necessary for performance of trainees in our institutions. There could be a waste of time if we have no such plans. There are issues to be solved immediately and urgently and so without plans, this will result into chaos*" **PR3**.

Leadership commitment and ownership was critical and was done among the TVET institutions to enable better performance. Leadership is everything in TEVETs. Good leadership leads to good performance. The spirit of servant leaders was seen. Principals owned their colleges. They arrived in offices earlier than anyone else and left last after all had left. This commitment was seen to enhance good performance among the institutions definitely. They took time to understand their colleges. There were called to be on duty almost every other time. One principal emphasized,

"*There is a lot of commitment on our part. We have no weekends like other workers. You can be called on duty any time. I believe this has catapulted performance to a significant extent*" **PR4**.

The regional directors were interviewed on this objective. They agreed that indicators were set in the colleges under their jurisdiction. One good example was the performance contracting. Issues to do with teaching, finance, students' welfare including PWDs, among others had indicators to enable their achievement. People should follow indicators when they are doing their work as these go hand in hand with the strategic plans. Data is collected and analyzed quarterly on this issue. One director had this to say,

"*There is no other proof that the objectives are being achieved among the colleges other than measuring the indicators. If this fails, then there is no way we can claim we are doing any work in our area. We make sure that when we go to colleges, we address the issues to do with indicators. This is how we ensure better performance*" **RD1**.

The directors indicated that there was resource allocation and budgeting and that was very significant for performance. They ensured that capitation funds were sent as per the number of trainees in colleges. Needs of the colleges were looked at individually as no college was similar to another. Resources came from, for example, the government, parents, donors, and well-wishers among others which has improved performance. One director said,

"*The colleges we supervise have improved through proper supply of resources and well though budget approvals. There has been mobilization of resources as government funding is far from being enough. Income generating activities have been put in place to generate more funds. More importantly, we cut down non-core areas and we emphasize on the core areas of training*" **RD2**.

Action planning has been done though in some cases it did not come up so well. There were work plans to be implemented after approval by the governing council. One director noted,

"*This kind of planning has been done by some colleges but not all do them. We believe these are significant in improving performance among our colleges*" **RD3**.

The final group to be interviewed was the members of the governing council. Setting of indicators was done so as to decide on what actually to check. One area where indicators were used was on the performance contracting. This could upsurge performance. The indicators were looked at by the council and approved. These were used to hold people accountable in their performance and

hence too, check on academic performance of the trainees. There were also targets from the government which had to be achieved. One council member observed,

"*If somebody wants to pin you down, he/she will check what you have agreed as indicators. If the indicators are not achieved, then there was no reason why one could not be castigated. This is how we have compelled our people to work and it has worked very significantly*" **GCM1**.

Resource allocation and budgeting as an indicator of strategic implementation. This was done well. It is governed by law for example, the Public Finance Act whereby auditing is done. Budgeting is done according to the needs and availability of funds. There must be budgeting first before spending public funds. The budget has to be approved after discussions by the governing council. Various activities are considered under very careful scrutiny and prioritization. One member said,

"*It is our duty as council members to approve college budgets. However, due to lack of funding, we have to be very careful how we handle this. Without resources, our objectives will not be met. If we want good results from the trainees, we must fund the programmes*" **GCM2**.

Action planning is a way of life in the colleges. They strategize plans in the beginning before even budgeting for them. They make sure that what is needed most is done. One council member noted,

"*Every activity in TVET colleges is supported by planning, costing, and requesting for approval. Spending is monitored*" **GCM3**.

4.6.4 Mixing and Interpreting Data in Strategic Implementation Practices on Institutional Performance

There was mixing and interpreting of data in the fifth objective. From the tutors, setting performance indicators was continuously done amongst the TVETs. The acceptance side scored 216 (89.26 %) which was outstanding result in supporting the indicator. The disagreeing and strongly disagreeing were only mere13 (5.37 %) showing that the agreeing was perfectly

acceptable. The combining of disagreement and undecided could not record any substantial number as it documented only 26 (10.74 %).

Setting performance indicators was witnessed in various colleges. This was supported by 214 (88.43 %) who agreed and strongly agreed. The combination of disagreement and undecided could result to unimportantly 28 (11.57 %). The inference, then, was that the indicator was meaningfully satisfactory.

Resource allocation and budgeting seemed to have been witnessed. Though, the combined disagreements and undecideds were slightly noteworthy. The combination was 54 (22.31 %) which essentially declined the acceptance side. This is to say that the accepting side must have scored over 80 % to be more noteworthy.

Action planning had been witnessed by 187 (77.27 %) of the tutors who agreed and strongly agreed. Nevertheless, the combination of the disagreements and undecideds was weighty. They were 55 (22.73 %). This figure damaged the accepting side of the indicator who could have scored at least 80 % and above.

Action planning in the institutions as supported by 184 (76.03 %) of the tutors who agreed and strongly agreed. The danger to the agreeing side was seen in the combination of the disagreements and the undecides amounting to 58 (23.97 %). This was strong to deteriorate the accepting side.

TVET colleges had leadership commitment and ownership as per 194 (80.17 %) who were on the agreement side. This meant that the indicator was effective. The combined disagreements and undecides yet were abstemiously feeble recording merely 48 (19.83 %).

Leadership commitment and ownership was witnessed by 189 (78.10 %) who responded positively. Yet, when a mixture of disagreements and undecides was arranged, it was 53 (21.90 %) seemingly causing a threat to the accepting group.

From the side of the trainees, the setting performance indicators were repetitively done amongst the institutions as 237 (79.00 %) were on the agreement side. There was no significance in disagreeing and strongly disagreeing contributors. They outcomes was 23 (7.67 %) having no hazard on the agreement side. However, as the disagreements and undecides were joint, there was nearly an implication this being 63 (21.00 %).

Resource allocation and budgeting was there among the trainees. The agreement side had 202 (67.33 %). A higher could have been better to show stronger acceptance. Combination of the disagreements and the undecides was shocking being 98 (32.67 %). This was a proof that the accepting side was essentially to have score at least eighty percent so as to be meaningfully satisfactory.

Action planning had been witnessed among the TVET college trainees. Both agreed and strongly agreed were 211 (70.33 %) which was merely noteworthy. Disagreement was weak with only 29 (9.67 %) being quite trivial. However, the undecides had meaningfully recorded 60 (20.00 %). This was too huge and caused panic on the agreeing side. The mixture of disagreements and undecides was very disturbing being 89 (29.67 %).

There was leadership commitment and ownership. The agreements and strongly agreements were the majority of 235 (78.33 %). There were 75 (25.00 %) in the combination of undecides and disagreeing. An eighty percent could have been named positively accepted by the majority of the trainees.

The final questionnaire was from the SMCAs. They could accept that the setting performance indicators was constantly done. The agreement side combined with the strongly agreement side were 91 (91.00 %) being a solid agreeing on the indicator. Disagreement side was rather frail as it was only 7 (7.00 %) which could be overlooked in the concluding scrutiny. The combination of disagreements and undecideds was very weak attracting only 9 (9.00 %). Therefore, the indicator was absolutely acceptable.

Resource allocation and budgeting in the institutions was seen by 90 (90.00 %). This was labelled as outstanding acceptance. Combination of disagreeing and undecided did not affect the acceptance side as it was only 10 (10.00 %). So, the indicator was satisfactory without any uncertainty.

Action planning among the TVETs was perceived meaningfully by 85 (85.00 %). This was a strong optimistic result. Disagreement and strongly disagreement were weak with only 7 (7.00 %). On combining the disagreements and agreements, there were 15 (15.00 %) still being not strong.

The indicator on leadership commitment and ownership attracted the majority of the SMCAs. They documented 86 (86.00 %) on the agreeing and strongly agreeing side. Disagreement and strongly disagreement had only 9 (9.00 %) causing no much damage to the acceptance. There was no much effect on the undecided team recording a mere 5 (5.00 %). The researcher combined the disagreeing with the undecided and had a weak 14 (14.00 %). It was then satisfactory that the indicator was seen in to be practised among the colleges.

Concerning inferential statistics in this objective, a linear regression test was done between the variables which were institutional performance and strategic implementation practices. The outcome of the association was scrutinized. There was weighty encouraging association was observed between institutional performance and strategic implementation practices. This

suggested that as institutional performance improved, strategic implementation practices increased significantly.

Finally, looking at the thematic analysis, the interviewed participants had similar sentiments like the ones found in the quantitative analysis regarding this objective. The principals agreed on the indicators of strategic implementation practices that generally they were fulfilled. The regional directors too, agreed on the this. The governing council members also had similar opinions. The quantitative outcomes were backed up to a good extent such that the researcher was satisfied that there was concordial agreement in the data collected and analyzed.

These findings from the mixture and interpretation of data had similarities in other investigations done elsewhere. Even so, many investigations explored presentation of strategic plans in government learning and training institutions. For instance, in the Federal Republic of Nigeria, it was discovered that lack of performance measures hindered strategic plan implementation. (Chukwumah & Ezeugbor, 2015).

4.7 Influence of Monitoring and Evaluation Practices on Institutional Performance

The fifth objective had three levels of data analysis that were involved. The levels encompassed descriptive, inferential (linear regression) statistics and thematic scrutiny. At that point, there was the mixing and elucidation of the analyzed data for better understanding of the problem.

4.7.1 Descriptive Statistics in Monitoring and Evaluation Practices on Institutional Performance

The researcher scrutinized data gathered in descriptive statistics and presented it in incidences, tables, and percentages. The data was analyzed and presented according to the fifth objective of the study. Indicators from both the independent and dependent variables were captured.

4.7.1.1 TVET Tutors' Responses in Monitoring and Evaluation Practices on Institutional Performance

The responses of the tutors were presented in the table below after they filled part F of their survey.

Table 30 explains the outcomes

TABLE 29: TUTORS' RESPONSES IN MONITORING AND EVALUATION PRACTICES ON INSTITUTIONAL PERFORMANCE

Statements	A (1)	SA (2)	U (3)	D (4)	SD (5)
You have witnessed setting strategy rhythm and team strategy in your college as a trainer to evaluate the lecturer student ratio and performance	127 52.48%	42 17.36%	40 16.53%	23 9.50%	10 4.13%
As a trainer, you agree that there is setting strategy rhythm and team strategy in your college to enable the lecturer student ratio and performance	118 48.76%	55 22.73%	36 14.88%	21 8.68%	12 4.96%
Being a trainer here, you agree that performance reviews are done in your institution to enable lecturer student ratio and performance	125 51.65%	62 25.62%	29 11.98%	18 7.44%	08 3.31%
You have witnessed performance reviews in your college as a trainer to catapult lecturer student ratio and performance	132 54.55%	50 20.66%	25 10.33%	26 10.74%	09 3.72%
You can say as a trainer that feasibility studies are used in your institution to enhance lecturer student ratio and performance	103 42.56%	62 25.62%	45 18.60%	24 9.92%	08 3.31%

According to you as a trainer, there are feasibility studies which enhance lecturer student ratio and performance in your institution	120 49.59%	43 17.77%	41 16.94%	29 11.98%	09 3.72%
In your college as a trainer, you agree that expenditure reviews have been done for better lecturer student ratio and performance	111 45.87%	57 23.5%	39 16.12%	27 11.16%	08 3.31%
Your experience here as a trainer has it that there are expenditure reviews which help lecturer student ratio and performance	124 51.24%	37 15.2%	46 19.01%	28 11.57%	07 2.89%

Source: The researcher, 2024

The setting of strategy rhythm and team strategy were witnessed by the TVET tutors. On the agreement and strongly agreement, there were 169 (69.83 %) of the tutors who consented. The disagreeing and strongly disagreeing attracted a moderately insignificant figure of 33 (13.64 %) of the participants. The undecides among the tutors were almost significant with 40 (16.53 %) making no decision. There was significancy on combining the disagreement side with the undecideds. This recorded 73 (30.17 %). The more than 30 % was a big number especially compared with the agreement side of nearly 70 %. The message here was that the agreement side was diminished by thus percentage. It could have been even 80 % to make better meaning.

Similarly, there was setting strategy rhythm and team strategy among the colleges investigated. This was supported by 173 (71.49 %) of the TVET tutors who were on the agreement side. Those who disagreed and strongly disagreed were 33 (13.64 %) amongst the tutors. Those who could not make any decision were 36 (14.88 %). The combination of disagreement side and those who did not make any decision was alarming. These totaled to 69 (28.51 %) in contrast with the more than 71 % on the agreeing side. This, again, indicated that there was need to have a higher percentage on the agreement side.

Another indicator was on performance reviews. These seem to have been don in the TVET colleges. The number of tutors supporting this were 187 (77.27 %) seemingly significant figures. The disagreeing and strongly disagreeing recorded a weak 26 (10.74 %) which could have not threatened the agreement side. The undecided group was also weak recording 29 (11.98 %) of the tutors. There was somehow a significant combination of the disagreements and the undecideds. The total was 55 (22.73 %) meaning that there was need for greater acceptance.

Those performance reviews were witnessed among the college tutors. The agreeing and strongly agreeing were significantly182 (75.21 %). The disagreeing and strongly disagreeing recorded 35 (14.46 %) almost challenging the agreement side. The undecideds were 25 (10.33 %). The combination of disagreement and undecided was 60 (24.79 %) which was a significant number hence challenging the over 75 % on agreement side.

