

**CULTURAL DIVERSITY AND IMPLEMENTATION OF STRATEGIC  
MANAGEMENT PRACTICES IN TECHNICAL AND VOCATIONAL  
EDUCATION INSTITUTES IN NAIROBI COUNTY**

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## DECLARATION AND APPROVAL

### Declaration by the Candidate

This research proposal is my original work and has not been presented for a degree in any other University or for any other award.

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### Approval by University Lecturer

I confirm that the work reported in this research proposal was carried out by the candidate under my supervision.

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Date: 08/04/2025

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## DEDICATION

I dedicate this work to my husband, Vincent Odhiambo, and my children, Michelle, Vanessa, Alexis, and Michael, for their unwavering support throughout this research proposal.



## **ACKNOWLEDGEMENT**

I sincerely thank Almighty God for giving me the strength and grace to undertake this study. I am also grateful to Mount Kenya University for offering a supportive learning environment. My deepest appreciation goes to my supervisor, Dr. Mary Mwanzia, for her invaluable guidance. May God bless you abundantly.



## ABSTRACT

Cultural diversity in Nairobi County's Technical and Vocational Education Institutes hinders strategic management, causing disparities in education and management. Despite global recognition, the impact of gender, socioeconomic, generational, and cognitive diversity on Technical and Vocational Education Institutes management in Kenya remains unclear. A thorough investigation is needed to harness these factors for effective management. The purpose of the study was to examine the influence of cultural diversity on the implementation of strategic management practices in technical and vocational education institutes in Nairobi County, Kenya. Specifically, the study sought to determine the influence of gender diversity on implementation of strategic management practices, establish the influence of socioeconomic diversity, determine the influence of generational diversity, and investigate the influence of cognitive diversity on the implementation of strategic management practices by technical and vocational education institutes in Nairobi County. This study was supported by Hofstede's Cultural Dimensions Theory, Trompenaars' Seven Dimensions of Culture, and Schein's Organizational Culture Model. The study adopted a descriptive research design. The target population consisted of 525 teaching staff and 220 administrative staff (44.45%), totaling 745 individuals from Technical and Vocational Education and Training institutes in Nairobi County. The sample size for the study was 260 respondents, distributed as 145 teaching staff and 115 administrative staff. Data was collected using a structured questionnaire. Prior to data collection, the questionnaires were subjected to validity checks and reliability tests. Data analysis techniques and procedures involved the use of SPSS version 27. The study computed descriptive statistics such as frequencies, means, percentages and inferential statistics such as Pearson correlation and regression analysis. The results were presented using charts and tables, providing insights into the relationship between cultural diversity and the implementation of strategic management practices in Technical and vocational education institutes. The findings contributed to a better understanding of how diversity influences decision-making and overall strategic execution within organizations. The study established a statistically significant relationship between cultural diversity and the implementation of strategic management practices in Technical and Vocational Education Institutes in Nairobi County. Gender diversity was found to have statistically significant influence strategic execution, with institutions that embraced gender-inclusive leadership reporting better strategic outcomes ( $r = 0.897$ ,  $p = 0.000$ ). Despite these benefits, gaps in communication and resource allocation persisted, indicating areas for improvement. Socioeconomic diversity played a crucial role, with organizations recognizing its impact on decision-making, collaboration, and problem-solving, though some respondents expressed neutrality or disagreement regarding inclusivity efforts ( $r = 0.905$ ,  $p = 0.000$ ). Generational diversity was another key factor, with positive perceptions of mentorship programs and knowledge sharing, yet the study highlighted the need for structured implementation to maximize its benefits ( $r = 0.896$ ,  $p = 0.000$ ). Institutions with a balanced age representation demonstrated more effective strategic execution. Cognitive diversity contributed to problem-solving, innovation, and adaptability, though some employees remained hesitant the full implementation. The study found a positive correlation ( $r = 0.867$ ,  $p = 0.000$ ) between cognitive diversity and the successful execution of strategic management practices, emphasizing the importance of integrating diverse perspectives into institutional strategies.

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## LIST OF ABBREVIATIONS AND ACRONYMS

<b>ANOVA</b>	Analysis of Variances
<b>CQ</b>	Cultural Intelligence
<b>HRMP</b>	Human Resource Management Practices
<b>OECD</b>	Organization for Economic Co-operation and Development
<b>SDG</b>	Sustainable Development Goals
<b>SDG-5</b>	Sustainable Development Goal 5 (Gender Equality)
<b>SHRM</b>	Strategic Human Resource Management
<b>SPSS</b>	Statistical Package for Social Sciences
<b>TVEIs</b>	Technical and Vocational Education Institutes
<b>TVET</b>	Technical and Vocational Education and Training
<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organization

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background of the Study

The implementation of strategic management practices in technical and vocational education institutes (TVEIs) has garnered attention as a means to enhance educational outcomes globally. As societies experience rapid changes driven by technological advancements, globalization, and shifting labor market needs, the demand for effective strategic management frameworks within educational settings has become paramount (European Commission, 2020). Strategic management practices in education, particularly within TVEIs, are essential for aligning academic programs with industry requirements, fostering innovation, and ensuring that institutions remain competitive in the face of changing economic landscapes (World Bank, 2021). Historical trends have shown that nations with robust strategic management frameworks in education are more capable of responding to labor market demands, ultimately reducing rates of unemployment among graduates (UNESCO, 2019). In developed regions, such as Europe, various initiatives have been instituted to promote strategic management in education, reflecting the understanding that adaptable and forward-thinking frameworks can significantly enhance institutional performance (CEC European Managers, 2022). Consequently, exploring how these practices are executed in diverse cultural contexts, particularly in developing regions, provides valuable insight into the complexities of educational strategies in a globalized era.

Focusing on Africa, many countries face immense challenges, including underfunding of educational institutions, limited access to technology, and disparities in educational quality (African Development Bank, 2020). These factors complicate the implementation of strategic management practices within TVEIs, often leading to inefficiencies and

limited impact on student outcomes. For example, a study by Kinyanjui and Beguine (2021) highlights the significant variance in resource allocation and management capacities across African TVEIs, which directly affects how effectively educational strategies can be implemented. This imbalance often results in a lack of alignment between industry needs and educational outputs, thereby exacerbating the skills gap within labor markets across the continent. In acknowledgment of these challenges, several African nations, including Kenya, have begun to embrace inclusive policies to enhance strategic management practices within their educational frameworks.

In Kenya, the introduction of reforms aimed at improving technical and vocational education has seen a commendable shift towards the incorporation of strategic management practices within TVEIs. The Kenyan government has launched several initiatives to integrate strategic planning within the educational sector, recognizing that aligning curricula with the demands of the national and global job markets is crucial to building a competent workforce (Ministry of Education, 2023). However, the execution of these practices faces challenges arising from cultural diversity, resource allocation, and institutional capacities that vary significantly across regions and institutions (Kenya Institute of Management, 2021). Notably, recognizing and managing the multicultural landscape of Nairobi County is critical in shaping effective strategic management practices in these institutions (Wanjala, 2021). Given that TVEIs draw students from diverse socio-economic backgrounds, understanding how cultural diversity influences the implementation of strategic management practices is essential for enhancing institutional performance and achieving educational equity.

### **1.1.1 Cultural Diversity in Technical and Vocational Educational Institutes**

Cultural diversity within TVEIs encompasses differences in ethnicity, socio-economic status, gender, and educational backgrounds, meaningfully shaping educational

dynamics and institutional practices. The global push towards diversity and inclusivity within educational settings emphasizes the significant benefits that arise from diverse perspectives and experiences (European Commission, 2020). Empirical evidence suggests that educational institutions that embrace diversity tend to deliver improved student academic achievement and satisfaction, along with enhanced overall institutional performance (Diversity in Education, 2021). As such, understanding how cultural diversity interacts with the implementation of strategic management practices in TVEIs is paramount to informing inclusive policy development and pedagogical approaches.

In the African context, the intersections of socio-economic disparities, colonial histories, and cultural identities create complex dynamics that significantly influence educational environments and decision-making processes. For instance, research has demonstrated that in countries such as South Africa, historically marginalized communities often experience limited access to quality education, which impacts their representation in decision-making roles within educational institutions (Mthembu, 2021). Furthermore, as Tanzania embraces technology in its educational reforms, understanding the diverse socio-economic backgrounds of students is essential for ensuring equitable access to digital resources and effective learning opportunities (Mbekeani et al., 2021). These examples exemplify the need for a nuanced exploration of how cultural diversity is not only present but actively shapes both the educational landscape and the decision-making processes in various African nations.

In Kenya, the cultural diversity present in TVEIs poses both challenges and opportunities for implementing effective strategic management practices. The rich tapestry of ethnic groups often leads to varying perceptions regarding educational value and relevance, which can influence students' engagement and success in vocational programs (Oucho, 2021). Ethnic diversity plays a crucial role in shaping educational policies, where varying

cultural values and priorities can lead to contention over curriculum design and resource allocation (Nguru, 2022). Furthermore, navigating these cultural differences necessitates that TVEIs employ management practices that are adaptable to their unique settings, recognizing the diverse needs of their student populations (Wanjala, 2021). Recent research by Kakuyo (2020) highlights that fostering an inclusive educational culture which encourages participation from a range of cultural backgrounds significantly enhances student retention and promotes a more inclusive educational environment. This understanding is critical for the future development of TVEIs, as it aligns with the strategic goal of cultivating an educational ecosystem that holistically integrates diverse perspectives and experiences.