There was another indicator on feasibility studies. It seemed that these were used. This was the opinion of 165 (68.18 %) of the tutors who agreed and strongly agreed. There was another 32 (13.22 %) of the tutors who were disagreeing and strongly disagreeing. The undecided number was 45 (18.60 %). The disagreement and undecided were 77 (31.82 %) which was a strong percentage begging the agreement to be higher than what it was being over 68 %.

The presence of feasibility studies was evident. This was the opinion of 163 (67.36 %) of the tutors who agreed and strongly agreed. The disagreeing and strongly disagreeing totaled to 38 (15.70 %) significantly. The undecided group was even higher with 41 (16.94 %). Worse, the combination of the disagreeing side and undecided was 79 (32.64 %) which was a strong percentage. The agreement side was weakened by this percentage.

The fact that expenditure reviews were done was acceptable. The agreeing and strongly agreeing had 168 (69.42 %) in record. The disagreeing and strongly disagreeing had 35 (14.46 %). There

were undecides having a record of 39 (16.12 %). The disagreement side and undecides totaled to 74 (30.58 %) significantly. This weakened the over 69 % acceptance team. There was need for higher acceptance in this case.

The presence of expenditure reviews was agreeable. This is if we considered the 161 (66.53 %) who agreed and strongly agreed. The disagree and strongly disagree were 35 (14.46 %). Undecided group was 46 (19.01 %). The combined disagree and undecided recorded 81 (33.47 %) being too high percentage compared with the agreement side. Though the majority of the tutors were on the agreement side, there was need to have a higher number of acceptances to enable better significancy. While the majority were supporting the indicators, there was an issue with the significance since the disagreement side was strong hence weaking the acceptance side.

These findings were not isolated from other findings elsewhere in the world. One work done in Malaysia had similar sentiments. Radzi (2014) discovered that strategic assessment provided advantageous signals of effectiveness and efficiency when evaluation outcomes informed the activities. It was necessary to monitor and evaluate programmes to make a meaning out of what was happening in those institutions.

4.7.1.2 Students' Responses in Monitoring and Evaluation Practices on Institutional Performance

The students also filled part F of their questionnaire. The outcomes were seen in Table 30 below.

TABLE 30: STUDENTS' RESPONSES IN MONITORING AND EVALUATION PRACTICES ON INSTITUTIONAL PERFORMANCE

Statements	A (1)	SA (2)	U (3)	D (4)	SD (5)
You have witnessed setting strategy rhythm and team strategy in your college as a student to enable the lecturer student ratio and performance	156 52.00%	56 18.67%	61 20.33%	15 5.00%	12 4.00%
Being a student here, you agree that performance reviews are done to enable lecturer student ratio and performance	150 50.00%	60 20.00%	63 21.00%	20 6.67%	07 2.33%
You can say as a student that feasibility studies are used in your institution to enhance lecturer student ratio and performance	133 44.33%	60 20.00%	76 25.33%	19 6.33%	12 4.00%

In your college as a student, you agree that expenditure reviews have been practised for better lecturer student ratio and performance	140 46.67%	60 20.00%	73 24.33%	16 5.33%	11 3.67%

Source: The researcher, 2024

From the table, there was meaningful setting strategy rhythm and team strategy being witnessed among the participants who were TVET students. The agreeing and strongly agreeing were significantly 212 (70.67 %). The disagreeing and strongly disagreeing were 27 (9.00 %). The undecided was 61 (20.33 %) which threatened the acceptance side. There was a combination of the disagreements and undecides which totaled to significantly 88 (29.33 %). This number was too large to be ignored as the acceptance side was considered.

The indicator on performance reviews was also agreeable judging from the number of students who were on the acceptance side. Those agreeing and strongly agreeing were 210 (70.00 %). The disagreement side had a mere 27 (9.00 %). The undecides scored significantly 63 (21.00 %). The combined outcome of disagreeing and undecided had some significance and weakened the acceptance side. The 90 (30.00 %) record of the combination meant that there was a weak agreement though it was 70 %. A higher record could have been more convincing than this.

The fact that feasibility studies were used among the colleges attracted a considerable number of students. The agreeing and strongly agreeing were 193 (64.33 %) which was sustainable. The disagree and strongly disagree were 31 (10.33 %) which could not be termed significant. A threatening number of 76 (25.33 %) of the undecideds was recorded. The combination of disagrees and undecideds was even worse. A total of 107 (35.67 %) was on this record. The judgement that

there was agreement was diluted by this percentage and figure. A higher percentage than this was anticipated to enable a more accurate inference on the indicator.

Finally, it seemed that expenditure reviews were practised. The agree and strongly agree recorded significantly 200 (66.67 %). The disagreement side was weak with 27 (9.00 %). However, the undecided side threatened this acceptance side. It had 73 (24.33 %) making it difficult to judge on the significancy of the number that was on the agreement side. The combination of these disagrees and undecideds was 100 (33.33 %) weakening the agreeing side.

The findings were echoed in other similar findings. In this country, Auka (2016) discovered a robust encouraging association between strategy appraisal and controlling practices and school performing. Nevertheless, though existing literature indicated strategic evaluation provided significant evidence for determining the match between anticipated and real outcomes and facilitated remedial involvement, the concept received diminutive empirical sustenance and few studies had explored the connection of planned evaluation and fiscal results in community education in Kenya.

4.7.1.3 SMCAs Responses in Monitoring and Evaluation Practices on Institutional Performance

Responses gathered from the SMCAs were compiled and presented in Table 32.

TABLE 31: SMCAS RESPONSES IN MONITORING AND EVALUATION PRACTICES ON INSTITUTIONAL PERFORMANCE

Statements	A (1)	SA (2)	U (3)	D (4)	SD (5)
In your stay here as SMCA, you have witnessed setting strategy rhythm and team strategy to evaluate the lecturer student ratio and performance	55 55.00%	20 20.00%	10 10.00%	15 15.00%	00 0.00%
You agree, as SMCA, that performance reviews are done in your institution to enable lecturer student ratio and performance	50 50.00%	22 22.00%	08 8.00%	20 20.00%	00 0.00%
In position as SMCA, feasibility studies are used in your institution to enhance lecturer student ratio and performance	40 40.00%	20 20.00%	18 18.00%	20 20.00%	02 2.00%
Your experience here admits that expenditure reviews have been done for better lecturer student ratio and performance	52 52.00%	23 23.00%	15 15.00%	10 10.00%	00 0.00%

Source: The researcher, 2024

From the table of SMCAs, the setting strategy rhythm and team strategy were witnessed in the TVET colleges by the participants. The agreeing and strongly agreeing were 75 (75.00 %). The disagree and strongly disagree were 15 (15.00 %). Undecideds were 10 (10.00 %). When the

disagreements were combined with the undecides, the record showed 25 (25.00 %) which was termed a significant figure. If a quarter of the participants were on the negative side, the agreement needed to be higher than this.

According to the agreeing and strongly agreeing group, it seemed that the performance reviews were done among the institutions. The responses were 72 (72.00 %) being a significant record. The disagree and strongly disagree had significantly scored 20 (20.00 %). The undecides were 8 (8.00 %). The disagreements and the undecides totaled to a combination of 28 (28.00 %) which was too high to be ignored. Still there was a big question as to why this number was as high as t was. There must have been a record of over 80 % to convince that there was good acceptance of the indicator.

Whether the colleges used feasibility studies was yet to be seen from the responses of the SMCAs. The agree and strongly agree recorded 60 (60.00 %) which could have been termed as weak acceptance compared with 70s or 80s. disagree and strongly disagree had 22 (22.00 %) still threatening the already weak acceptance side. Significantly was also the undecides. They recorded 18 (18.00 %). Looking at the combination of disagreeing and undeciding, the total was 40 (40.00 %). This outcome indicated a poor acceptance rate on this indicator.

The final indicator in this objective was on the expenditure reviews having been done among the TVET colleges. According to these officers, the agreeing and strongly agreeing were 75 (75.00 %) portraying seemingly a significant outcome. The disagree and strongly disagree was not strong with only 10 (10.00 %). The undecided group had 15 (15.00 %). However, the combination of disagreement and undecided was threatening the acceptance side. This was 25 (25.00 %). If a quarter of the participants could have been making wavering decision, then the accepting side must

have been weak. A higher percentage of acceptance was anticipated to convincingly indicate strong acceptance rate.

The findings in this section had similarities with other findings elsewhere. One such finding by Nyariki (2016). In this work, it was discovered that strategy evaluation had numerous impacts on the performance of organizations. The study examined the impact of strategy evaluation on the performance of organization taking in KCB as a sample. The work was done in Nakuru, where an interview schedule was done to get evidence from seven main staff. I was discovered that strategy assessment led to the improvement in numerous aspects of organization outcomes such as worker performance and operations.

4.7.2 Inferential Statistics Analysis Responses in Monitoring and Evaluation Practices on Institutional Performance

A linear regression analysis was conducted to assess whether monitoring and evaluation significantly predicted institutional performance. The results of the linear regression model were significant, $F(1,729) = 480.80$, $p < .001$, $R^2 = .40$, indicating that approximately 39.74% of the variance in institutional performance is explainable by monitoring and evaluation. Monitoring and evaluation significantly predicted institutional performance, $B = 0.62$, $t(729) = 21.93$, $p < .001$. This indicates that on average, a one-unit increase of monitoring and evaluation will increase the value of institutional performance by 0.62 units. The null hypothesis in chapter one was rejected. Table 33 summarizes the results of the regression model.

The model becomes

Institutional performance = 0.59 + 0.62*Monitoring and evaluation.

TABLE 32: RESULTS FOR LINEAR REGRESSION WITH MONITORING AND EVALUATION PREDICTING INSTITUTIONAL PERFORMANCE

Variable	*B*	*SE*	95.00% CI	β	*t*	*p*

(Intercept)	0.59	0.06	[0.48, 0.71]	0.00	10.19	< .001
Monitoring and evaluation	0.62	0.03	[0.56, 0.67]	0.63	21.93	< .001

Note. Results: $F(1,729) = 480.80$, $p < .001$, $R^2 = .40$

source: The researcher, 2024

The inferential statistics outcomes had similar findings in many other researches. One such study was by Stacey (2017). In the examination, it was agreed that strategy assessment was an essential feature of strategic supervision and evaluation and schedules should be developed and executed to enable evaluation of growth and to offer data on the obligation to apprise the plan. Notwithstanding, formative assessment in the form of practicability studies was critical for scrutiny for steadiness, lucidity, and viability of strategic purposes prior to strategy enactment. Feasibility meant that the monetary and human resources required to implement the strategy were available. The outcomes of summative evaluation likewise informed future strategic supervision happenings henceforth the procedure was essential for refining success, effectiveness, and worth of strategic planning.

4.7.3 Thematic Analysis in Monitoring and Evaluation Practices on Institutional Performance

Thematic analysis was applied on the fifth and the last objective regrading monitoring and evaluation practices on institutional performance. The data from the interviews was well-organized in this segment. The interviewed contributors were principals, regional directors and members of the governing councils. That evidences were organized, considered and explored and ciphers formed. The ciphers were revised and composed into thematic form. These themes were obtainable in verbatims and description method as witnessed underneath.

To address the monitoring and evaluation practices on institutional performance, the setting strategy rhythm and team strategy was considered among the TVET colleges where principals

were interviewed. There was quality assurance and other teams to monitor and evaluate TVET programmes. There were rewards and reinforcements to enable the participants perform better. There was class monitoring by class representatives to ensure that the trainers did not miss lessons and when necessary, lesson recovery forms were filled to ensure good performance among the TVET trainees. The trainees also were monitored by filling in their names in a roll call to guarantee lesson attendance. There was moderation of exams in a team work to ensure healthy performance. During monitoring and evaluation, it seemed that everyone was put on board to catapult the function significantly. One principal noted,

"*We have monitoring and evaluation in teaching, use of resources, staff and student attendance and punctuality. The weak areas were adjusted for better performance. Of course, there was no way we could conduct pour programmes in assumption that they were doing well. Actually, we monitored and evaluated our work guided by the objectives and indicators*" **PR1**.

As part of monitoring and evaluation, performance reviews were done. The KNEC performance reviews pinpointed the weak areas for addressing and improving even the audit reports were part of the evaluation. This was a policy that guided the colleges. The purpose was to correct mistakes and ensure that there was escalating improvement in performance. This enabled the colleges to come up with strategies such as remedial teaching among others. One principal was happy to say,

"*We conduct monitoring and evaluation to check if what we planned is taking place and is going in the right direction. These remain part and parcel of our core business for exams when results are out, we establish where we performed poorly and adjust accordingly. We demand answers from the persons concerned whenever there is poor performance*" **PR2**.

Feasibility studies were not common in some colleges but were done in others. The participants noted that these were critical for the success of the trainees. Trainees were traced and follow ups done. There was a follow up on the industries as to what they said about the trainees who become their employees. There was detailed analysis that considered all the critical aspects of the proposed projects so as to determine the likelihood of success as one principal agreed,

"*There is need to do necessary studies before embarking on projects if we must get good results from the projects. Without this, we may hit a snag. Consequently, you find that our college improves in performance*" **PR3**.

Expenditure reviews were found necessary. There were corrections where necessary for instance, virement among the vote heads were done. This meant borrowing from vote heads which had funds to supply other vote heads which lacked funds. This was done on a quarterly basis to ensure that performance was not compromised. Sometimes it was necessary to cut down expenditures to enable smooth use of monetary resources. Definitely, some areas took more resources than others due to their supremacy in the programmes. No over expenditure was allowed without the approval of the governing council as one principal said,

"*We are very strict on expenditure reviewing to make sure that no vote head spent more than it was allocated without approval. If need be, we made virements to balance the vote heads but with approval from the members of the governing council*" **PR4**.

The regional directors were similarly interviewed on this objective. There was an agreement that setting strategy rhythm and team strategy was seen among the participating colleges. Workshops were organized following the priorities of the colleges. This was key to ensure that all activities in the colleges were running as intended. For example, the government wanted to monitor how services were offered in the colleges. One director observed,

"*In our colleges, we ensure that we offer services as planned and the way to guarantee this is to keep an eye on the activities in our institutions. The stakeholders want the best from us. We evaluate to check if we are doing the right things as per our strategic plans*" **RD1**.

The regional directors agreed that colleges did performance reviews accordingly. They reviewed academic plans, budgets and unforeseen circumstance such as the Covid-19 pandemic. Performance contracting was reviewed against the set indicators. There were annual appraisals to ensure good institutional performance as one director observed,

"*Appraisal are key to better performance in our colleges. We have to check if we are offering the right services as planned in our strategic plans. Evaluation tells us where we have succeeded*

and where we have failed. This is critical to our performance as we must keep on improving" **RD2**.

Feasibility studies were conducted to make sure that projects did not hit a snag during the implementation process. The possible threats had to be done away with. The strengths had to be taken advantage of. These studies were common especially among the big colleges. Recommendations were done for improvement. Sometimes bodies like the UNESCO and NACOSTI assisted in doing these studies. One director said,

"*To make sure that we are safe as we implement programmes, we must do feasibility studies which guarantee us smooth running of programmes. This is part of strategic planning in our institutions. Once this is done, we are all sure that there is going to be good performance*" **RD3**.

The members of the governing council were also interviewed on the monitoring and evaluation objective. In setting strategy rhythm and team strategy, the members walked the journey with the college management as they sat in the board and approved usage of resources. They ensured proper utilization of resources, monitored and evaluated the colleges. They ensured favourable outcomes at the end of the programmes. Several meetings were held to track the performance at various levels of implementation. The academic committee of the governing council was keen on this to ensure that there was consistency in the programmes as one council member said,

"*We set rhythm for our colleges to run well in all programmes. This is an evaluation and monitoring strategy in the colleges. The tone of performance has to be maintained for production of good results*" **GCM1**.

Performance reviews were done frequently in colleges and sometimes involved the outsiders or stakeholders to analyze the performance. The councils kept reviewing the performance in the TVET institutions. Good performers were rewarded. The objective indicators were used to evaluate activities. One member said,

"*We must keep checking what is happening in the institutions to avoid a surprise when we find that we have failed. Constant checking is critical to our performance*" **GCM2**.

Feasibility studies were applied on any new programme to make sure that all critical aspects were taken into account to avoid failure and poor performance. Even the stakeholders were involved in this to ensure that nothing was left out in the feasibility studies. Bench marking with other TVET colleges was done as part of the feasibility studies. During these studies, it was noted that KCSE performance in science and mathematics was necessary for better results. For example, a trainee scoring D in mathematics and sciences could not shine well in engineering courses. These studies enhanced better performance in that, all programmes were ascertained before implementation as one council member noted,

"*We have to make sure that all areas of new programmes were checked for the purpose of avoiding future catastrophes*" **CGM3**.

4.7.4 Mixing and Interpreting Data in Monitoring and Evaluation Practices on Institutional Performance

Data for the fifth and the last objective was mixed and interpreted for comparison. Form the tutors' responses, setting of strategy rhythm and team strategy were witnessed in TVET colleges. The agreement was by 169 (69.83 %) of the participants who concurred. Disagreeing and strongly disagreeing were 33 (13.64 %) of the participants. The undecides among the tutors were almost significant with 40 (16.53 %). There was implication on combination of the disagreement side with the undecideds recording 73 (30.17 %). The agreement side though the majority, was weakened by the percentage. It could have been a better score like eighty percent to be significant enough.

There was setting strategy rhythm and team strategy amongst the institutions explored. Those on the agreement side were 173 (71.49 %). The mixture of disagreement side and those who did not make any decision was shocking. They totaled to 69 (28.51 %) in contrasting the over 71 % on the

agreeing side. The indication was that there was necessity to have a better percentage on the agreeing side.

Performance reviews were done in the TVET colleges as agreed significantly by 187 (77.27 %). The disagreement side had a weak 26 (10.74 %) which could have not endangered the agreement side. The combination was somehow significant as 55 (22.73 %) were documented.

There was witnessing of performance reviews amongst the college trainers. The agreement group had 182 (75.21 %). The combination of the disagreements was 60 (24.79 %) being noteworthy figure henceforth challenging the over seventy-five percent on agreeing side.

The other indicator was on feasibility studies. It looked that these were used. This was the opinion of 165 (68.18 %) of the tutors who agreed and strongly agreed. The disagreement and undecided were 77 (31.82 %) which was a solid proportion.

The presence of feasibility studies was apparent as per 163 (67.36 %) of the trainers who agreed and strongly agreed. The disagreeing lot was 38 (15.70 %). There was great danger seen. The disagreeing side and undecided were 79 (32.64 %) which was a solid figure.

The fact that expenditure reviews were done was acceptable by the majority of 168 (69.42 %). The disagreeing and strongly disagreeing had 35 (14.46). The disagreement side and undecides were 74 (30.58 %) significantly. This enfeebled the over sixty-nine percent accepting side. Higher acceptance was imperative to make more noteworthy outcomes.

The existence of expenditure reviews was agreed by 161 (66.53 %). The combined disagree and undecided documented 81 (33.47 %). This was high figure comparatively. Though the most of the trainers were on the agreement side, there was necessity to have a higher figure on the acceptance to enable better implication.

From the trainees, there was meaningful setting strategy rhythm and team strategy being witnessed among the participants. The agreeing and strongly agreeing were significantly 212 (70.67 %). The disagreeing and strongly disagreeing were 27 (9.00 %). The undecided was 61 (20.33 %) which threatened the acceptance side. There was a mixture of the disagreements and undecides which totaled to significantly 88 (29.33 %).

The indicator on performance reviews was likewise agreed upon judging from the 210 (70.00 %) of the trainees. The disagreement side had a mere 27 (9.00 %). The undecides scored significantly 63 (21.00 %). The combined outcome of disagreeing and undecided had some significance and weakened the acceptance side. The 90 (30.00 %) record of the mixture meant that there was a scrawny agreement though it was seventy percent.

The fact that feasibility studies were used among the colleges attracted a considerable number of students. The agreeing side were 193 (64.33 %) which was justifiable. The disagree and strongly disagree were 31 (10.33 %) which could not be labelled noteworthy. Aggressive was the number of 76 (25.33 %) of the undecideds. The combination of disagrees and undecideds was even worse. A total of 107 (35.67 %) was on this record. This indicator may not be said to have been accepted significantly by the trainees.

Finally for the trainees, it appeared that expenditure reviews were practised. The agree and strongly agree recorded significantly 200 (66.67 %). The disagreement side was weak with 27 (9.00 %). However, the undecided side threatened this acceptance side. It had 73 (24.33 %) making difficulty to judge on the significancy of the number that was on the agreement side. The combination of these disagrees and undecideds was 100 (33.33 %) weakening the agreeing side. This indicator could not be said to have been fully accepted by the trainees.

The final questionnaire was from SMCAs who showed that the setting strategy rhythm and team strategy were witnessed in the TVETs. The agreeing was 75 (75.00 %). The disagree and strongly disagree were 15 (15.00 %). Undecideds were 10 (10.00 %). When the disagreements were combined with the undecides, the record showed 25 (25.00 %) which was termed a significant figure. If a quarter of the participants were on the negative side, the agreement needed to be higher than this.

Performance reviews were done amongst the institutions this being a view of 72 (72.00 %) being a noteworthy record. The disagree and strongly disagree had significantly scored 20 (20.00 %). The undecides were 8 (8.00 %). However, combination of 28 (28.00 %) of disagreement was too high to be overlooked. Use of feasibility studies was yet to be witnessed. The agreement side had 60 (60.00 %) which was a weak acceptance. Examining the combination of disagreeing and undeciding which was 40 (40.00 %) painted a picture of despair. So, the SMCAs did not accept this indicator. The expenditure reviews having been done among the TVET colleges was acceptable by 75 (75.00 %) depicting apparently a noteworthy result. However, the combination of disagreement and undecided was intimidating the acceptance side. This was 25 (25.00 %).

The inferential statistics indicated that there was a strong association amongst the variables. Linear regression test was applied between institutional performance and monitoring and evaluation as dependent and independent variables. A significant positive correlation was observed between institutional performance and monitoring and evaluation practices. This suggested that as institutional performance increased, the monitoring and evaluation practices tended to increase too.

After perusing the thematic data from the interviewees, the discussions indicated that there were similarities and agreements with the quantitative outcomes. The TVET principals were in

agreement with the indicators of this objective. The regional directors were too in agreement in their discussions. The governing council members were also in agreement that the indicators of the objective on monitoring and evaluation were acceptable.

The findings from this mixture of data were not secluded from other researches elsewhere in the worldwide. There was a study conducted in Malaysia which had similar views. Radzi (2014) found that strategic evaluation provided beneficial gestures of efficiency and efficiency as evaluating results informed the activities. It was obligatory to monitor and appraise programmes to make conclusions out of what was going on in the organisations. It was evident that this objective needed better acceptance outcomes to be achieved significantly.

4.8 Discussions of the Findings

The discussions of the results were associated with the study objectives and the indicators in the same objectives. The section emphasized on how the thesis addressed gaps found in the literature review in chapter two of this work. The discussions, furthermore, entangled the implementation of the theories for both independent and dependent variables which were used by the researcher.

4.8.1 Influence of Situational Analysis Practices on Institutional Performance

The researcher focused on the objective indicators for the situational analysis practices. These indicators were: PESTLE analysis, performance analysis, SWOT analysis and the critical factors analysis. The Strategic Choice Theory being the independent variable theory, was applied in this investigation. The theory was utilized in this study to mean that it was a good approach to strategic management practices. It dealt with the analytical methods valuable for articulating strategies. It designed control arrangements so that implementing and evaluating were reinforced completely. The theory gave choices to strategy experts which were essential to comprehend the results of the

group. The expediency of this theory was that it made managing intervention and formulation of decisions better. Similarly, the theory signified to the method whereby leaders in institutions like the TVETs could form decision on progressions of strategic achievement.

There was the dependent theory named: the Theory of Performance. This theory was advantageous in this work since it valued outcomes of institutions. It described six mechanisms of learning namely: knowledge, skills, identity, context, personal factors and fixed factors which helped to measure the performance in institutions and organizations. The learning domains were dealt with and their measurability. The domains helped in evaluating the results in societies. It advocated cooperative learning, collaborating learning, learning based on project among others which supported to quantifiability of the indicators and henceforth measured learning outcomes.

Whittington *et al*. (2016) studied stakeholders' participation and found that the nature and extent of participation depended on contextual factors and produced diverse outcomes. However, these scholars did not discuss the issue of situational analysis practices which are vital in achieving improved institutional performance. The current proposal established this gap.

From the study findings, the views of the participants in this objective were considered and evaluated accordingly. From TVET tutors, there was PESTLE analysis found as per the majority. The institutional performance was seen significantly. There was SWOT analysis as well as the critical analysis factors in institutions. The TEVET trainees also had similar sentiments. The majority agreed on SWOT analysis being done. Likewise, there were critical factors analysis seen in colleges. Finally, the SMCAs agreed on the presence of PESTLE analysis in TVETs. Institution performance analysis was similarly found in the colleges significantly. SWOT analysis was also found in TVETs. The participants witnessed critical factors analysis. The inferential statistics indicated a strong association between the situational analysis practices and the institutional

performance. The qualitative data supported this objective in the narratives and the verbatims found in the thesis regarding this objective. However, there was need to see higher agreement on the side of the quantitative data to enable achievement of the objective.

4.8.2 Influence of Stakeholders' Participation Practices on Institutional Performance

The researcher paid attention on the indicators for the stakeholders' participation practices. These indicators were: stakeholder consultation forums, stakeholder communications frequency, stakeholder analysis input and stakeholder involvement. The researcher considered the input of independent theory. This was the Strategic Choice Theory. This theory was employed in the thesis. It created virtuous tactic to strategic supervision practices. It worked on the diagnostic approaches which were treasured for enunciating strategies. There were control arrangements designed by the theory to catapult implementation and evaluation reinforcement adequately. The theory provided choices to specialists in strategic arrangement. These choices were critical in comprehending the outcomes for example, in the TVET colleges. The practicality of the theory seen in making supervision involvements and forming of decisions much improved. Correspondingly, this theory showed the techniques whereby stakeholders and administration in establishments could make decisions on developments of strategic success.