The influence of cultural diversity on the implementation of strategic management practices in TVEIs is critical for fostering inclusive educational environments and developing a workforce that is responsive to the dynamic labor market. As educational institutions in Nairobi County strive to implement effective strategic management frameworks, understanding the complexities and nuances of cultural diversity becomes essential. This study aims to explore these intersections, focusing on how cultural diversity shapes the execution of strategic management practices in TVEIs and how these practices can be leveraged to promote equitable educational outcomes in a culturally rich and diverse context.

### **1.1.2 Implementation of Strategic Management Practices in Technical and Vocational Education Institutes**

The implementation of strategic management practices within TVEIs is crucial for fostering educational relevance in a rapidly evolving marketplace. Globally, the evolving labor market necessitates that educational institutions develop curricula that are responsive to the skills demanded by employers (OECD, 2021). Effective strategic

management practices enable institutions to assess market needs, align training programs, and implement systematic accountability measures to ensure quality education delivery. A study conducted by Martin and Matz (2020) illustrated that TVEIs that regularly assess and modify their strategic plans in response to labor market changes demonstrate increased student employability and satisfaction rates. However, in many African countries, including Kenya, systemic challenges continue to impede the effective implementation of these practices, including inadequate infrastructure, insufficient funding, and fragmented administrative approaches (Mukhwana, 2021). Thus, understanding how these strategic management practices can be effectively embedded within the educational landscape of Nairobi County is pivotal for enhancing the response of TVEIs to labor market demands.

With a focus on Nairobi County, the cultural context significantly impacts the application and effectiveness of strategic management practices within TVEIs. The diverse demographics of the student population, characterized by various ethnicities, socio-economic statuses, and educational backgrounds, create a unique challenge and opportunity for TVEIs in systematically implementing strategic management practices (Kenya National Bureau of Statistics, 2022). Research indicates that engaging with the cultural dynamics of student populations can enhance teaching methodologies and institutional processes, thereby improving educational outcomes (Kariuki, 2021). Furthermore, the collaborative and participatory nature of strategic management practices necessitates active engagement from diverse stakeholders, including educators, students, and local industry representatives. This challenges institutions to cultivate an inclusive environment that acknowledges and leverages the unique contributions of various cultural and societal groups represented within their student bodies.

## **1.2 Statement of the Problem**

Globally, there is a growing recognition of the importance of cultural diversity as a driving force for effective strategic management practices within educational institutions, particularly in technical and vocational education and training (TVET) (Eisenhardt & Santos, 2021). The implementation of strategic management practices within Technical and Vocational Education Institutes (TVEIs) in Nairobi County faces significant challenges, particularly in accommodating the region's rich cultural diversity. However, in many African countries, including Kenya, the full potential of cultural diversity remains underexplored, leading to disparities in educational outcomes and management effectiveness. Specifically, in Nairobi County, where diverse cultural backgrounds coexist, there is a significant gap in understanding how indicators such as gender diversity, socioeconomic diversity, generational diversity, and cognitive diversity influence the implementation of strategic management practices in TVET institutes. While global educational frameworks emphasize the importance of diversity in enhancing decision-making and educational outcomes, there is limited understanding of how gender, socioeconomic, generational, and cognitive diversity impact the effectiveness of these management practices in Kenya's TVET institutions. Existing studies, (Wanjala, 2021; Kakuyo, 2020) suggest that although initiatives are in place, there are critical gaps in aligning strategic management practices with the diverse needs of the student population. Cultural barriers, unequal resource distribution, and disparities in access to education further complicate the implementation process, limiting the full potential of strategic frameworks designed to meet labor market demands. Given the unique multicultural context of Nairobi County, it is imperative to investigate how diversity can be leveraged to overcome these implementation challenges and foster more inclusive, effective management practices in TVEIs. This study seeks to address these

gaps by exploring the intersections of cultural diversity and strategic management in Nairobi's educational landscape, providing insight into more adaptable and equitable educational strategies.

### **1.3 Purpose and Objectives**

#### **1.3.1 Purpose**

The Purpose of the study is to examine the influence of cultural diversity on the implementation of strategic management practices in technical and vocational education institutes in Nairobi County Kenya.

#### **1.3.2 Specific Objectives**

This section presents the specific objectives of the study

- i. To determine the influence of gender diversity on the implementation of strategic management practices in technical and vocational education institutes in Nairobi County.
- ii. To establish the influence of socioeconomic diversity on the implementation of strategic management practices by technical and vocational education institutes in Nairobi County.
- iii. To determine the influence of generational diversity on the implementation of strategic management practices by technical and vocational education institutes in Nairobi County.
- iv. To investigate the influence of cognitive diversity on the implementation of strategic management practices by technical and vocational education institutes in Nairobi County.

#### **1.4 Research Questions**

The study seeks to address the following research questions

- i. What is the influence of gender diversity on the implementation of strategic management practices in technical and vocational education institutes in Nairobi County?
- ii. What is the influence of socioeconomic diversity on the implementation of strategic management practices by technical and vocational education institutes in Nairobi County?
- iii. How does generational diversity influence the implementation of strategic management practices by technical and vocational education institutes in Nairobi County?
- iv. What is the influence of cognitive diversity on the implementation of strategic management practices by technical and vocational education institutes in Nairobi County?

#### **1.5 Significance of the Study**

The primary beneficiaries of this study were the Technical and Vocational Education Institutes (TVETs) in Nairobi County. By examining the influence of cultural diversity on strategic management practices, these institutions gained valuable insights into how diverse perspectives enhanced their operational effectiveness. The findings enabled TVETs to adopt more inclusive strategies that reflected the varied backgrounds of their students and staff, ultimately leading to improved educational outcomes and better alignment with industry needs. By understanding how to leverage diversity, these institutes created an environment that fostered innovation and adaptability, which was crucial in the dynamic job market.

Another significant group that benefited from this research was the students enrolled in TVETs. As the study investigated factors such as gender, socioeconomic status, generational perspectives, and cognitive diversity, it highlighted the importance of incorporating these dimensions into educational practices. Students benefited from more tailored learning experiences that considered their unique backgrounds and perspectives, enhancing their engagement and success rates. Additionally, promoting an inclusive culture within these institutes helped mitigate feelings of isolation among students from diverse backgrounds, encouraging a more supportive learning environment.

Educators and administrative staff in TVETs also gained from the insights derived from this study. The research findings informed professional development programs aimed at enhancing teaching strategies and management practices that accommodated diverse learning styles and perspectives. Understanding the role of cultural diversity in strategic management empowered educators to foster a more inclusive classroom atmosphere, ultimately enhancing their teaching effectiveness and job satisfaction. Furthermore, administrative staff used the findings to refine their policies and practices, ensuring alignment with the principles of inclusivity and equity.

Policymakers and stakeholders in the education sector found the outcomes of this study particularly beneficial. By identifying the key influences of cultural diversity on strategic management practices in TVETs, the research informed policy development aimed at promoting inclusivity and equity within the education system. Policymakers used these insights to advocate for necessary changes in funding, training, and resource allocation to support diverse educational needs. By addressing the gaps identified in the study, they contributed to a more equitable and effective technical education system that prepared all students for successful careers in a diverse workforce.

## **1.6 Scope of the Study**

The scope of this study was centered on Technical and Vocational Education Institutes (TVETs) located in Nairobi County, Kenya. This focus allowed for an in-depth examination of the unique cultural dynamics within these institutions, providing valuable insights into how various forms of diversity—such as gender, socioeconomic status, generational perspectives, and cognitive differences—affected strategic management practices. By concentrating on Nairobi County, the study captured a diverse urban setting where multiple cultural influences converged, making it an ideal location for this investigation.

The study employed a mixed-methods approach, combining both qualitative and quantitative research techniques. Quantitative data was collected through surveys administered to students, educators, and administrative staff across selected TVETs, providing measurable insights into their perceptions and experiences regarding the influence of cultural diversity on strategic management practices. Qualitative data was gathered through interviews and focus group discussions, allowing for a deeper exploration of personal narratives and the lived experiences of individuals within these educational settings. This approach ensured the study captured both statistical trends and nuanced perspectives.

The study explored how the identified forms of diversity intersected and influenced strategic management practices within TVETs. This included investigating how these diverse factors contributed to or hindered effective decision-making, resource allocation, and overall institutional performance. The study also examined the implications of these findings for policy development, aiming to provide actionable recommendations for stakeholders in the education sector. Ultimately, the research sought to inform both

practice and policy, enhancing the effectiveness of TVETs in meeting the needs of a diverse student population.

## **1.7 Limitation and Delimitation of the Study**

This section presents the limitation and delimitation of the study.

### **1.7.1 Limitations of the study**

One limitation of this study was the likelihood of the small sample size to affect the generalizability of the findings. Focusing only on selected technical and vocational education institutes in Nairobi County is likely not to fully represent the experiences of all TVETs across Kenya. To mitigate this limitation, the study aimed to include a diverse range of institutions—public and private, large and small—ensuring a more comprehensive perspective. Additionally, statistical analyses were conducted to determine the representativeness of the sample.