The second theory was the Theory of Performance which was pegged on the dependent variable. There were benefits seen this theory. For instance, it treasured results of the societies. There were six devices of learning named in the theory. These included: knowledge, skills, identity, context, personal factors and fixed factors. The devices assisted in measuring the performance for example in TVET institutions and other organizations. Learning domains were considered as well as the ways and means of measuring them. These domains could assist in appraising the outcomes in TVETs. It supported cooperative learning, collaborating learning founded on projects amongst

others which reinforced to measurability of the indicators and hereafter measuring the learning outcomes.

A study gap which this thesis attempted to fill was established. Floyd *et al.* (2017) examined situational analysis practices and discovered that poor situational analysis influenced strategy making and implementing. Yet, the academics failed in making efforts to iron out stakeholders' participation practices which was imperious in attaining better performance in the institutions. This was one of the gaps found in the literature in this work.

From the study findings, the tutors gave their views in the questionnaire. The majority had that stakeholders' consultation forums were frequently embraced. Stakeholders' consultation forums existed as well as the communication frequencies. There was agreement that stakeholders' input had been practised. Stakeholders' involvement meetings were observed.

Trainees had similar views. The stakeholders' strategic consultation forums happened frequently. There was stakeholders' communication frequency taking place including the stakeholders' analysis input. Stakeholders' involvement meetings were detected.

The SMCAs agreed that stakeholders' strategic consultation forums were frequently embraced. having negative responses towards the indicator and may not be discarded. Stakeholders' communication frequency positive agreeing side had 72 %, which was challenged by this response towards the negation side. Stakeholders' analysis input was practised. The stakeholders' involvement meetings were evident. The findings in the qualitative data from interviews expressed similar feelings. The principals had generally accepted the indicators of this objective. The regional directors too, were in agreement with the quantitative data. The governing council members

interviewed were also in support of the questionnaire data. To achieve this objective, there was necessity to record higher outcomes form the quantitative data to achieve this objective.

4.8.3 Influence of Strategic Planning Practices on Institutional Performance

The researcher considered the indicators for the strategic planning practices. These indicators were: strategy prioritization, programme and project design, developing expenditure frameworks and selection of operational strategy. There was the input of the independent theory this being the Strategic Choice Theory. The theory was utilized here in this work. the theory had worthy tactics to strategic management practices. It diagnosed styles which were precious for articulating strategies. The theory designed controlling measures to enhance the application and assessment fortification sufficiently. It offered choices to consultants in strategic arrangement from which they could choose and utilize easily. Those choices were vital in realizing the outcomes for example, in the TVET institutions. The sensibleness of this theory was seen in the of making management participations and creating decisions that improved performance. Harmoniously, the theory presented the methods whereby stakeholders and management in institutions could create decisions on development of strategic successes.

Secondly, there was the theory on the dependent variable which was the Theory of Performance. Numerous benefits could be seen from the theory. For example, it cherished the outcomes of the institutions. Theory named six devices in learning. These comprised of: knowledge, skills, identity, context, personal factors and fixed factors. The strategies helped in gaging the performance for example in TVET colleges and other institutions. The learning domains were painstaking as well as the ways and means of gauging them. These domains assisted in assessing the results in TVET colleges. It reinforced cooperative learning and collaborating learning initiated in projects among

others which strengthened quantifiability of the indicators and henceforth gauging the learning outcomes.

There was established a study gap which this thesis wanted to fill. A Nigerian researcher, Chukwumah (2015) examined strategic formulation activities in Nigeria. The investigation found out that the numerous institutes researched on had established strategic plans. Though, the research did not reflect on strategic implementation practices henceforth forming a gap as per the opinion of this present thesis.

From the findings of the tutors, strategy prioritization was acceptable by the majority. There was witnessing of strategy prioritization among the TVETs. Programme and project design was too done. The programme and project design were witnessed as well as the developing of expenditure frameworks among the TVET tutors. There was selection of operational strategy among the tutors. Selection of operational strategy was seen and agreed.

From the trainees, the setting performance indicators were continually. Observation of resource allocation and budgeting among the students in TEVT colleges was acceptable. Action planning was witnessed. TVET colleges observed leadership commitment and ownership according to the majority. termed successfully accepted by the majority of the students.

From the SMCAs, it was tolerable that the setting performance indicators was constantly observed. Resource allocation and budgeting was seen. Action planning among the colleges was apparently meaningfully applied. The indicator on leadership commitment and ownership was also found among the TVETs.

Qualitative data was from the principals, regional directors and the governing council members. The narratives and the verbatims indicated that there was agreement with the quantitative data. The objective indicators fetched a lot of acceptance among the participants as they discussed them.

The strategic planning practices seemed to score well among the persons interviewed. So, the conclusion was that, there was implementation of the objective in this study.

4.8.4 Influence of Strategic Implementation Practices on Institutional Performance

The researcher had in mind indicators for the strategic implementation practices and institutional performance. These indicators were: setting performance indicators, resource allocation and budgeting, action planning and Leadership commitment and ownership. The independent variable theory was also discussed. This was the Strategic Choice Theory. This theory signifies the technique whereby managers for example in TVETs formulate decision on progressions of strategic achievement. Administration through strategic choice is highlighted as the key dimension to clarify discrepancy in the dispersion and procedure of business relationship machineries and the human resource management. There are internal factors linked to strategic choice, plus supervision. Strategic managing practices in foundations must profit from the theory if used appropriately in the TVETs.

The dependent variable theory was the theory of performance which valued outcomes. Participants in TVETs have the ability of producing good outcomes from the people's actions. Behavioral and outcome features are linked analytically. The theory has it that factors other than the person's behavior can be considered for instance, teachers who facilitate good reading lessons which is behavioral aspect of performance, but some learners, do not advance in their reading skills due to their intellect gaps. The theory explains six mechanisms of learning. These are knowledge, skills, identity, context, personal factors and fixed factors. All these help in assessing the performance. There are learning domains which could be measured for better outcomes.

From the TVET tutors, setting performance indicators was continually according to the majority of the participants. This setting performance indicators was witnessed significantly. There was resource allocation and budgeting as well as action planning. Leadership commitment and ownership was witnessed. It was witnessed among the colleges by the tutors.

From the TVET trainees, the setting performance indicators was observed and also the resource allocation and budgeting among the trainees in TEVT institutions. Action planning had been witnessed too amongst colleges. Leadership commitment and ownership was agreeable.

From the SMCAs, setting performance indicators could be witnessed. There was evidence of resource allocation and budgeting in the TVETs. Action planning amongst the TVETs were observed meaningfully. The indicator on leadership commitment and ownership attracted majority of the SMCAs.

The discussions considered qualitative data from the principals, regional directors and the governing council members. There was an agreement in the interviews on the fact that this objective's indicators were acceptable significantly. The inferential statistics indicated a strong association between the strategic implementation practices and the institutional performance. If one went higher, the other seemed also to go higher.

4.8.5 Influence of Monitoring and Evaluation Practices on Institutional Performance

The discussion in this last objective similarly were pegged on the objective indicators. The indicators included: setting strategy rhythm and team strategy, performance reviews, feasibility studies and the expenditure reviews. The strategic choice theory was used on the side of independent variables.

The theory was found essential for this work because it had a virtuous tactic to strategic management practices. There were systematic methods that were beneficial for the formulating of

strategies. There was a process whereby administrators in TVETs for example, could make decisions on strategic actions. Supervision through strategic choice was stressed as a key measurement to clarify discrepancies in the distribution of industrial relationship which was critical for better performance. Additionally, the accountability of management was not fundamentally objective or coherent but rather was dictated by causal beliefs and values. The investigator in turn scrutinized inner factors connected to strategic choice, counting managing styles and the strategic effect of the HR functioning, whereas similarly exploring exterior factors framing the degree to strategic choice such as institutional contexts and, more lately, the work of networking. Strategic management practices in institutions may benefit from this theory if applied properly to the national polytechnics.

The dependent theory was the theory of performance It was valuable in this work as it valued outcomes in the institutions. There was the use of several machineries of learning such as knowledge, skills, identity, context, personal factors and fixed factors to measure the performance of TVETs. The learning domains in this theory were quantifiable. The domains were used to weigh the outcomes. There was cooperative learning, collaborating learning, learning based on project among others which back to quantifiability of the indicators and hence measure learning outcomes. Persons have the competence of achieving a lot if properly guided. For instance, a salesman who demonstrates only unexceptional performance in interacting with possible customers can achieve super sales as a result of high demands for the commodity.

From the trainers, setting of strategy rhythm and team strategy were witnessed. There was setting strategy rhythm and team strategy among the colleges investigated as well as performance reviews. The feasibility studies were too seen. The presence of feasibility studies was evident. The fact that

expenditure reviews were done was satisfactory. The presence of expenditure reviews was friendly.

From the trainees, there was significant setting strategy rhythm and team strategy. The indicator on performance reviews was likewise affable. The fact that feasibility studies were used among the colleges attracted a substantial number of trainees. Expenditure reviews were practised.

From the table of SMCAs, setting strategy rhythm and team strategy were observed. Feasibility studies were agreed upon by the majority of participants. Expenditure reviews were done.

The interviews had similar outcomes with the quantitative data. There was an agreement on the fulfillment of the indicators of this final objective. The principals supported questionnaire views. The regional directors were positive on the views of the participants of the measurable data. The governing council members likewise, were in agreement. Even the inferential statistics agreed that there was a strong relationship between monitoring and evaluation practices and institutional performance.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter provided summary, conclusions and recommendations on the study on the influence of strategic management practices on institutional performance in selected national polytechnics in Kenya. It provided the summary of key observations, conclusions and recommendations based on the research findings that were found during the research data analysis.

5.1 Summary of the Findings

The researcher summarized the research findings according to the research objectives, dealing with each objective independently under sub headings. The researcher paid attention to indicators for independent and dependent variables as well as the results established during the study.

5.1.1 Influence of Situational Analysis Practices on Institutional Performance

From the TVET trainers, PESTLE analysis in the institutions was accepted by the majority. Nevertheless, figure of 93 (38.43 %) disagreed and were undecided. which is a significant figure. This indicated a weak acceptance on the part of the trainers as far as this indicator was concerned. The indicator on institutional performance analysis was significantly agreed upon agreed by over eighty-eight percent of the trainers. Only 25 (10.33 %) disagreed and were also undecided. This meant that the indicator was accepted fully. The majority of trainers agreed on the SWOT analysis being done. However, their acceptance was weakened 63 (26.03 %) who disagreed and made no decision. This was interpreted as weak acceptance on the part of the indicator. Though critical factors analysis factors were agreed by the majority, the combined disagreement and undecideds were as high as 86 (35.54 %). This indicator then, was only fairly acceptable.

The trainees reacted on the indicators of this objective. The majority had agreed but there were 84 (28.00 %) on the disagreement and undecided sides making the agreement weak. On the SWOT analysis, there was weak agreement since 114 (38.00 %) did not agree and made no decision. There was another poor agreement on the critical factors analysis as 110 (36.67 %) did not agree and were undecided. This was considered a significant figure.

To summarize the views of the SMCAs, there was acceptance of the PESTLE analysis significantly by the majority. The number that was disagreeing and undecided was 14 (14.00 %). This meant that there was fair acceptance of the indicator. SWOT analysis was done fairly as 32 (32.00 %) were in disagreement and undecided side. There was weak acceptance of the critical factors analysis as 37 (37.00 %) could not agree and were not decided.

The inferential statistics in linear regression showed that institutional analysis dictated institutional performance. This meant that as situational analysis improved, institutional performance tended to intensify similarly. The thematic analysis using narratives and the verbatim citations showed similar results from the objective indicators. Those interviewed were of the opinion that institutional performance analysis PESTLE analysis was fairly acceptable. The participants who gave information were the TVET college principals, regional directors and the governing council members.

5.1.2 Influence of Stakeholders' Participation Practices on Institutional Performance

Summary from the trainers had it there was a weak acceptance on the stakeholders' consultation forums as 81 (33.47 %) formed a group of disagreement and undecided. The stakeholders' communication frequency was poorly witnessed as 90 (37.19 %) could not agree and were undecided. There was truth that stakeholders' input was practised but some 83 (34.30 %) on the denying and undeciding were not ignorable. Stakeholders' involvement meetings were witnessed

by the majority but not forgetting 79 (32.64 %) who were on the denial side. This was a weak acceptance of the indicator. The trainees thought there were stakeholders' strategic consultation forums but 29 % of the total trainees were not accepting. This meant a weak agreement side. Stakeholders' communication frequency was weakly accepted since 94 (31.33 %) displayed a negative response. Stakeholders' analysis input was frequently as 67 (22.33 %) opposed. Stakeholders' involvement meetings were observed but not with the 84 (28.00 %) of the trainees who were negative. The SMCAs said that there were stakeholders' strategic consultation forums with 23 (23.00 %) on the negative side. Stakeholders' communication frequency was responded to positively but there were 28 (28.00 %) who could not agree and did not make any decision. Stakeholders' analysis input was practised with a worrying figure of 27 (27.00 %) on the disagreeing and undecided. Stakeholders' involvement meetings were witnessed with only 21 (21. %) on the negative side.

The inferential statistics on the linear regression was a correlation 0.65. this was a strong outcome that meant that there was significant relationship between institutional performance and the stakeholder participation. The qualitative information from the principals, regional directors and the governing council members indicated general acceptance of the indicators in this objective.

5.1.3 Influence of Strategic Planning Practices on Institutional Performance

From the TVET trainers, strategy prioritization was acceptable by a goo majority. The minority of 46 (19.00 %) disagreed and were undecided. This indicator was thus, successful. Programme and project design was fairly practiced as another 55 (22.73 %) had a negative view. There was witnessing of programme and project design as seen but the 66 (27.27 %) on the negative side were worrying. There was developing of expenditure frameworks see by the tutors but the 59 (24.38 %) disagreeing and undecided were significant. Thus, a higher percentage was expected

Though the majority agreed that they witnessed of selection of operational strategy, there were 70 (28.93 %) who could neither agree nor make any decision.

On their side, the trainees responded to the questions. The strategy prioritization was practised according to the majority. However, 81 (27.00 %) of the students were on the negative side. So, the acceptance became very weak. There was indication that programme and project design. This was weakened by 85 (28.33 %) on the disagreement and undecided. This could not be acceptable as a significant agreement. The development of expenditure frameworks too was practised with a significant figure of 94 (31.33 %) on the negative side. This was rejectable indicator. The operational strategy had been witnessed with a negative figure of 94 (31.33 %). Consequently, the indicator was also rejectable.

The SMCAs were in accord that strategy prioritization was there. Only 18 (18.00 %) had a different opinion. This could have been said to be at least good enough.

There was programme and project design as per the majority of participants but some 18 (18.00 %) had negative opinion. The expenditure frameworks existed. Only 19 (19.00 %) thought otherwise. The operational strategy was perceived. Another 23 (23.00 %) opposed hence making the acceptance side weak.

The inferential statistics in linear regression indicated that strategic planning had influence on institutional performance. This indicated a huge outcome. This meant that as institutional performance increased, strategic planning practices tended to increase too. There was strong correlation between institutional performance and strategic planning practices.

The thematic analysis of the information gathered from the TVET principals, regional director and the governing council members had general agreement on the indicators of this objective. However, the information could not be quantified. This brought argument as to if the objective

was actually achieved. This could have been significant only if the quantitative data scored at least eighty percent and above.

5.1.4 Influence of Strategic Implementation Practices on Institutional Performance

From trainers, setting performance indicators was found in TVETs. The number that was on the negative side was 26 (10.74 %) indicating that this indicator was acceptable. It was even witnessed with only 28 (11.57 %) on the denying side. Thus, this indicator was meaningfully satisfactory. Resource allocation and budgeting was found according to the trainers. However, 54 (22.31 %) deteriorated the accepting side by being on the negative. Action planning had been witnessed by the tutors in the colleges. There were 55 (22.73 %) significantly on the negative side. Leadership commitment and ownership was acceptable with the disagreement recording 30 (12.40 %) yet not harming the acceptance. It was even witnessed by the majority with only 22 (9.09 %) failing to agree. This indicator was definitely accepted.

According to the trainees, setting performance indicators was there but hampered by 63 (21.00 %) of them who disagreed and were undecided. TVETs had resource allocation and budgeting among them but the 98 (32.67 %) disagreeing could not be ignored. Thus, there was no significant acceptance. Action planning was witnessed by the trainees. The negative side of 89 (29.67 %) weakened the agreeing side. Leadership commitment and ownership was evident except for 75 (25.00 %) who disagreed and made no decision.

From the SMCAs, setting performance indicators was seen as the 9 (9.00 %) of them were in disagreement. Therefore, the indicator was absolutely acceptable. Resource allocation and budgeting existed with only 10 (10.00 %) in disagreement. This indicator was accepted significantly. Action planning among the colleges was significant. Only 15 (15.00 %) were not

comfortable making the indicator score well. Leadership commitment and ownership attracted majority of SMCAs. Only14 (14.00 %) could not agree. This made the indicator acceptable.

The inferential statistics showed a strong correlation of 0.66. this was a large impact. Then, it was clear that institutional performance impacted strategic implementation practices. The thematic analysis from information from the principals, regional directors and the members of the governing council indicated positivity in this objective. This was supported by the quantitative information.

5.1.5 Influence of Monitoring and Evaluation Practices on Institutional Performance

TVET tutors showed that strategy rhythm and team strategy were witnessed but there were 73 (30.17 %) of them on the negative side. The more than 30 % was a big number especially compared with the agreement side of nearly 70 %. The message here was that the agreement side was diminished by thus percentage. It could have been even 80 % to make better meaning. Setting strategy rhythm and team strategy but it was diluted by 69 (28.51 %) who did not see it.

Performance reviews were done except for 55 (22.73 %) who thought otherwise necessitating need for better acceptance level. The performance reviews were witnessed but not in the eyes of 60 (24.79 %) who were on disagreeing and undecided.

The feasibility studies were said to have been done. However, there was a threat by 77 (31.82 %) who were on the negative side. With this number denying, then the acceptance was not as significant as it should have been. The existence of feasibility studies was obvious with the majority but not with 79 (32.64 %) who thought differently. This made the acceptance to the indicator poor. There were expenditure reviews. The 74 (30.58 %) meaningfully hampered the achievement of this indicator making the researcher conclude that there was an issue in the acceptance. The existence of expenditure reviews popular though spoiled by the 81 (33.47 %) on the negative side. So, the acceptance significance was a weak one.

From the trainees, there was meaningful setting strategy rhythm and team strategy among the majority but weakened by 88 (29.33 %) who disagreed and were undecided. This interfered with the achievement of the indicator. The performance reviews were agreeable by the majority of students but there were 90 (30.00 %) of them who disagreed and made no decision. Feasibility studies were almost acceptable but another group of 107 (35.67 %) was not comfortable with this. This was a drawback on the majority. The expenditure reviews were practised but 100 (33.33 %) of the trainees did not accept this. The agreement then became weak.

From the SMCAs, setting strategy rhythm and team strategy could be witnessed by the majority. However, the 25 (25.00 %) who thought otherwise were too significant to be ignored.

Performance reviews were performed amongst the colleges. The disagreement side of 28 (28.00 %) had an impact that could not be overlooked. Feasibility studies could be seen was yet to be seen but not from the 40 (40.00 %) who disagreed and could not make a decision. This showed failure on the side of the acceptance of the indicator. Expenditure reviews were said to have been there but as 25 (25.00 %) were on the negative side, it raised doubts on how significant it was. The indicator could not have been achieved meaningfully.

Inferential statistics used linear regression analysis showed that monitoring and evaluation had influence of institutional performance. This meant that as institutional performance increased, monitoring and evaluation practices tended to intensify. Thematic analysis tended to support the indicators of the objective. The principals, regional directors and the governing council members had agreed to a certain extent that the objective was fulfilled. Nonetheless, there was no ways and means of quantifying their information for better interpretation and analysis.

5.2 Conclusions of the Study

The conclusions of this research were based on the findings. This included looking into the indicators of both independent and dependent variables. This is shown below for each objective of the study analyzed.

5.2.1 Influence of Situational Analysis Practices on Institutional Performance

The research question to be answered here was on the influence of situational analysis practices on institutional performance in selected National Polytechnics in Kenya. The objective looked into this influence if it was there or not. Judging from the TVET trainers, PESTLE analysis could not influence institutional performance significantly. This was so because there were 93 (38.43 %) of the participants who were on the disagreement side and secondly, could not make any decision on the matter. The institutional performance analysis was found to be significant as only 25 (10.33 %) were on the disagreement and undecided side. SWOT analysis was not done meaningfully as it was weakened by 63 (26.03 %) who were disagreeing and making no decision. Critical factors analysis was not implemented properly since 86 (35.54 %) disagreed and made no decision. Since the only indicator which was found significantly was the institutional performance analysis, there was need to improve situational analysis practices among the colleges for better performance according to the outcomes found among the trainers.

On the trainees' side, PESTLE analysis was not done significantly since 84 (28.00 %) of the participants were in disagreement and undecided. On the SWOT analysis had similar outcomes with 114 (38.00 %) on the negative side. The critical factors analysis neither was it fulfilled as 110 (36.67 %) disagreed and were being undecided. This meant that there was no significant influence on the objective and thus, better performance could not be expected.

The SMCAs, accepted of the PESTLE analysis meaningfully. The disagreeing and undecided side was weak recording only 14 (14.00 %). SWOT had opposition from 32 (32.00 %) who were in disagreed and undecided. The critical factors analysis was found to be weak. This was so since 37 (37.00 %) did not agree and made no decision.

The inferential statistics showed influence in linear regression. This was a strong situational analysis relationship on institutional performance. In conclusion, there was need to address situational analysis practices in order to bring out better institutional performance. The objective was not achieved as expected.

5.2.2 Influence of Stakeholders' Participation Practices on Institutional Performance

The research question here was seeking the extent to which stakeholders' participation practices influenced institutional performance in selected National Polytechnics in Kenya. Stakeholders' consultation forums had weak responses from the trainers as 81 (33.47 %) were in disagreement and unsure. Stakeholders' communication frequency was not found significantly as 90 (37.19 %) did not agree and did not decide. The stakeholders' input was not practised effectively as 83 (34.30 %) were rejecting and not able to take sides. Stakeholders' involvement meetings were not sufficient as 79 (32.64 %) were on the negative side. This was a weak acceptance of the indicator. The indicator was a failure according to the trainers.

The trainees believed there were stakeholders' strategic consultations but 29 % were not accepting. This meant a weak agreement side. Stakeholders' communication frequency was inadequately acknowledged as 94 (31.33 %) were negative. Stakeholders' analysis input was also weak as 67 (22.33 %) opposed the indicator. Stakeholders' involvement meetings were detected but weakly as 84 (28.00 %) were negative. Thus, the indicator was not successful according to the trainees.

The SMCAs indicated that that there were stakeholders' consultation forums but when 23 (23.00 %) were not in agreement, this was a weak response. Stakeholders' communication frequency was not adequate as 28 (28.00 %) did not agree and could not decide. Stakeholders' analysis input was not practised as it should have been the case because 27 (27.00 %) of the participants were not comfortable. Stakeholders' involvement meetings were not adequately observed since 21 (21. %) on the denial side.

The inferential statistics showed a strong relationship between stakeholders' participation and institutional performance. The linear regression indicated strong influence on the dependent variable. This was a strong result that meaning that if stakeholder participation improved, then the institutional performance too improved. The qualitative information from the principals, regional directors and the governing council members indicated general acceptance of the indicators in this objective but the data could not be quantified for better understanding. Thus, the final conclusion was that there was need to catapult stakeholders' participation practices so as to improve the institutional performance. The level of performance was quite low.

5.2.3 Influence of Strategic Planning Practices on Institutional Performance

The research question in this objective was on how strategic planning practices influenced institutional performance in selected National Polytechnics in Kenya. The TVET trainers fairly accepted strategy prioritization. There were 46 (19.00 %) in disagreement. This indicator was thus, relatively positive. Programme and project design was poorly practiced as 55 (22.73 %) had negative opinions. There was poor witnessing of programme and project design since 66 (27.27 %) were negative. There was poor developing of expenditure frameworks because 59 (24.38 %) were in disagreement. Nevertheless, there was poor agreeing and poor witnessing of selection of

operational strategy but not in the 70 (28.93 %) who did not agree or make any decision. So, the indicator was not satisfactory.

The trainees indicated a poor strategy prioritization. This was so since 81 (27.00 %) of the participants did not agree. There was presence of programme and project design but with 85 (28.33 %) on denial, this was termed a poor performance. The development of expenditure frameworks was done poorly as 94 (31.33 %) were on the negative. The operational strategy had been witnessed but not with the 94 (31.33 %) who termed it rejected.

The SMCAs fairly agreed on strategy prioritization with 18 (18.00 %) having a unlike views. Programme and project design was fairly seen with 18 (18.00 %) on the negative side. The expenditure frameworks did not exist significantly. There were 19 (19.00 %) who differed. The operational strategy was not seen effectively. There was a significant figure of 23 (23.00 %) who conflicted.

The inferential statistics using linear regression test indicated influence on the dependent variable. This showed an enormous relationship. As institutional performance improved, strategic planning practices inclined to intensification. There was robust association between institutional performance and strategic planning practices, meaning that these could depended on each other.

The thematic scrutiny of the data from the principals, regional directors and the governing council members. This showed had over-all agreeing on the indicators. Nevertheless, the evidence could not be computed. There was strong and significant evidence from the quantitative information that this objective was not satisfactorily achieved. Thus, the conclusion was that there was no meaningful impact on the institutional performance.

5.2.4 Influence of Strategic Implementation Practices on Institutional Performance

The question in this case was on the fact that if there was any influence of strategic implementation practices on institutional performance in selected National Polytechnics in Kenya. The trainers observed that there was setting performance indicators. Since only 26 (10.74 %) were on the negative, that indicator was satisfactory. Resource allocation and budgeting was not seen significantly. The 54 (22.31 %) who denied were a too huge figure to ignore. Action planning had been perceived inadequately as 55 (22.73 %) meaningfully were on the negative. Leadership commitment and ownership was fairly acceptable since the 30 (12.40 %) could not cause much damage.