Another limitation was the possibility of response bias, where participants might provide socially desirable answers rather than their true opinions or experiences. This could have skewed the data and affected the validity of the findings. To address this issue, the study ensured anonymity and confidentiality for all participants, encouraging them to provide honest and candid responses. Furthermore, the survey instruments were carefully designed to minimize leading questions and incorporate neutral phrasing.

Cultural diversity is not static; it evolves over time due to social, economic, and political changes. This dynamic nature posed a limitation, as the findings could become less relevant as cultural contexts shifted. To mitigate this, the study included a longitudinal aspect, allowing for follow-up research to track changes over time. By acknowledging the evolving nature of cultural diversity, the study aimed to provide insights that would remain pertinent even as conditions changed.

### **1.7.2 Delimitations of the study**

This study focused specifically on the influence of cultural diversity on strategic management practices within technical and vocational education institutes (TVETs) in Nairobi County, thus delimiting its scope to urban contexts and excluding rural TVETs. The rationale behind this delimitation was to concentrate on a diverse urban population where cultural dynamics are particularly pronounced.

Furthermore, the study specifically examined four types of diversity: gender, socioeconomic, generational, and cognitive. By limiting the focus to these specific areas, the research aimed to provide a thorough analysis of how each form of diversity uniquely influenced strategic management practices. Other aspects of diversity, such as racial or ethnic diversity, were not addressed within the scope of this study.

The study targeted both students and staff within the selected TVETs, omitting perspectives from external stakeholders such as industry partners or policymakers. This decision was made to keep the research focused on the internal dynamics of the educational institutions, providing a clearer understanding of the cultural factors at play within the context of strategic management.

### **1.8 Assumptions of the Study**

The study assumes that cultural diversity is present within the technical and vocational education institutes (TVETs) in Nairobi County. It posits that factors such as gender, socioeconomic status, generational differences, and cognitive perspectives contribute to this diversity, impacting the implementation of strategic management practices. This assumption is fundamental to the research, as the study seeks to explore how these diverse elements interact within the educational context.

The study assumes that participants, including both students and staff, will respond truthfully and openly to surveys and interviews. It relies on the expectation that individuals will share their genuine experiences and perceptions regarding cultural diversity and its influence on strategic management practices. This assumption is critical for the validity of the findings, as accurate data collection is necessary for drawing meaningful conclusions.

**Strategic Management Practices Are Influenced by Cultural Factors:** The research assumes that strategic management practices in TVETs are indeed influenced by the cultural diversity present within the institutions. It posits that the diverse backgrounds and perspectives of stakeholders can lead to different approaches, challenges, and opportunities in management practices. This assumption is essential for exploring the relationship between cultural diversity and strategic management, forming the basis for the study's specific objectives and hypotheses.

## 1.9 Operational definition of Terms

**Cognitive Diversity:** This term pertains to the variety of thinking styles, problem-solving approaches, and perspectives that individuals bring to a group or organization. In the study, it examines how the diverse cognitive abilities and thought processes of students and staff influence the strategic management practices in technical and vocational education institutes.

**Cultural Diversity:** Refers to the presence of various cultural, ethnic, and social groups within a specific setting, characterized by differences in language, beliefs, customs, and values. In the context of this study, it includes the varying backgrounds of students and staff in technical and vocational education institutes in Nairobi County.

**Gender Diversity:** Refers to the representation and participation of individuals of different genders within an organization. In this study, it specifically examines how varying gender identities and expressions among students and staff influence the implementation of strategic management practices in technical and vocational education institutes.

**Generational Diversity:** This term describes the presence of multiple generations within an organization, each with distinct characteristics, values, and experiences. In the context of this study, it investigates how generational differences among students and staff impact the strategic management practices in technical and vocational education institutes.

**Implementation of Strategic Management Practices:** This term denotes the process of executing and operationalizing strategic plans within an organization. In this study, it involves the specific actions taken by technical and vocational education institutes to achieve their strategic goals, including resource allocation, policy formulation, and performance evaluation.

**Socioeconomic Diversity:** Refers to the variation in individuals' economic and social backgrounds, including factors such as income level, education, and occupation. In this study, it addresses how the differing socioeconomic statuses of students and staff in TVETs affect strategic management practices within these institutions.

**Strategic Management Practices:** Refers to the systematic approach that organizations use to define their strategy, set goals, and allocate resources effectively. In this study, it encompasses the various methodologies and frameworks employed by TVETs to navigate challenges and leverage opportunities in delivering education and training.

**Technical and Vocational Education Institutes (TVETs):** These are educational institutions that offer training and skills development in various trades and technical fields. In this study, TVETs in Nairobi County are the focus, with an emphasis on their role in preparing students for the workforce through hands-on and practical training.

## **CHAPTER TWO**

### **LITERATURE VIEW**

#### **2.1 Introduction**

This chapter presents a comprehensive review of relevant literature, beginning with an introduction to the key concepts and topics related to the study. Section 2.1 provides an introduction to the chapter's content. Section 2.2 explores empirical literature, highlighting previous research and findings that align with the study's objectives. In Section 2.3, the theoretical review is discussed, establishing the theoretical foundations that support the research. Finally, Section 2.4 presents the conceptual framework, which visually and logically links the study's variables and guides the research process.

#### **2.2 Empirical Literature**

The empirical review section examines existing research relevant to the study's focus on diversity and the implementation of strategic management practices in technical and vocational education institutes. Section 2.2.1 explores the relationship between gender diversity and the implementation of strategic management practices. Section 2.2.2 delves into the influence of socioeconomic diversity on the strategic management practices of technical and vocational education institutes. In Section 2.2.3, the impact of generational diversity on the implementation of these practices is discussed, while Section 2.2.4 addresses how cognitive diversity affects strategic management practices within the same institutions. This review highlights significant findings and gaps in the literature related to these areas.

### **2.2.1 Gender Diversity and the implementation of Strategic Management Practices**

Christiansen et al. (2021) conducted a study on the influence of gender diversity in senior corporate positions and its impact on financial performance across Europe. Utilizing a quantitative methodology that analyzed data from approximately 2 million companies, they aimed to establish correlations between corporate returns and the representation of women in leadership roles. The study found a positive association, particularly in sectors with higher female labor force participation and those demanding complementary skills. However, it highlighted the need for further exploration into industry-specific factors influencing these outcomes, suggesting that interpreting the impact of gender diversity could benefit from a more nuanced approach. In the context of implementing strategic management practices in Technical and Vocational Education Institutes (TVEIs), the findings underscore the potential benefits of gender diverse leadership in enhancing organizational performance. However, gaps in understanding the barriers specific to educational institutions in Kenya must be addressed to apply these insights effectively.

Zhang and Fang (2022) explored the influence of socioeconomic diversity on strategic educational management practices in vocational schools in China. The study employed a mixed-methods approach, gathering quantitative data through surveys and qualitative data via interviews with educators and administrators. The findings revealed that increased socioeconomic diversity positively influences strategic decision-making and resource allocation, enabling more tailored educational programs. Nonetheless, the study identified the absence of cohesive strategies to effectively integrate socioeconomic diversity into the operational practices of vocational institutions, thus limiting the potential benefits. This gap underlines the necessity for additional research focused on developing frameworks that can translate socioeconomic diversity into actionable

strategic management practices. Such frameworks could provide valuable insights for TVET institutes in Kenya, ensuring they are well-suited to address the diverse backgrounds of their learners.

In a study by Syed and Ali (2019), the interplay between socioeconomic diversity and institutional strategy was examined in Pakistani vocational training organizations. Utilizing a qualitative case study method, the authors engaged with key stakeholders, including educators and administrative staff, through focus group discussions and interviews. The findings indicated that socioeconomic diversity affects institutional priorities, program development, and community relations, ultimately influencing the effectiveness of vocational training. However, the study also highlighted gaps in the recognition of diverse learning styles stemming from socioeconomic backgrounds, which restricts the strategic management practices aimed at improving student success. The implications of these gaps suggest a pressing need for further investigations into how institutional strategies can evolve to better accommodate and leverage socioeconomic diversity in vocational training, which directly applies to the context of Kenyan TVET institutes facing similar challenges.

In a study conducted by Tiwari and Ghosh (2016), the effect of socioeconomic diversity on strategic management practices within technical and vocational education and training (TVET) institutes in India was examined. The researchers employed a mixed-methods approach, utilizing surveys and interviews with administrators and instructors to gather data on the integration of socioeconomic factors into educational practices. Their findings revealed that socioeconomic diversity significantly influences curriculum development, instructional strategies, and stakeholder engagement in TVET institutes. However, they noted a lack of comprehensive policies that specifically address these diversity factors, suggesting that many institutions operate without a clear framework for

leveraging socioeconomic diversity to enhance educational outcomes. This gap in policy alignment indicates a need for further research to develop tailored guidelines that can facilitate effective strategic management practices in Indian TVET contexts. Such insights are essential when considering similar challenges in Kenyan TVET institutions, where socioeconomic diversity may also be underutilized.

In a study by Akintola and Ismail (2020), the role of economic disparity and social inclusion in developing strategic management practices in Nigerian technical colleges was examined. The researchers employed a qualitative case study design, using focus groups and interviews with educators and administrators to assess how socioeconomic diversity informs strategic decisions. Their findings indicated that addressing economic disparity is crucial for fostering social inclusion within technical education environments, which significantly impacts learners' performance and satisfaction. However, they discovered gaps in the form of insufficient government regulations and support systems that facilitate effective implementation of strategic management practices. This lack of structure necessitates further investigation into how socioeconomic diversity can be effectively harnessed in technical colleges, providing a framework that could also benefit the Kenyan context, where similar challenges exist.

In a study by Mulu and Derese (2020), the impact of socioeconomic diversity on strategic planning in Ethiopian vocational training centers was investigated. The researchers conducted qualitative interviews with key stakeholders, including educators and government officials, to gather insights into the implementation of strategic frameworks addressing socioeconomic diversity. Their results highlighted the importance of socioeconomic factors in shaping the strategic priorities of vocational training programs, particularly concerning community engagement and resource allocation. However, the study identified a significant gap related to the assessment of diverse learning needs

within the curriculum, which limits the effectiveness of strategic management practices. The need for inclusive approaches that recognize and address these diverse needs calls for further studies into the integration of socioeconomic diversity within strategic frameworks. This resonates with the context of Kenyan TVET institutions, where socioeconomic demographics are also vital in tailoring educational offerings (Mulu & Derese, 2020).

A study by Muriithi and Wanyama (2021) focused on the influence of socioeconomic diversity on the performance outcomes of vocational training programs in Kenya. Using a quantitative methodology, the authors collected data from several Kenyan TVET institutions through questionnaires targeting students and staff. The findings indicated that socioeconomic diversity positively influenced students' engagement and retention rates, thereby enhancing overall program effectiveness. Nonetheless, the research highlighted a gap in understanding how socioeconomic diversity impacts the pedagogical approaches adopted by trainers, suggesting a limited exploration of the instructional complexities involved. Addressing this gap is crucial for optimizing strategic management practices in Kenyan TVET institutes, ensuring that they are responsive to the diverse socioeconomic backgrounds of students.

Muriithi and Omondi (2020) explored the role of gender equality in the strategic management of TVET institutions in Kenya. Using a case study approach, they conducted interviews with 50 administrators and faculty members from five TVET institutions. Their research found that gender-balanced leadership teams were more successful in implementing strategic plans related to resource allocation and curriculum development. However, the study noted that cultural biases often limited women's participation in key decision-making roles. These biases hindered the full realization of gender diversity's potential impact on strategic management, suggesting the need for

additional studies to examine how gender inclusivity in leadership can be optimized for better outcomes in Kenyan TVET institutions.

Otieno and Karanja (2022) investigated the impact of gender diversity on strategic decision-making within TVET institutions in Kenya. They used a mixed-methods design, collecting data through structured interviews and surveys from 120 staff members across 10 institutions. Their findings indicated that gender-diverse teams fostered more inclusive decision-making processes, particularly in areas like student services and curriculum implementation. However, the study found that women were underrepresented in senior strategic roles, limiting the influence of gender diversity on broader institutional outcomes. The study emphasized the importance of increasing gender parity in leadership to fully leverage diversity in strategic management, identifying this as a critical area for future research.

A study by Njoroge and Kiptoo (2020) examined how gender diversity influences the strategic management practices in Kenyan TVET institutions. Using a quantitative approach, they analyzed data from surveys distributed to 150 employees across 12 institutions. The results showed that institutions with gender-diverse leadership teams were more adaptable and innovative in implementing strategic initiatives, especially in technology integration and resource mobilization. However, the study identified a persistent gap in gender equity at senior management levels, particularly in roles involving financial and administrative decision-making. This gap suggests the need for more research to explore how promoting gender diversity in leadership could enhance strategic management effectiveness in Kenya's TVET sector.

Oloo and Mutua (2021) explored the role of gender inclusion in the execution of strategic management practices within TVET institutions in Kenya. Using qualitative research methods, they conducted interviews with 60 faculty members from eight TVET

institutions. Their findings revealed that gender-inclusive teams were more effective in implementing strategic objectives, particularly in areas such as student engagement and institutional governance. However, the study also found that women remained underrepresented in key leadership roles, limiting their ability to influence larger institutional policies. This gap underscores the need for further studies on how increasing female participation in strategic management can enhance institutional outcomes in Kenya's TVET sector.

In a study by Kamau and Njeri (2022), the researchers assessed how gender dynamics influence strategic planning and implementation in Kenyan TVET institutions. They used a mixed-methods approach, combining interviews with 100 administrators and surveys distributed to 200 faculty members across 15 institutions. The study found that institutions with a higher proportion of women in leadership roles had more effective strategic planning processes, particularly in the areas of student support and policy development. However, the study also identified significant gender disparities in higher-level decision-making positions, which limited the broader impact of gender diversity on strategic outcomes. The authors suggested that further research is needed to explore how increasing female leadership could enhance the overall effectiveness of strategic management practices in Kenya's TVET institutions.

### **2.2.2 Socioeconomic Diversity and the Implementation of Strategic Management Practices by Technical and Vocational Education Institutes**

Wang and Li (2019) examined the role of socioeconomic diversity in the implementation of strategic management practices by Technical and Vocational Education and Training (TVET) institutes in China. The study employed a mixed-method approach, utilizing both surveys and interviews with administrators and educators from 20 TVET institutes across five provinces. The findings indicated that socioeconomic diversity significantly

impacted the allocation of resources, curriculum design, and student support services. Institutes with more economically diverse student populations faced challenges in balancing equity and quality in their strategic management efforts. However, the study lacked a comprehensive exploration of how these socioeconomic factors influenced long-term institutional performance, leaving a gap for further research on the sustainability of strategic management practices in diverse environments. This makes it essential to investigate how such dynamics play out in the Kenyan context, where socioeconomic diversity is also prevalent.

A study by Choudhury and Singh (2020) explored the challenges posed by socioeconomic diversity on the implementation of strategic management practices in TVET institutions in India. Using a qualitative case study methodology, the researchers interviewed 30 administrators and teachers from TVET institutions in both urban and rural settings. The study found that institutions in rural areas struggled more with financial limitations and resource allocation, affecting their ability to implement strategic management plans effectively. Furthermore, rural institutions faced difficulties in retaining qualified staff due to lower socioeconomic conditions. While the study provided a detailed analysis of the challenges, it did not delve into how these issues could be mitigated through policy interventions, leaving a gap for further research. This creates a necessity for similar research in Kenya to identify tailored solutions for its own diverse socioeconomic environment.

Allui and Sahni (2016) explored strategic human resource management (SHRM) in higher education institutions in Saudi Arabia, emphasizing the gap in empirical studies addressing SHRM in the Arab context. Through a combination of quantitative and qualitative research methods, the study aimed to ascertain the implementation of strategic HRM practices within selected universities. The findings revealed that, while there is a

strong awareness of SHRM among higher education staff, challenges persist concerning the development of human capital, particularly among faculty. Issues such as inadequate recruitment and selection processes, as well as ineffective performance appraisal and compensation systems, were identified as barriers to a highly motivated workforce. The study underscores the necessity for these institutions to prioritize SHRM practices and suggests areas for future research, including consideration of moderating variables like organizational culture and legal frameworks, particularly in light of changes in national labor policies.

Strydom and Fourie (2018) investigated the influence of diversity factors on effective strategy implementation at Walter Sisulu University in South Africa, utilizing questionnaires and structural equation modeling in their methodology. The study aimed to analyze various dimensions of diversity, including acculturation processes and structural integration, to understand their impact on strategic management outcomes. However, the results indicated no statistically significant relationship between diversity and effective strategy implementation, suggesting that factors such as institutional bias and intergroup conflict did not play a pivotal role. This finding contradicts previous research that supports the benefits of diversity in achieving strategic objectives, raising questions about the methods and contexts of the study. The gap resulting from this research highlights the need for more nuanced investigations that consider regional differences in diversity management, particularly in other African nations such as Kenya, where the dynamics of gender diversity may differ significantly.

Fulani (2023) presented a comprehensive literature review on the impact of workplace diversity on employee performance in multinational corporations in South Africa. This chapter synthesized existing theories and empirical studies related to diversity management, emphasizing how cultural differences and communication barriers affect

organizational outcomes. The research articulated the importance of recognizing key factors that shape workplace diversity and their implications for employee motivation, job satisfaction, productivity, and retention. Furthermore, the chapter identified gaps in the current body of research and proposed theoretical frameworks for guiding future inquiries into workplace diversity's role in performance across various organizational contexts. By establishing a solid foundational understanding of this topic, the chapter sets the stage for subsequent research initiatives aimed at enhancing diversity management practices within the South African corporate environment (Fulani, 2023).