The trainees saw poor setting of performance indicators but they were hampered by 63 (21.00 %) who thought otherwise. Resource allocation and budgeting was not adequate since 98 (32.67 %) was a big number in disagreement. Consequently, this was not noteworthy agreement. Action planning was poorly witnessed by the trainees. There were 89 (29.67 %) who deteriorated the agreement side. Leadership commitment and ownership was inadequately seen as 75 (25.00 %) were in disagreement.

The SMCAs agreed on the setting performance since only 9 (9.00 %) were on the disagreement. Then, the indicator was categorically acceptable. Resource allocation and budgeting too was seen. Only 10 (10.00 %) were in disagreement. The indicator was accepted meaningfully. Action planning was acceptable with only 15 (15.00 %) not contented. Leadership commitment and ownership was seen by the SMCAs. Just 14 (14.00 %) were on the negative. This made the indicator reasonably acceptable.

The inferential statistics displayed a influence showing a huge effect. This was clear that institutional performance had positive impact on strategic implementation practices. The thematic

analysis from information from the principals, regional directors and the members of the governing council were optimistic in this objective.

In conclusion, only the SMCAs were positive on the indicators of this objective. There was need to enhance the strategic implementation practices if the institutional performance was going to improve. The objective indicators had to be witnessed by all participants especially where quantitative data was involved.

5.2.5 Influence of Monitoring and Evaluation Practices on Institutional Performance

The research question to be answered was the extent to which monitoring and evaluation influenced institutional performance in selected National Polytechnics in Kenya. According to the tutors, strategy rhythm and team strategy was not applied fully. There were 73 (30.17 %) of them were on the negative side. Setting strategy rhythm and team strategy was seen but not noteworthily since 69 (28.51 %) were not comfortable with it. Similarly, performance reviews had issues as 55 (22.73 %) could not agree. The performance reviews were poorly witnessed since 60 (24.79 %) did not agree. The feasibility studies were done unsatisfactorily. The disagreement side of 77 (31.82 %) deteriorated this outcome since they disagreed and failed to make any decision. The expenditure reviews brought about poor outcomes. There were 74 (30.58 %) who implicitly disadvantaged the achievement of the indicator concluding that there was a problem in the acceptance. The existence of expenditure reviews was watered by 81 (33.47 %) on the denial. Therefore, the achievement of the indicator was poor.

From the trainees, there was poor setting strategy rhythm and team strategy as weakened by 88 (29.33 %) who were disagreeing and undecided. This had bad implication on the achievement of this indicator. The performance reviews were not well agreeable counting the 90 (30.00 %) of them in disagreement. Feasibility studies were not significantly accepted since 107 (35.67 %) were

not happy with this. The expenditure reviews were practised poorly as 100 (33.33 %) did not accept this.

The SMCAs did not have strong agreement in setting strategy rhythm and team strategy. This was diminished by 25 (25.00 %) not having the same opinion. Poor performance reviews were witnessed since 28 (28.00 %) were not in agreement. Feasibility studies were highly affected since 40 (40.00 %) did not see these in colleges. There was disappointment on acceptance side. Expenditure reviews were neither scoring any good as 25 (25.00 %) were on the undesirable side creating doubts on the achievement of the indicator.

Inferential statistics the linear regression which was a good achievement. As institutional performance improved, monitoring and evaluation practices tended to increase. Thematic analysis tended to support the indicators of the objective. The principals, regional directors and the governing council members had agreed to a certain extent that the objective was fulfilled. Nonetheless, there was no ways and means of quantifying their information for better interpretation and analysis.

The final conclusion then, from the above records was that there was need to enhance the influence of monitoring and evaluation practices. This was going to enhance the on institutional performance among the TVET colleges. The participants failed to show significant agreement to the indicators. Though the majority seemed to agree, the extent of the agreement in Likert scale was challenged by the number that disagreed and could not make decisions. So, weak performance in the colleges was inevitable.

5.3 Recommendations for Practice

Grounded on the study results, recommendations were done for the purpose of practice as seen below: -

i.) So as to enable situational analysis, the central and the county governments should ensure that the PESTLE analysis, performance analysis, SWOT analysis and the critical factors analysis were done in TVET colleges

ii.) All the stakeholders in TVET training should ensure that stakeholder consultation forums, stakeholder communications frequency, stakeholder analysis input and stakeholder involvement were put in place

iii.) The governing council members, the principals and the regional director should ensure that there was strategy prioritization programme and project design, developing expenditure frameworks and the selection of operational strategy

5.4 Recommendations for Policy

i.) The ministry in charge of TVET training both in central and county governments should ensure that all the stakeholders are involved in college performance

ii.) The implementation of strategic planning in colleges should be supervised by the principals and the quality assurance staff from the government side

iii.) The government should allocate enough funding and staff to all TVET colleges

5.5 Recommendations for Further Research

i.) Since this study measured inly the views from the national polytechnics, another study should be conducted in other colleges in Kenya

ii.) An examination of the challenges facing TVET colleges in achieving better performance in colleges in Kenya

iii.) An examination of the participation of TVET colleges in institutional performance in Kenya

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APPENDICES

APPENDIX I: SELF-INTRODUCTION LETTER

MKU

School of Education

P.O. Box 342-01000

THIKA

Dear Sir/Madam

RE: INFLUENCE OF STRATEGIC MANAGEMENT PRACTICES ON INSTITUTIONAL PERFORMANCE IN SELECTED NATIONAL POLYTECHNICS IN KENYA

I am a postgraduate candidate pursuing PhD in Educational Management, Leadership and Administration in Mount Kenya University. I am conducting a study on the above-mentioned title in selected National Polytechnics in Kenya. It's my pleasure to let you that you are nominated to partake in this investigate. Your support to make this exercise a success shall be extremely cherished.

Thanks.

ELICANAH MOENGA MOSIORI

APPENDIX II: INFORMED CONSENT

Name of Investigator: Elicanah Moenga Mosiori
Title of Investigate*: Iinfluence of strategic management practices on institutional performance in selected national polytechnics in Kenya*

Kindly read judiciously and fil this form. If you are prepared to contribute in this investigation, mark the suitable replies and appendix your signature and date at the declaration at the end. If there is anything that is not clear and would like more information, kindly ask.

The investigation has been clarified to me in oral and/or printed form by the investigator. **YES/NO**☐

I know that I can move out from this investigation at any time without having to explain **YES/NO**☐

I know that all data about me will be treated in firm confidence and that I will not be named in any written work arising from this study. **YES/NO**☐

I know that any replies and confidential information I give will be utilized solely for research purposes and will be destroyed on completion of your research. **YES/NO**☐

I willingly give my permission to contribute in this investigate and have been given a copy of this form for my own evidence.

Signature: ……

Date…….

The Chairman
MKU Ethical Review Committee
P.O. Box 342 – 01000, Thika

APPENDIX III: QUESTIONNAIRE FOR TRAINERS

This study is on influence of strategic management practices on institutional performances in national polytechnics in central region, Kenya. Please participate by filling this questionnaire. Kindly answer all questions honestly. Do NOT indicate your name or that of your institution on

this questionnaire. Information given by you is confidential, only to be known between you and this researcher.

SECTION A: Demographic Information

1. Gender: Male [ ] Female [ ]

2. Age: Under 30 [ ] 31-40years [ ] 41-50 years [ ] Over 50yrs [ ]

3. Education Level

Secondary [ ]

Tertiary college [ ]

University [ ]

Other Specify …….

4. Years of service?

0-2 Years [ ]

3-6 Years [ ]

7-9 Years [ ]

Over 10 Years [ ]

5. How would you rate your knowledge on strategic management practices on institutional performances in national polytechnics?

Beginner [ ]

Moderate [ ]

Competent [ ]

B. Influence of Situational Analysis Practices on Institutional Performance

Statements	A (1)	SA (2)	U (3)	D (4)	SD (5)

As a trainer, you can say that there is PESTLE analysis in your institution to enhance students' academic performance					
Being a trainer, you agree that PESTLE analysis is always done to enhance students' academic performance in your institution					
As a trainer in this college, you agree that institution performance analysis is always done to enhance students' academic performance					
In your capacity as a trainer, you agree that this institution conducts performance analysis continuously to enhance students' academic performance					
As a trainer, it is true that SWOT analysis is done regularly to guide the students' academic performance					
Your experience here as a trainer has it that SWOT analysis is practised in your institution to enhance students' academic performance					
In your teaching experience here, it is true that critical factors analysis has been done in your institution to enhance students' academic performance					
As a trainer here, you agree that critical factors analysis is a regular routine in enhancing students' academic performance					

C. TVET Tutors' Responses in Stakeholders' Participation Practices on Institutional Performance

Statements	**A (1)**	**SA (2)**	**U (3)**	**D (4)**	**SD (5)**

Being a trainer here, it is true that stakeholders' consultation forums are regularly used to enhance infrastructural growth and development					
As a trainer here, there is stakeholders' consultation forums to enable infrastructural growth and development					
You have witnessed stakeholder communication frequency as a trainer which enables infrastructural growth and development					
In your experience here as a trainer, stakeholders' communication frequency has always been enabling infrastructural growth and development					
Being a trainer here, you agree that stakeholders' analysis input has always been practised in your college to catapult infrastructural growth and development					

Your experience here as a trainer is that stakeholders' analysis input is encouraged to enhance infrastructural growth and development					
The time you have been here as a trainer you have witnessed stakeholders' involvement meetings to enhance infrastructural growth and development					
Your experience as a trainer here has it that stakeholders' involvement meetings have been encouraged in your college to enhance infrastructural growth and development					

D. 4.5.1.1 TVET Tutors' Responses in Strategic Planning Practices on Institutional Performance

Statements	A (1)	SA (2)	U (3)	D (4)	SD (5)

As a trainer in this institution, you agree that strategy prioritization has been practised to enhance innovation outputs					
In your capacity as a trainer, you have witnessed strategy prioritization in your institution to permit better innovation outputs					
Your experience as a trainer here has it that programme and project design has been practiced in your organization enable better innovation outputs					
You have witnessed programme and project design as a trainer in this college to catapult innovation outputs					
As a trainer you agree that developing expenditure frameworks has been practised in your institution for better innovation outputs					

Your experience as a trainer here is that there is developing expenditure frameworks for better innovation outputs					
You have witnessed selection of operational strategy as a trainer here to catapult innovation outputs					
Your experience as a trainer here has it that there is selection of operational strategy in your institution to enhance innovation outputs					

E. Tutors' responses in strategic implementation practices on institutional performance

Statements	**A (1)**	**SA (2)**	**U (3)**	**D (4)**	**SD (5)**
As a trainer in this institution, you agree that setting performance indicators has always been done to enable better student enrolment and performance					

You have witnessed setting performance indicators as a trainer here to enable better student enrolment and performance					
Being a trainer here, you can say that resource allocation and budgeting has been practised for better student enrolment and performance					
You have witnessed resource allocation and budgeting as a trainer here to catapult student enrolment and performance					
Action planning has been witnessed by you as a trainer here to enable student enrolment and performance					
You can confirm as a trainer that there is action planning in your institution to enhance student enrolment and performance					

According to you as a trainer, your college has leadership commitment and ownership to allow student enrolment and performance					
You have witnessed leadership commitment and ownership as a trainer here to permit student enrolment and performance					

F. 4.7.1.1 TVET Tutors' Responses in Monitoring and Evaluation Practices on Institutional Performance

Statements	**A (1)**	**SA (2)**	**U (3)**	**D (4)**	**SD (5)**
You have witnessed setting strategy rhythm and team strategy in your college as a trainer to evaluate the lecturer student ratio and performance					
As a trainer, you agree that there is setting strategy rhythm and team strategy in your college to enable the lecturer student ratio and performance					

Being a trainer here, you agree that performance reviews are done in your institution to enable lecturer student ratio and performance					
You have witnessed performance reviews in your college as a trainer to catapult lecturer student ratio and performance					
You can say as a trainer that feasibility studies are used in your institution to enhance lecturer student ratio and performance					
According to you as a trainer, there are feasibility studies which enhance lecturer student ratio and performance in your institution					
In your college as a trainer, you agree that expenditure reviews have been done for better lecturer student ratio and performance					

Your experience here as a trainer has it that there are expenditure reviews which help lecturer student ratio and performance					

APPENDIX IV: QUESTIONNAIRE FOR STUDENTS

This study is on **influence of strategic management practices on institutional performances in national polytechnics in central region, Kenya**. Please participate by filling this questionnaire. Kindly answer all questions honestly. Do **NOT** indicate your name or that of your institution on this questionnaire. Information given by you is confidential, only to be known between you and this researcher.

SECTION A: Demographic Information

1**.** Gender: Male [ ] Female [ ]

2. Age: Under 30 [ ] 31-40years [ ] 41-50 years [ ] Over 50yrs [ ]

3**.** What is your department?