A study by Ncube and Moyo (2021) analyzed the influence of socioeconomic diversity on the strategic management practices of TVET institutions in Zimbabwe. Using a quantitative research approach, the study gathered data from 200 respondents, including students, educators, and administrators. The findings indicated that socioeconomic diversity led to significant discrepancies in student access to resources, affecting both the implementation of strategic initiatives and overall student performance. The study further highlighted that socioeconomic disparities exacerbated dropout rates among students from disadvantaged backgrounds, posing a challenge to achieving institutional goals. Despite these insights, the research did not address how collaboration between government and TVET institutions could mitigate the effects of socioeconomic diversity on strategic management. This highlights a gap that necessitates further exploration in Kenya's TVET sector, where similar challenges exist.

Olayinka and Adewale (2022) conducted a study focusing on how socioeconomic diversity influences the strategic management of TVET institutions in Nigeria. Using a cross-sectional survey design, they collected data from 150 educators and administrative staff across 10 TVET institutions. The results showed that socioeconomic diversity affected the distribution of resources and student retention rates, particularly in rural

areas. The study also found that institutions in more affluent areas were better equipped to implement strategic management practices due to better funding and infrastructure. However, the study did not examine the role of government policies in addressing these socioeconomic disparities, leaving a critical gap for further research. Investigating how socioeconomic diversity impacts TVET institutions in Kenya, particularly regarding government intervention, could provide valuable insights for policy development.

### **2.2.3 Generational Diversity and the Implementation of Strategic Management Practices by Technical and Vocational Education Institutes**

The study conducted by Pandit and Paul (2023) analyzes the implications of gender diversity in higher education institutions, focusing on strategic human resource management practices (HRMP) aimed at improving this diversity. The research methodology included a systematic literature review that encompassed various studies on gender diversity in higher education. The findings revealed that higher education institutions tend to manage gender diversity reactively rather than proactively, primarily through compliance and affirmative actions, which indicates a lack of genuine commitment to fostering diversity. Additionally, the study noted a significantly low representation of women in top leadership positions, pointing to the persistent existence of the glass ceiling. The barriers hindering the career growth of women in academia were highlighted as both internal and external, suggesting the need for targeted interventions. Importantly, the authors emphasized the necessity for gender-focused HRMPs to promote equality and support sustainable development goals, particularly SDG-5, which aims to achieve gender equality. This study contributes to ongoing discussions around gender diversity but leaves gaps in how these findings can be directly applied within the context of Kenyan educational institutions.

Strydom and Fourie (2018) investigated the influence of diversity factors on effective strategy implementation at Walter Sisulu University in South Africa, utilizing questionnaires and structural equation modeling in their methodology. The study aimed to analyze various dimensions of diversity, including acculturation processes and structural integration, to understand their impact on strategic management outcomes. However, the results indicated no statistically significant relationship between diversity and effective strategy implementation, suggesting that factors such as institutional bias and intergroup conflict did not play a pivotal role. This finding contradicts previous research that supports the benefits of diversity in achieving strategic objectives, raising questions about the methods and contexts of the study. The gap resulting from this research highlights the need for more nuanced investigations that consider regional differences in diversity management, particularly in other African nations such as Kenya, where the dynamics of gender diversity may differ significantly. Consequently, the implications of this study could inform a deeper exploration of the barriers and facilitators relevant to strategy implementation in Kenyan technical and vocational education institutes.

Østergaard, Timmermans, and Kristinsson (2011) studied how generational diversity affects innovation and overall performance in European TVEIs. The research employed qualitative methods to evaluate how differing generational perspectives enhance creativity, problem-solving, and adaptability in strategic management practices. Findings demonstrated that diverse generational representation fosters improved decision-making processes; however, there were no targeted recommendations for integrating these benefits within the educational sector. Future studies should investigate the implications of generational diversity on strategic management practices in TVEIs, including its

relevance to the Kenyan context, where generational attitudes towards vocational education may influence enrollment and participation.

Kariuki (2021) investigated board diversity in Kenya, focusing on the progress made over the past decade in enhancing gender diversity within leadership roles. Employing a descriptive research design, the study reported an increase in women's representation from 12% in 2012 to 36% in 2021. This progress indicates a promising trend towards inclusivity; however, it also highlights a need for ongoing efforts to sustain growth in diversity representation. While the report contributes valuable insights regarding the broader national context, it does not delve deeply into how this diversity translates into improved strategic management practices within Kenyan TVEIs. As such, further exploration is warranted to understand the connection between board diversity and educational performance metrics in Kenya, particularly through gender-related policy formulation.

A conceptual study by the Kenya Institute of Management (2021) aimed to assess the influence of cognitive diversity on decision-making processes within Kenyan TVEIs. Through a qualitative lens, this research illustrated how diverse cognitive perspectives contributed to better strategic outcomes and problem-solving capabilities. However, it identified numerous organizational challenges, such as entrenched biases and suboptimal communication styles that hindered the effective integration of cognitive diversity in management practices. While the study yielded useful insights regarding cognitive diversity, further investigation is needed to understand its implications specifically for the educational sector in Kenya to enhance strategic management practices. As Kenya continues to engage with the global discourse on diversity, emphasizing cognitive approaches can open up pathways for fostering innovation and success in TVEIs.

From a methodological perspective, while existing studies focus largely on quantitative performance metrics, they often fail to qualitatively explore the lived experiences of women in leadership roles within TVEIs. Therefore, a mixed-method approach could yield richer insights into the unique challenges faced by female leaders in these institutions (Kariuki, 2021). Contextually, much of the existing literature primarily focuses on corporate settings, neglecting the specificities of educational environments and how these frameworks can be adapted to support gender diversity in TVEIs. Bridging these gaps will provide a more comprehensive understanding of gender diversity's influence on strategic management practices, ultimately guiding policy development aimed at enhancing educational outcomes in Kenya.

Overall, the exploration of gender diversity's impact on strategic management practices is a vital avenue for improving technical and vocational education in Kenya. By learning from global practices and identifying local barriers, there is a significant opportunity to refine management strategies that foster inclusiveness and equity. Future research should aim to fill the conceptual, methodological, and contextual gaps identified, thereby enhancing the discourse around gender diversity in education and establishing effective strategies for TVEIs in Kenya. The outcome of such research could potentially pave the way for broader systemic change, aligning with global commitments to gender equality and improved educational practices.

#### **2.2.4 Cognitive Diversity on the Implementation of Strategic Management Practices by technical and vocational education institutes**

Wang and Zhang (2019) investigated the impact of cognitive diversity on the implementation of strategic management practices in Technical and Vocational Education and Training (TVET) institutions in China. This study used a qualitative approach, conducting in-depth interviews with administrators and faculty from 10

leading TVET institutions. The findings revealed that cognitive diversity, particularly in terms of varied professional backgrounds and experiences, enhanced problem-solving capabilities and fostered more innovative strategic decisions. However, challenges arose in reconciling different perspectives, often leading to delays in decision-making. The study did not explore how these delays affected long-term strategic outcomes, creating a gap that suggests further research is needed, particularly in understanding how cognitive diversity could be better managed to enhance efficiency in Kenya's TVET system.

A study by Tan and Lee (2020) examined how cognitive diversity influences strategic decision-making in TVET institutions in Singapore. Using a mixed-methods approach, the study combined surveys and focus group discussions with educators, students, and management teams. The findings showed that cognitive diversity led to a broader range of ideas during strategic planning, which contributed to more comprehensive and effective implementation processes. However, cognitive diversity also introduced conflicts that sometimes slowed down decision-making processes. The study called for better leadership and conflict resolution mechanisms to harness the potential of cognitive diversity more effectively, but it did not address how such mechanisms could be tailored for different socioeconomic environments like Kenya, where such diversity might present unique challenges.

Ncube and Chikanda (2021) conducted research on the role of cognitive diversity in influencing strategic management practices in TVET institutions in Zimbabwe. Using a case study approach, the study gathered data through interviews with key decision-makers in three prominent TVET institutions. The study found that institutions with higher levels of cognitive diversity, particularly in management, were better able to identify and implement strategies that aligned with both industry needs and student capabilities. However, the study also found that without a cohesive management

approach, cognitive diversity could lead to disjointed implementation efforts. This gap, particularly in building cohesive teams, presents an area for further exploration in the context of Kenya's TVET system, where aligning diverse perspectives with strategic goals is critical for institutional success.

A study by Olayinka and Adebayo (2020) focused on how cognitive diversity fosters innovation within TVET institutions in Nigeria. The researchers used quantitative surveys distributed to 200 staff members across 15 institutions to assess the impact of varied cognitive backgrounds on strategic initiatives. The results revealed that cognitive diversity significantly contributed to innovative approaches in curriculum development, teaching methods, and institutional partnerships. However, the study identified a gap in the communication channels used to leverage cognitive diversity effectively, suggesting that miscommunication often hindered the seamless implementation of strategic plans. This insight highlights the need for further research in Kenya, focusing on how communication frameworks can be improved in TVET institutions to better harness the benefits of cognitive diversity.

Mwangi and Muturi (2021) explored the influence of cognitive diversity on the strategic alignment of technical and vocational education institutions in Kenya. The researchers adopted a mixed-methods approach, conducting both surveys and interviews with faculty members and management teams from five TVET institutions. The findings showed that cognitive diversity enriched strategic discussions, leading to more innovative and adaptive strategies. However, the study also noted that the absence of formal mechanisms to reconcile differing viewpoints often resulted in fragmented implementation efforts. The study did not address how these institutions could develop more structured frameworks for integrating diverse cognitive perspectives, which highlights a gap for

further research in how Kenya's TVET institutions can build capacity for more cohesive strategic planning.