B. Students' Responses in Situational Analysis Practices on Institutional Performance

Statements	A (1)	SA (2)	U (3)	D (4)	SD (5)
As a student here, you can say that there is PESTLE analysis in your college to improve students' academic performance					
As a student of this institution, it is true that institution performance analysis has often times been done here to enhance students' academic performance					
As a student, it is true that SWOT analysis is conducted repeatedly to catapult students' academic performance					
In your student experience here, it is true that critical factors analysis has been done to enhance students' academic performance					

C. Students' Responses in Stakeholders' Participation Practices on Institutional Performance

Statements	A (1)	SA (2)	U (3)	D (4)	SD (5)

Being a student here, it is true that stakeholders' strategic consultation forums are regularly done to enhance infrastructural growth and development					
You have witnessed stakeholder communication frequency as a student which enables infrastructural growth and development					
Being a student here, you agree that stakeholders' analysis input has continually been practised to catapult infrastructural growth and development					
The time you have been here as a student you have observed stakeholders' involvement meetings to improve infrastructural growth and development					

D. Students' Responses in Strategic Planning Practices on Institutional Performance

Statements	A (1)	SA (2)	U (3)	D (4)	SD (5)

As a student in this college, you agree that strategy prioritization has been practised to increase innovation outputs					
Your experience as a student here has it that programme and project design has been practiced to enable better innovation outputs					
As a student you agree that developing expenditure frameworks is practised in your institution for improved innovation outputs					
You have witnessed selection of operational strategy as a student here to catapult innovation outputs					

E. 4.6.1.2 Students' Responses in Strategic Implementation Practices on Institutional Performance

Students' responses in strategic implementation practices on institutional performance

Statements	A (1)	SA (2)	U (3)	D (4)	SD (5)

As a student here, you agree that setting performance indicators has constantly been done to permit better student enrolment and performance					
Being a student here, you can say that resource allocation and budgeting has been observed for better student enrolment and performance					
Action planning has been witnessed by you as a student here to enable student enrolment and performance					
According to you as a student, your college has leadership commitment and ownership to catapult student enrolment and performance					

F. 4.7.1.2 Students' Responses in Monitoring and Evaluation Practices on Institutional Performance

Students' responses in monitoring and evaluation practices on institutional performance

Statements	**A** **(1)**	**SA** **(2)**	**U** **(3)**	**D** **(4)**	**SD** **(5)**

You have witnessed setting strategy rhythm and team strategy in your college as a student to evaluate the lecturer student ratio and performance					
Being a student here, you agree that performance reviews are done to enable lecturer student ratio and performance					
You can say as a student that feasibility studies are used in your institution to enhance lecturer student ratio and performance					
In your college as a student, you agree that expenditure reviews have been practised for better lecturer student ratio and performance					

APPENDIX V: QUESTIONNAIRE FOR STRATEGIC MANAGEMENT COMMITTEE ACTORS

This study is on **influence of strategic management practices on institutional performances in national polytechnics in central region, Kenya**. Please participate by filling this questionnaire. Kindly answer all questions honestly. Do **NOT** indicate your name or that of your institution on this questionnaire. Information given by you is confidential, only to be known between you and this researcher.

SECTION A: Demographic Information

1**.** Gender: Male [ ] Female [ ]

2. Age: Under 30 [ ] 31-40years [ ] 41-50 years [ ] Over 50yrs [ ]

3**.** Education Level

Secondary [ ]

Tertiary college [ ]

University [ ]

Other Specify …….

4. Years of service?

0-2 Years [ ]

3-6 Years [ ]

7-9 Years [ ]

Over 10 Years [ ]

5. How would you rate your knowledge on strategic management practices on institutional performances in national polytechnics?

Beginner [ ]

Moderate [ ]

Competent [ ]

SCMA Responses in Situational Analysis Practices on Institutional Performance

Statements	A (1)	SA (2)	U (3)	D (4)	SD (5)
As a SMCA, you can say that there is PESTLE analysis in your institution to enhance students' academic performance					
Your experience as SMCA you concur that institution performance analysis is always done to enhance students' academic performance					
As a SMCA it is true that SWOT analysis is done regularly to guide the students' academic performance					

Your position as SMCA has witnessed critical factors analysis being done in your institution to enhance students' academic performance					

D. SMCAs Responses in Stakeholders' Participation Practices on Institutional Performance

Statements	A (1)	SA (2)	U (3)	D (4)	SD (5)
As a SMCA, you can say that stakeholders' strategic consultation forums are regularly used to enhance infrastructural growth and development					
Being a SMCA, you have witnessed stakeholder communication frequency which enables infrastructural growth and development					

As a SMCA you accept that stakeholders' analysis input has always been practised in your college to catapult infrastructural growth and development					
You have witnessed stakeholders' involvement meetings as a SMCA to enhance infrastructural growth and development					

E. SMCAs Responses in Strategic Planning Practices on Institutional Performance

Statements	**A (1)**	**SA (2)**	**U (3)**	**D (4)**	**SD (5)**
As a SMCA, you concur that strategy prioritization in your institution has been practised to enhance innovation outputs					
Being a SMCA you have observed programme and project design being practiced in your institution to enable better innovation outputs					

In your capacity as SMCA you concur that developing expenditure frameworks has been practised in your institution for better innovation outputs					
You have witnessed selection of operational strategy as SMCA to catapult innovation outputs					

F. SMCAs Responses in Strategic Implementation Practices on Institutional Performance

Statements	A (1)	SA (2)	U (3)	D (4)	SD (5)
Being a SMCA in this college, you concur that setting performance indicators has always been done to enable better student enrolment and performance					
In your position as SMCA, there is resource allocation and budgeting that has been practised for better student enrolment and performance					

Action planning has been witnessed by you as SMCA to enable student enrolment and performance					
According to you as SMCA, your college has leadership commitment and ownership to allow student enrolment and performance					

G. SMCAs Responses in Monitoring and Evaluation Practices on Institutional Performance

Statements	A (1)	SA (2)	U (3)	D (4)	SD (5)
In your stay here as SMCA, you have witnessed setting strategy rhythm and team strategy to evaluate the lecturer student ratio and performance					
You agree, as SMCA, that performance reviews are done in your institution to enable lecturer student ratio and performance					

In position as SMCA, feasibility studies are used in your institution to enhance lecturer student ratio and performance					
Your experience here admits that expenditure reviews have been done for better lecturer student ratio and performance					

SECTION H: Influence of Institutional Performance (DV Tool)

Q1. Indicate institutional performance indicators in your institution. Tick YES/NO

Tick YES/NO

Institutional Performance	YES	NO
Students' Performance/Scores		
Infrastructural growth and development		
innovation Outputs		
Students enrollment		
Lecturer/students ratio		

Q2. The following statements relate to the institutional performance. On a scale of 1-5, please show your extent of agreeing with regard to these statements. **Key: Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), Strongly Disagree (SD)**

	Statements	A 1	SA 2	U 3	D 4	SD 5
a	Students' Performance/Scores are influenced by strategic implementation					
b	Infrastructural growth &development are influenced by strategic implementation					
c	Innovation Outputs is influenced by strategy formulation					
d	Students enrollment is influenced by strategic involvement					
e	Lecture/students ratio work is influenced by strategic analysis					

Q3. How do you think institutional performance could be improved?

Give reasons for your answers……

……

APPENDIX VI: INTERVIEW SCHEDULE FOR PRINCIPALS

Section A: DEMOGRAPHIC INFORMATION

Gender					
Age	25-35 years	36- 45 years	46- 55 years	55 years and above	
Level of education	Degree	Postgraduate	Others		
Years of service	less 5years	5-10 years	10-20 years	20 years and above	

Section B: Influence of strategic analysis practices on institutional performance

1. Indicate which of the following strategic analysis practices influence on institutional performance? (Please tick)

- PESTLE analysis
- Performance analysis
- SWOT analysis
- Critical factors analysis

2. How do the above strategic analysis practices influence on institutional performance?

- Students' Performance/Scores
- Competencies
- Industrial Outputs
- Enhanced Accountability
- Enhanced Team Work

3. How do think the strategic analysis practices on institutional performance could be improved?

Give your reasons your answers……

……
……
……

Section C: Influence of stakeholder participation practices on institutional performance

4. Indicate which of the following stakeholder participation practices on institutional performance? (Please tick)

- Stakeholder consultation
- Stakeholder communications
- Stakeholder analysis
- Stakeholder Involvement

5. How do the above stakeholder participation practices on institutional performance?

- Students' Performance/Scores
- Competencies
- Industrial Outputs
- Enhanced Accountability
- Enhanced Team Work

6. How do think the stakeholder participation practices on institutional performance could be improved?

Give your reasons your answers……

……
……

Section D: Influence of strategy formulation practices on institutional performance

7. Indicate which of the following strategy formulation practices on institutional performance? (Please tick)

- Strategy prioritization
- Program & project design
- Developing expenditure frameworks
- Selection of operational Strategy

8. How do the above strategy formulation practices on institutional performance?

- Students' Performance/Scores
- Competencies
- Industrial Outputs
- Enhanced Accountability

- Enhanced Team Work

9. How do think the strategy formulation practices on institutional performance could be improved?

Give your reasons your answers……

……
……

Section E: Influence of strategy implementation practices on institutional performance

10. Indicate which of the following strategy implementation practices on institutional performance? (Please tick)

- Setting performance indicators
- Resource allocation & Budgeting
- Action Planning
- Leadership commitment & ownership

11. How do the above strategy implementation practices on institutional performance?

- Students' Performance/Scores
- Competencies
- Industrial Outputs
- Enhanced Accountability
- Enhanced Team Work

12. How do think the strategy implementation practices on institutional performance could be improved?

Give your reasons your answers……

……
……

Section F: Influence of strategy monitoring and evaluation practices on institutional performance

13. Indicate which of the following strategy evaluation practices on institutional performance?

(Please tick)

- Setting strategy rhythm & team
- Performance reviews
- Feasibility studies
- Expenditure reviews

14. How do the above strategy evaluation practices on institutional performance?

- Students' Performance/Scores
- Competencies
- Industrial Outputs
- Enhanced Accountability
- Enhanced Team Work

15. How do think the strategy evaluation practices on institutional performance could be improved?

Give your reasons your answers……

……
……

APPENDIX VII INTERVIEW SCHEDULE FOR REGIONAL DIRECTOR (TVET/MOE)

Section A: DEMOGRAPHIC INFORMATION

Gender					
Age	25-35 years	36- 45 years	46- 55 years	55 years and above	
Level of education	Certificate	Diploma	degree	Postgraduate	
Years of service	less 5years	5-10 years	10-20 years	20 years and above	

Section B: Influence of strategic analysis practices on institutional performance

1. Indicate which of the following strategic analysis practices influence on institutional performance? (Please tick)

- PESTLE analysis
- Performance analysis
- SWOT analysis
- Critical factors analysis

2. How do the above strategic analysis practices influence on institutional performance?

- Students' Performance/Scores
- Competencies
- Industrial Outputs
- Enhanced Accountability
- Enhanced Team Work

3. How do think the strategic analysis practices on institutional performance could be improved?

Give your reasons your answers……

……
……
……

Section C: Influence of stakeholder participation practices on institutional performance4..

4. Indicate which of the following stakeholder participation practices on institutional performance? (Please tick)

- Stakeholder consultation
- Stakeholder communications
- Stakeholder analysis
- Stakeholder Involvement

5. How do the above stakeholder participation practices on institutional performance?

- Students' Performance/Scores
- Competencies
- Industrial Outputs
- Enhanced Accountability
- Enhanced Team Work

6. How do think the stakeholder participation practices on institutional performance could be improved?

Give your reasons your answers……

……
……

Section D: Influence of strategy formulation practices on institutional performance

7. Indicate which of the following strategy formulation practices on institutional performance?

(Please tick)

- Strategy prioritization
- Program & project design
- Developing expenditure frameworks
- Selection of operational Strategy

8. How do the above strategy formulation practices on institutional performance?

- Students' Performance/Scores
- Competencies
- Industrial Outputs
- Enhanced Accountability
- Enhanced Team Work

9. How do think the strategy formulation practices on institutional performance could be improved?

Give your reasons your answers……

……
……

Section E: Influence of strategy implementation practices on institutional performance

10. Indicate which of the following strategy implementation practices on institutional performance? (Please tick)

- Setting performance indicators
- Resource allocation & Budgeting
- Action Planning
- Leadership commitment & ownership

11. How do the above strategy implementation practices on institutional performance?

- Students' Performance/Scores
- Competencies
- Industrial Outputs
- Enhanced Accountability
- Enhanced Team Work

12. How do think the strategy implementation practices on institutional performance could be improved?

Give your reasons your answers……

……
……

Section F: Influence of strategy monitoring and evaluation practices on institutional performance

13. Indicate which of the following strategy evaluation practices on institutional performance?

(Please tick)

- Setting strategy rhythm & team
- Performance reviews
- Feasibility studies
- Expenditure reviews

14. How do the above strategy evaluation practices on institutional performance?

- Students' Performance/Scores
- Competencies
- Industrial Outputs
- Enhanced Accountability
- Enhanced Team Work

15. How do think the strategy evaluation practices on institutional performance could be improved?

Give your reasons your answers……

……
……

APPENDIX VIII: INTERVIEW SCHEDULE FOR GOVERNING COUNCIL MEMBERS

Section A: DEMOGRAPHIC INFORMATION

Gender					
Age	25-35 years	36- 45 years	46- 55 years	55 years and above	
Level of education	Certificate	Diploma	degree	Postgraduate	
Years of service	less 5years	5-10 years	10-20 years	20 years and above	

Section B: Influence of strategic analysis practices on institutional performance

2. Indicate which of the following strategic analysis practices influence on institutional performance? (Please tick)

- PESTLE analysis
- Performance analysis
- SWOT analysis
- Critical factors analysis

2. How do the above strategic analysis practices influence on institutional performance?

- Students' Performance/Scores
- Competencies
- Industrial Outputs
- Enhanced Accountability
- Enhanced Team Work

3. How do think the strategic analysis practices on institutional performance could be improved?

Give your reasons your answers……

……
……
……

Section C: Influence of stakeholder participation practices on institutional performance4..