Otieno and Waweru (2022) examined the impact of cognitive diversity on leadership and the implementation of strategic management practices in Kenya's TVET institutions. Using a qualitative research design, the researchers conducted in-depth interviews with administrators, focusing on how cognitive diversity in leadership teams influenced the development and execution of institutional strategies. The study found that cognitive diversity led to more robust decision-making and problem-solving but also noted that leadership teams often struggled with the integration of diverse ideas, leading to delays in implementation. The study did not explore how leadership training could help mitigate these challenges, presenting a gap in understanding how to better equip TVET leaders in Kenya to effectively manage cognitive diversity.

### **2.3 Theoretical Review**

This section discusses the theories on which the study is anchored.

#### **2.3.1 Hofstede's Cultural Dimensions Theory**

Hofstede's Cultural Dimensions Theory was developed by Geert Hofstede (1980) to analyze how cultural diversity influences organizational behavior. The theory identifies six key dimensions that shape workplace dynamics: power distance, individualism vs. collectivism, masculinity vs. femininity, uncertainty avoidance, long-term vs. short-term orientation, and indulgence vs. restraint. These dimensions help explain variations in decision-making, leadership styles, and communication within different cultural settings. Proponents of the theory, such as Minkov and Hofstede (2012), have further validated its applicability across diverse organizational and educational contexts, emphasizing its role in understanding cross-cultural management. The theory is particularly relevant to this

study as it provides a framework for analyzing how different cultural dimensions influence strategic management practices within Technical and Vocational Education Institutes (TVEIs) in Nairobi County. For example, gender diversity impacts hierarchical dynamics and decision-making processes (power distance), while socioeconomic diversity relates to individualism and collectivism, influencing teamwork and collaboration. Additionally, generational diversity aligns with long-term versus short-term orientation, reflecting how different age groups approach strategic initiatives. Cognitive diversity, which involves varying thought processes and problem-solving approaches, ties into uncertainty avoidance, affecting how institutions adapt to change and innovation.

Despite its broad application, Hofstede's theory has faced criticism. McSweeney (2002) argues that the theory oversimplifies cultural differences by assuming national cultures are homogenous and static. Critics also contend that it relies heavily on survey data from multinational corporations, which may not fully capture cultural variations in educational institutions. Nevertheless, the theory remains a valuable tool for examining the role of cultural diversity in strategic management practices within TVEIs.

Hofstede's Cultural Dimensions Theory strongly supports this study as it provides a structured framework for analyzing how cultural diversity influences strategic management practices within Technical and Vocational Education (TVE) institutes in Nairobi County. The six dimensions of the theory—power distance, individualism vs. collectivism, masculinity vs. femininity, uncertainty avoidance, long-term vs. short-term orientation, and indulgence vs. restraint—offer critical insights into the ways diversity impacts decision-making, collaboration, and organizational effectiveness. For instance, gender diversity aligns with the masculinity vs. femininity dimension, where a balance of traditionally "masculine" traits (such as assertiveness) and "feminine" traits (such as

collaboration) leads to more effective leadership and strategy execution. Similarly, socioeconomic diversity can be examined through the lens of individualism vs. collectivism, where individuals from different economic backgrounds may have varying perspectives on teamwork, independence, and strategic priorities. Additionally, the uncertainty avoidance dimension helps explain how cognitive diversity influences risk-taking, problem-solving, and adaptability within TVE institutes.

Moreover, Hofstede's theory is particularly relevant to this study as it helps contextualize generational diversity within the dimension of long-term vs. short-term orientation. Younger employees may prioritize innovation and flexibility (short-term orientation), while older employees might emphasize tradition and stability (long-term orientation), affecting how strategic management practices are formulated and executed. The findings of this study align with previous research demonstrating that culturally diverse organizations benefit from improved strategic decision-making and problem-solving, provided there is an inclusive leadership approach. By applying Hofstede's dimensions, this study underscores the necessity of cultural awareness in implementing effective strategic management practices within TVE institutes, ensuring that leadership structures, policy execution, and institutional strategies are responsive to the diverse cultural landscape of Nairobi County.

### **2.3.2 Trompenaars' Seven Dimensions of Culture**

Developed by Fons Trompenaars and Charles Hampden-Turner (1997), the Trompenaars' Seven Dimensions of Culture theory provides a framework for understanding cultural differences in organizational settings. The dimensions include universalism vs. particularism, individualism vs. communitarianism, specific vs. diffuse, neutral vs. affective, achievement vs. ascription, sequential vs. synchronous time, and

internal vs. external control. These dimensions explain how cultural values shape communication, decision-making, and leadership approaches.

Proponents such as Hampden-Turner and Trompenaars (2000) have emphasized the theory's practical application in international business and education, highlighting its effectiveness in analyzing cultural diversity within institutions. This study finds the theory relevant for exploring how various cultural dimensions affect strategic management practices in TVEIs. Gender diversity influences organizational dynamics and decision-making (achievement vs. ascription), while socioeconomic diversity shapes communication styles and teamwork (individualism vs. communitarianism). Generational diversity impacts management approaches due to differences in time orientation (sequential vs. synchronous time), and cognitive diversity enhances strategic innovation through diverse perspectives (internal vs. external control).

However, critics like Kirkman, Lowe, and Gibson (2006) argue that Trompenaars' model lacks empirical validation and is more prescriptive than explanatory. Additionally, the theory's applicability may vary across different industries and organizational structures. Despite these criticisms, the model remains a useful tool for understanding cultural influences on strategic management within TVEIs in Nairobi County.

### **2.3.3 Schein's Organizational Culture Model**

Edgar Schein (1985) developed the Organizational Culture Model to explain how cultural values and assumptions shape organizational behavior. The model categorizes culture into three levels: artifacts (visible structures and processes), espoused values (stated norms and goals), and basic underlying assumptions (deeply ingrained beliefs and behaviors). These elements influence decision-making, communication, and leadership within institutions.

Proponents such as Hatch and Cunliffe (2013) support Schein's model, emphasizing its relevance in analyzing organizational change and management practices. This study applies the model to examine how cultural diversity impacts strategic management practices in TVEIs. Gender diversity affects organizational norms and decision-making (espoused values), while socioeconomic diversity influences how strategic policies are perceived and implemented (basic underlying assumptions). Generational diversity contributes to the cultural landscape of TVEIs, affecting collaboration and leadership approaches, whereas cognitive diversity fosters an inclusive culture that enhances problem-solving and innovation.

Despite its widespread use, Schein's model has been criticized for being overly descriptive and difficult to operationalize. Willmott (1993) argues that the model lacks a clear mechanism for measuring cultural change, making it challenging to apply in dynamic environments. Nonetheless, it remains a valuable framework for understanding the role of cultural diversity in shaping strategic management within educational institutions.

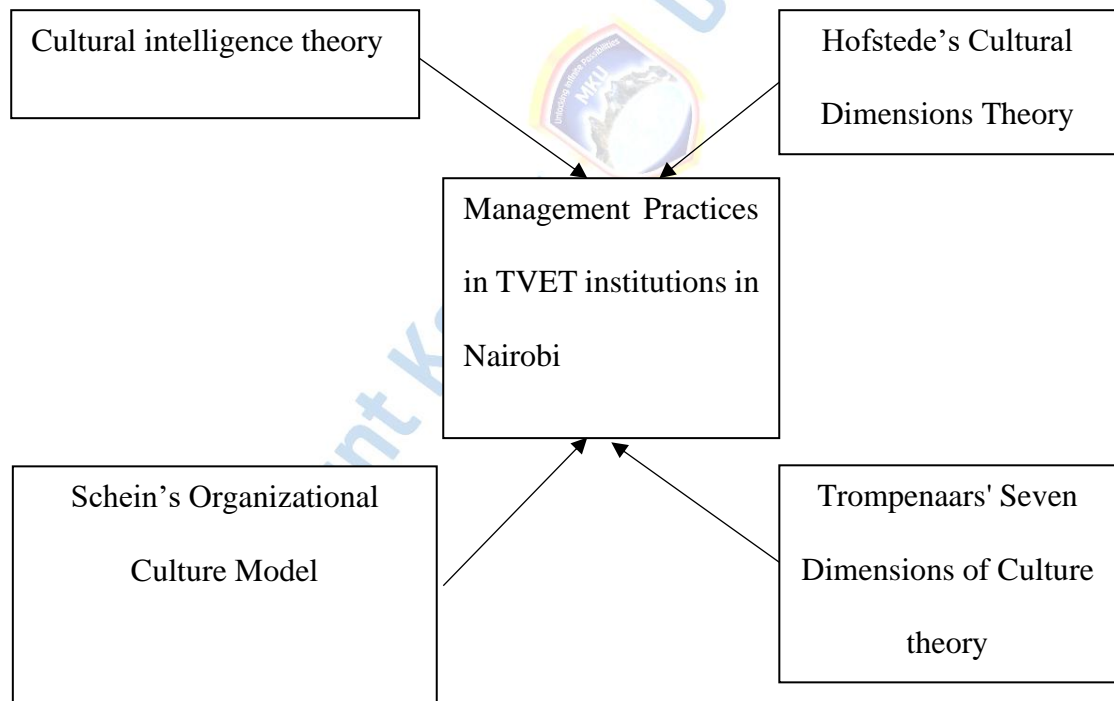
#### **2.3.4 Cultural Intelligence (CQ) Theory**

Developed by Christopher Earley and Soon Ang (2003), Cultural Intelligence (CQ) Theory explains an individual's ability to function effectively in culturally diverse settings. The theory identifies four components: metacognitive CQ (awareness of cultural differences), cognitive CQ (knowledge of different cultural norms), motivational CQ (interest in engaging with diverse cultures), and behavioral CQ (ability to adapt behaviors to different cultural contexts).