4. Indicate which of the following stakeholder participation practices on institutional performance? (Please tick)

- Stakeholder consultation
- Stakeholder communications
- Stakeholder analysis
- Stakeholder Involvement

5. How do the above stakeholder participation practices on institutional performance?

- Students' Performance/Scores
- Competencies
- Industrial Outputs
- Enhanced Accountability
- Enhanced Team Work

6. How do think the stakeholder participation practices on institutional performance could be improved?

Give your reasons your answers……

……
……

Section D: Influence of strategy formulation practices on institutional performance

7. Indicate which of the following strategy formulation practices on institutional performance?

(Please tick)

- Strategy prioritization
- Program & project design
- Developing expenditure frameworks
- Selection of operational Strategy

8. How do the above strategy formulation practices on institutional performance?

- Students' Performance/Scores
- Competencies
- Industrial Outputs
- Enhanced Accountability
- Enhanced Team Work

9. How do think the strategy formulation practices on institutional performance could be improved?

Give your reasons your answers……

……
……

Section E: Influence of strategy implementation practices on institutional performance

10. Indicate which of the following strategy implementation practices on institutional performance? (Please tick)

- Setting performance indicators
- Resource allocation & Budgeting
- Action Planning
- Leadership commitment & ownership

11. How do the above strategy implementation practices on institutional performance?

- Students' Performance/Scores
- Competencies
- Industrial Outputs
- Enhanced Accountability
- Enhanced Team Work

12. How do think the strategy implementation practices on institutional performance could be improved?

Give your reasons your answers……

……
……

Section F: Influence of strategy monitoring and evaluation practices on institutional performance

13. Indicate which of the following strategy evaluation practices on institutional performance? (Please tick)

- Setting strategy rhythm & team

- Performance reviews
- Feasibility studies
- Expenditure reviews

14. How do the above strategy evaluation practices on institutional performance?

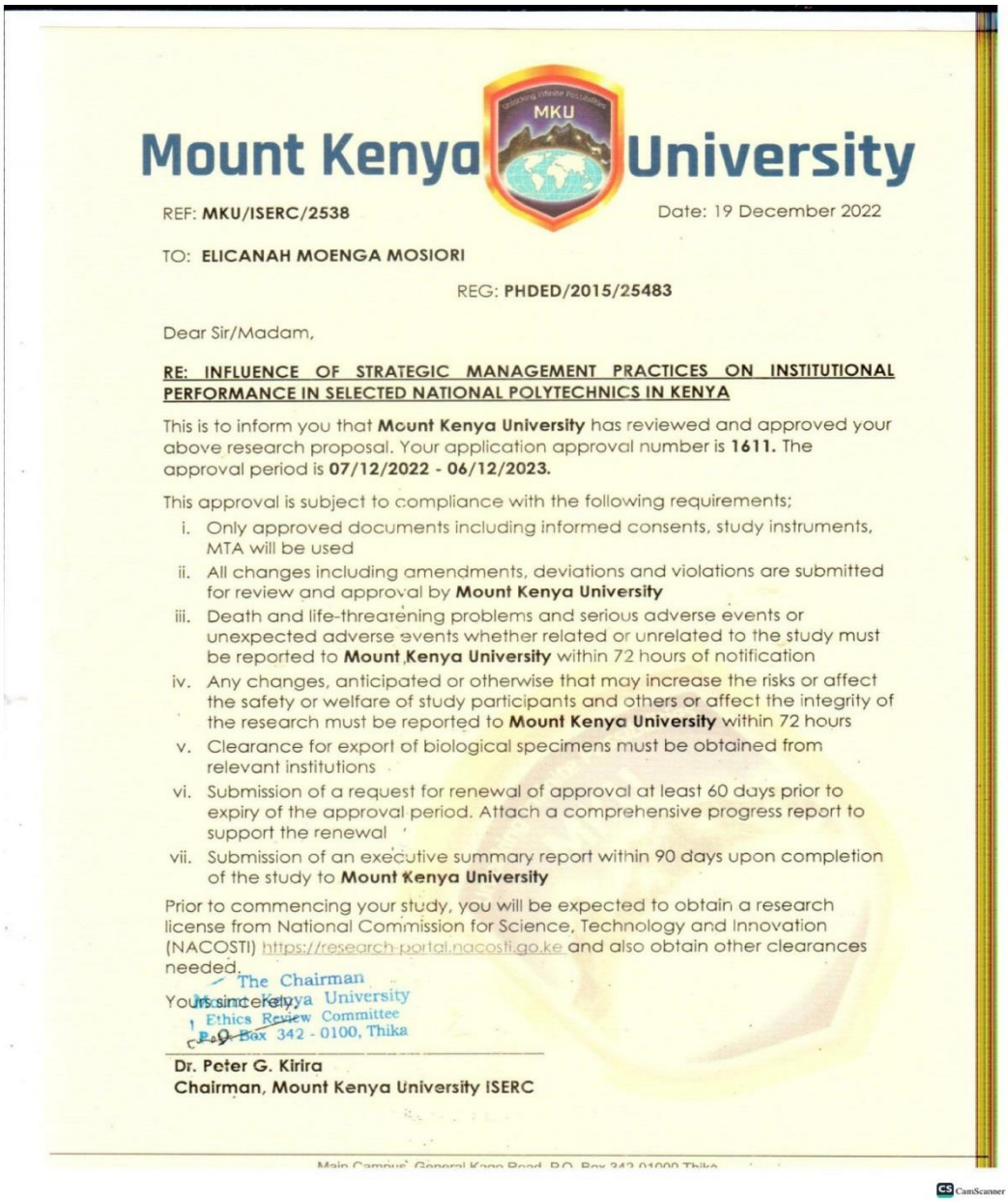
- Students' Performance/Scores
- Competencies
- Industrial Outputs
- Enhanced Accountability
- Enhanced Team Work

15. How do think the strategy evaluation practices on institutional performance could be improved?

Give your reasons your answers……

……
……

APPENDIX IX: ERC CERTIFICATE



Mount Kenya University

REF: **MKU/ISERC/2538** Date: 19 December 2022

TO: **ELICANAH MOENGA MOSIORI**

REG: **PHDED/2015/25483**

Dear Sir/Madam,

RE: INFLUENCE OF STRATEGIC MANAGEMENT PRACTICES ON INSTITUTIONAL PERFORMANCE IN SELECTED NATIONAL POLYTECHNICS IN KENYA

This is to inform you that **Mount Kenya University** has reviewed and approved your above research proposal. Your application approval number is **1611.** The approval period is **07/12/2022 - 06/12/2023.**

This approval is subject to compliance with the following requirements;

i. Only approved documents including informed consents, study instruments, MTA will be used
ii. All changes including amendments, deviations and violations are submitted for review and approval by **Mount Kenya University**
iii. Death and life-threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to **Mount Kenya University** within 72 hours of notification
iv. Any changes, anticipated or otherwise that may increase the risks or affect the safety or welfare of study participants and others or affect the integrity of the research must be reported to **Mount Kenya University** within 72 hours
v. Clearance for export of biological specimens must be obtained from relevant institutions
vi. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal
vii. Submission of an executive summary report within 90 days upon completion of the study to **Mount Kenya University**

Prior to commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology and Innovation (NACOSTI) https://research-portal.nacosti.go.ke and also obtain other clearances needed.

Yours sincerely,

The Chairman
Mount Kenya University
Ethics Review Committee
P.O. Box 342 - 0100, Thika

Dr. Peter G. Kirira
Chairman, Mount Kenya University ISERC

Main Campus, General Kago Road, P.O. Box 342-01000 Thika

CamScanner

APPENDIX X: INTRODUCTION LETTER FROM MKU

Mount Kenya University

DIRECTORATE OF GRADUATE STUDIES

PHDED/2015/25483

9th January, 2023

The Director, Research Coordination Division
National Commission for Science, Technology & Innovation
Utalii House, 8th & 9th Floor
P.O Box 30623- 00100
NAIROBI

Dear Sir/Madam,

RE: ELICANAH MOENGA MOSIORI – REGISTRATION NO. PHDED/2015/25483

The purpose of this letter is to introduce the above named student who is pursuing **Doctor of Philosophy in Education Degree** in the **Department of Educational Psychology and Technology** in the **School of Education.**

The title of his research is ***"Influence of Strategic Management Practices on Institutional Performance in Selected National Polytechnics in Kenya."***

He has been cleared by the University's Ethics Review Committee (Certificate attached) and now has to proceed to the field to collect data for his research between **January, 2023 and June, 2023.**

Any assistance accorded to him will be highly appreciated.

Thank you.

Mount Kenya University
P. O. Box 342 - 01000, THIKA
Office of the Director
Graduate Studies

Dr. Samuel M. Karenga, Ph.D
Director, Graduate Studies
Enc.

APPENDIX XI: NACOSTI RESEARCH LICENSE

REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Ref No: **845239**

Date of Issue: **31/January/2023**

RESEARCH LICENSE

This is to Certify that Mr.. Elicanah Moenga Mosiori of Mount Kenya University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Kakamega, Kisii, Mombasa, Nairobi, Nyandarua, Nyeri, Transnzoia on the topic: INFLUENCE OF STRATEGIC MANAGEMENT PRACTICES ON INSTITUTIONAL PERFORMANCE IN SELECTED NATIONAL POLYTECHNICS IN KENYA for the period ending : 31/January/2024.

License No: **NACOSTI/P/23/23425**

845239

Applicant Identification Number

Director General
NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Verification QR Code

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See overleaf for conditions

APPENDIX XII: COUNTY DIRECTOR OF EDUCATION

REPUBLIC OF KENYA

MINISTRY OF EDUCATION
STATE DEPARTMENT OF VOCATIONAL AND TECHNICAL TRAINING

Telephone: No: 020313534
Fax 313535
Email:cdtvetnairobi2015@gmail.com

COUNTY DIRECTOR OF TVET, NAIROBI
NYAYO HOUSE, 14th FLOOR
POSTA STREET
P. O. Box 47680 -00100
NAIROBI

When replying please quote
Ref: MOEST/NC/ADM/2/(110)

20th February, 2023

Elicanah M. Misori

Mount Kenya University

THIKA

RE: PERMISSION TO VISIT NATIONAL POLYTECHNICS TO COLLECT DATA ON POSTGRADUATE RESEARCH (Topic: *Influence of Strategic Management Practices on Institutional Performance in selected National Polytechnics in Kenya*)

Reference is made to your letter dated 16th February, 2023 on the above subject.

I have gone through the letter from Mount Kenya University and the research License from NACOSTI, which has authorized data collection on your research area.

You have been granted permission by this office to collect the same from institutions under my jurisdiction. By copy of this letter, the principal, Kabete National Polytechnic is advised to cooperate with you on collection of the relevant research data.

Maryan A. Hassan

County Director- Nairobi Region

APPENDIX XIII: COUNTY COMMISSIONER

OFFICE OF THE PRESIDENT
MINISTRY OF INTERIOR AND NATIONAL ADMINISTRATION
STATE DEPARTMENT FOR INTERNAL SECURITY AND NATIONAL ADMINISTRATION

Telegrams
Telephone Nairobi 318845/341666
Replying please quote

COUNTY COMMISSIONER
NAIROBI COUNTY
P O BOX 30124-00100
NAIROBI.

REF. No: ED10/6VOL:XXVI(105)

22nd February, 2023

MR. ELICANAH MOENGA MOSIORI
MOUNT KENYA UNIVERSITY
THIKA.

RE: RESEARCH AUTHORIZATION

Your letter dated 16th February, 2023 refers.

This office has no objection and authority is hereby granted your team to conduct a research on "Influence of strategic management practices on Institutional performance in selected National Polytechnics in Kenya" for the period ending 31st January, 2024.

KIAMBI J. KIMATHI
For: COUNTY COMMISSIONER

CC: Deputy County Commissioner
WESTLANDS SUB-COUNTY

APPENDIX XIII: TURNITIN REPORT

INFLUENCE OF STRATEGIC MANAGEMENT PRACTICES ON INSTITUTIONAL PERFORMANCE IN SELECTED NATIONAL POLYTECHNICS IN KENYA

by ELICANAH MOSIORI

Submission date: 08-Feb-2024 01:17PM (UTC+0300)
Submission ID: 2289487740
File name: ELICANAH_FINAL_THESIS_FEBRUARY_2024.doc (5.44M)
Word count: 60677
Character count: 355570

INFLUENCE OF STRATEGIC MANAGEMENT PRACTICES ON INSTITUTIONAL PERFORMANCE IN SELECTED NATIONAL POLYTECHNICS IN KENYA

ORIGINALITY REPORT

15%	13%	3%	4%
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APPENDIX XIV: RESEARCH SITE MAP