Proponents such as Livermore (2011) highlight CQ's importance in leadership and management, emphasizing its role in enhancing cross-cultural interactions. This study finds CQ Theory particularly relevant in analyzing how cultural diversity influences

strategic management in TVEIs. Leaders with high CQ are better equipped to navigate ethnic diversity, ensuring inclusive strategic policies. Metacognitive CQ helps leaders tailor management practices to different cultural backgrounds, while motivational CQ fosters engagement with gender and generational diversity. Behavioral CQ enables leaders to adjust their management styles to accommodate cognitive and socioeconomic diversity, promoting an inclusive institutional culture.

Critics such as Thomas et al. (2015) argue that CQ Theory lacks empirical consistency and may oversimplify cultural adaptability by focusing primarily on individual capabilities rather than systemic factors. Despite these critiques, the theory remains instrumental in understanding how leadership in TVEIs can leverage cultural diversity to enhance strategic management practices.



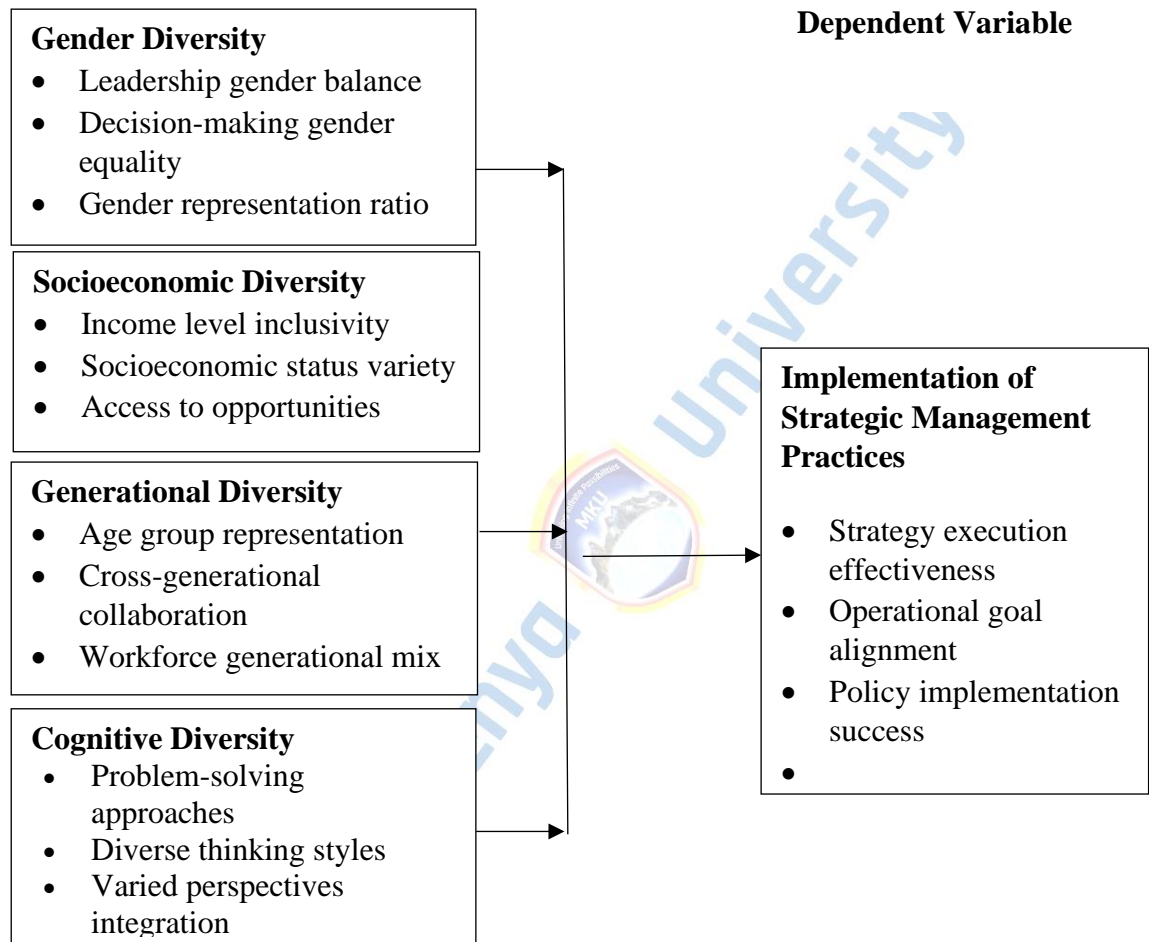
**Figure 1: Theoretical Framework**

**Source:** Researcher (2024)

## 2.4 Conceptual Framework

This section presents the conceptual framework of the study which depicts the relationship between the study variables.

### Independent Variables



**Figure 2: Conceptual Framework**

The conceptual framework in Figure 1 focuses on the influence of four key dimensions of diversity gender, socioeconomic, generational, and cognitive on the implementation of strategic management practices. Each of these independent variables contributes uniquely to the effectiveness of strategy execution, operational alignment, and policy implementation within organizations. By examining these dimensions individually, the

framework aims to understand how diverse representation and perspectives enhance or hinder the strategic management process, particularly in terms of achieving organizational goals.

Gender Diversity is explored through three key factors: leadership gender balance, decision-making gender equality, and gender representation ratio. Leadership gender balance refers to the proportion of males and females in leadership roles, which can significantly impact decision-making processes and organizational outcomes. Decision-making gender equality emphasizes the equal participation of all genders in crucial decisions, ensuring a balanced approach to strategic management. The gender representation ratio ensures that there is proportional representation of different genders across various levels of the organization, contributing to more inclusive strategy execution and fostering an environment where diverse viewpoints are valued.

Socioeconomic Diversity focuses on the inclusivity of income levels, the variety of socioeconomic statuses, and access to opportunities. Income level inclusivity ensures that people from different financial backgrounds are part of the organization, which can contribute to more innovative problem-solving approaches. Socioeconomic status variety refers to having a mix of individuals from different economic standings, which can enrich strategic discussions and broaden the scope of operational goal alignment. Access to opportunities ensures that everyone, regardless of their background, has a chance to contribute to policy implementation and strategy execution, thereby enhancing organizational effectiveness.

Generational Diversity is measured through age group representation, cross-generational collaboration, and workforce generational mix. Age group representation ensures that individuals from different age brackets are present in the workforce, offering varied experiences and perspectives. Cross-generational collaboration encourages cooperation

among different age groups, which can foster innovative solutions and improve the alignment of strategic goals across the organization. The workforce generational mix highlights the benefits of having a blend of younger and older employees, which contributes to more robust strategy execution due to the integration of diverse generational insights.

Finally, Cognitive Diversity relates to problem-solving approaches, diverse thinking styles, and varied perspectives integration. Different problem-solving approaches reflect the range of methods employees use to tackle challenges, which can lead to more innovative and effective strategies. Diverse thinking styles highlight the importance of having a variety of cognitive processes within the organization, contributing to the successful implementation of strategic management practices. Varied perspectives integration ensures that different viewpoints are incorporated into decision-making processes, leading to more comprehensive solutions and better policy implementation success. Together, these forms of diversity support the dependent variable: the effectiveness of strategic management practices.

## 2.5 Recap of Literature

The relationship between gender diversity in leadership roles and organizational performance has been extensively examined, revealing significant positive correlations (Christiansen et al., 2021; Muriithi & Omondi, 2020; Njoroge & Kiptoo, 2020). These studies demonstrated that companies with gender-diverse teams often exhibit enhanced strategic decision-making capacities and innovation potential. However, variations in how these dynamics manifest across different sectors have been inadequately investigated, particularly within Technical and Vocational Education Institutes (TVEIs) in Kenya. The barriers that hinder female participation in leadership roles, unlike corporate settings, remain poorly documented (Zhang & Fang, 2022; Otieno & Karanja, 2022; Mulu & Derese, 2020). Additionally, existing studies typically emphasize quantitative metrics, overlooking qualitative aspects of gender inclusivity, which leaves a gap in understanding how these factors interplay in educational environments versus corporate frameworks (Kamau & Njeri, 2022; Christiansen et al., 2021).

Socioeconomic diversity has similarly gained attention for its impact on strategic management practices within educational institutions (Tiwari & Ghosh, 2016; Akintola & Ismail, 2020). Research indicates that varied socioeconomic backgrounds influence resource allocation, curriculum development, and overall student engagement, often resulting in better-tailored educational offerings (Wang & Li, 2019; Choudhury & Singh, 2020). Nonetheless, much of the existing literature lacks comprehensive frameworks that enable the effective integration of socioeconomic diversity into the strategic management processes of institutions, particularly in Kenya's unique context. Gaps remain in exploring how socioeconomic conditions directly affect education quality and retention, as seen in studies conducted within other nations like India and Nigeria (Ncube & Moyo, 2021; Fulani, 2023). Understanding these nuances is crucial for formulating strategies

that truly reflect the socioeconomic realities facing students today (Olayinka & Adewale, 2022; Mwangi & Muturi, 2021).

Moreover, the intersection between generational diversity and strategic management practices is garnering attention as more institutions recognize the value of diverse perspectives across age groups (Østergaard et al., 2011; Pandit & Paul, 2023). Despite evidence suggesting that generational diversity fosters innovation, the literature often falls short of establishing concrete strategies for fostering inter-generational collaboration (Kariuki, 2021; Ncube & Chikanda, 2021). This oversight calls for further investigations into how varying generational attitudes can be leveraged for enhancing educational strategies within TVEIs, particularly in Kenya, where rapid economic changes are shaping the educational landscape (Mwangi & Muturi, 2021). Addressing this disconnect will provide comprehensive insights necessary for adapting instructional methods to accommodate generational diversity effectively.

Lastly, cognitive diversity represents an emergent area of inquiry, particularly regarding its role in strategic planning and decision-making (Wang & Zhang, 2019; Tan & Lee, 2020). While studies indicate the enriching effect of cognitive diversity on problem-solving and adaptive strategies, gaps remain concerning the specific mechanisms through which it can be managed effectively within educational institutions (Otieno & Waweru, 2022; Olayinka & Adebayo, 2020). A clearer understanding of cognitive diversity's implications for Kenyan TVEIs is needed, especially in developing structures that enable collaborative decision-making and conflict resolution among diverse teams (Mwangi & Muturi, 2021; Tan & Lee, 2020). Recognizing and bridging these gaps can enhance the implementation of strategic management practices that are not only innovative but also inclusive of the diverse needs of the students and communities served by TVEIs.

In summary, while the existing literature highlights the importance of gender, socioeconomic, generational, and cognitive diversity in strategic management practices, significant research gaps persist, particularly in the Kenyan context. These gaps encompass the need for qualitative insights into barriers to diversity and the exploration of tailored frameworks that address the unique challenges faced by TVEIs. Future research should aim to bridge these gaps, ultimately paving the way for strategic practices that cultivate inclusivity and innovation in technical and vocational education institutions.



**Table 1: Gender Diversity and the implementation of Strategic Management Practices**

<b>Authors (Year)</b>	<b>Focus of the Study</b>	<b>Research Method Used</b>	<b>Findings</b>	<b>Knowledge Gap</b>
Christianesen et al. (2021)	Influence of gender diversity in senior corporate positions on financial performance in Europe	Quantitative methodology	Positive correlation between women in leadership and performance, especially in certain sectors.	Need for industry-specific investigations and understanding barriers in educational institutions, especially in Kenya.
Zhang and Fang (2022)	Socioeconomic diversity's influence on strategic educational management in vocational schools in China	Mixed-methods approach	Increased diversity impacts decision-making and resource allocation positively.	Lack of strategies for effectively integrating socioeconomic diversity into practices.
Syed and Ali (2019)	Intersection of socioeconomic diversity and institutional strategy in Pakistan's vocational organizations	Qualitative case study	Socioeconomic diversity influences program effectiveness and community relations.	Lack of recognition of learning styles and gaps in strategic management practices for diverse backgrounds.
Tiwari and Ghosh (2016)	Socioeconomic diversity's effect on strategic management practices in Indian TVET institutes	Mixed-methods approach	Significant influence on curriculum and stakeholder engagement; lack of comprehensive policies.	Need for tailored strategies addressing socioeconomic diversity.
Akintola and Ismail (2020)	Economic disparity and social inclusion in Nigerian technical colleges	Qualitative case study	Addressing economic disparity fosters social inclusion and impacts performance.	Insufficient regulatory framework for implementing strategic practices.

<b>Authors (Year)</b>	<b>Focus of the Study</b>	<b>Research Method Used</b>	<b>Findings</b>	<b>Knowledge Gap</b>
Mulu and Derese (2020)	Impact of socioeconomic diversity on strategic planning in Ethiopian vocational training centers	Qualitative interviews	Socioeconomic factors shape strategic priorities; need for inclusive curriculum assessment.	Gaps in recognizing diverse learner needs.
Muriithi and Wanyama (2021)	Socioeconomic diversity on the performance of vocational programs in Kenya	Quantitative methodology	Socioeconomic diversity positively influences student engagement and retention.	Limited exploration of pedagogical impacts of socioeconomic diversity.
Muriithi and Omondi (2020)	Gender equality in strategic management of TVET institutions in Kenya	Case study approach	Gender-balanced teams yield better resource allocation and curriculum development.	Cultural biases limit women's participation in decision-making.
Otieno and Karanja (2022)	Impact of gender diversity on strategic decision-making in Kenyan TVET institutions	Mixed-methods design	Gender-diverse teams promote inclusive decision-making.	Underrepresentation of women in senior roles limits diversity's influence on outcomes.
Njoroige and Kiptoo (2020)	Gender diversity's influence on strategic management practices in Kenyan TVET institutions	Quantitative approach	Gender-diverse leadership enhances adaptability and innovation.	Enduring gaps in gender equity at senior management levels.
Oloo and Mutua (2021)	Role of gender inclusion in execution of strategic practices in Kenyan TVET institutions	Qualitative methods	Gender-inclusive teams are effective in student engagement and governance.	Continued underrepresentation of women in leadership roles.

<b>Authors (Year)</b>	<b>Focus of the Study</b>	<b>Research Method Used</b>	<b>Findings</b>	<b>Knowledge Gap</b>
Kamau and Njeri (2022)	Influence of gender dynamics on strategic planning in Kenyan TVET institutions	Mixed-methods approach	Higher female leadership leads to effective strategic planning in student support.	Significant gender disparities in decision-making roles.

**Table 2: Socioeconomic Diversity and the Implementation of Strategic Management Practices**

<b>Authors (Year)</b>	<b>Focus of the Study</b>	<b>Research Method Used</b>	<b>Findings</b>	<b>Knowledge Gap</b>
Wang and Li (2019)	Role of socioeconomic diversity in implementation by TVET institutes in China	Mixed-methods approach	Socioeconomic diversity affects resource allocation and student services; institutions face equity-quality challenges.	Lack of exploration of the long-term effects of socioeconomic factors on performance.
Choudhury and Singh (2020)	Challenges from socioeconomic diversity in Indian TVET institutions	Qualitative case study	Rural institutions struggle with financial limitations impacting strategic plans.	Lack of mitigation strategies through policy interventions for these challenges.
Allui and Sahni (2016)	Strategic human resource management in higher education in Saudi Arabia	Mixed-methods research	Awareness of SHRM exists but is challenged by poor recruitment and appraisal systems.	Need for insights on SHRM practices considering regional culture and legal frameworks.
Strydom and Fourie (2018)	Influence of diversity on effective strategy implementation at Walter Sisulu University in South Africa	Quantitative and qualitative	No significant relationship between diversity and effective strategy implementation was found.	Need for nuanced investigations on diversity management across different regions.
Fulani (2023)	Literature review on workplace	Literature review	Cultural differences affect	Need for empirical

<b>Authors (Year)</b>	<b>Focus of the Study</b>	<b>Research Method Used</b>	<b>Findings</b>	<b>Knowledge Gap</b>
	diversity impact on performance in South African multinationals		job satisfaction and productivity; Gaps in research on application frameworks.	studies on diversity impact across various contexts.
Ncube and Moyo (2021)	Influence of socioeconomic diversity on strategic management in Zimbabwe's TVET institutions	Quantitative research	Significant discrepancies in resource access due to socioeconomic diversity; higher dropout rates observed.	Lack of investigation on collaboration strategies between government and TVET.
Olayinka and Adewale (2022)	Socioeconomic diversity's impact on Nigerian TVET institutions	Cross-sectional survey design	Socioeconomic diversity influences resource distribution and retention rates in educational sectors.	Absence of analysis on government policy roles in addressing socioeconomic disparities.



**Table 3: Generational Diversity and the Implementation of Strategic Management Practices**

<b>Authors (Year)</b>	<b>Focus of the Study</b>	<b>Research Method Used</b>	<b>Findings</b>	<b>Knowledge Gap</b>
Pandit and Paul (2023)	Implications of gender diversity in strategic HRM for higher education institutions	Systematic literature review	Gender diversity managed reactively; low representation of women in leadership noted.	Lack of application of findings within Kenyan contexts; need for targeted interventions.
Strydom and Fourie (2018)	Influence of diversity on effective strategy implementation at Walter Sisulu University in South Africa	Quantitative and qualitative	No significant correlation between diversity and strategic implementation; institutional bias may exist.	Need for region-specific investigations, especially considering cultural differences.
Østergaard et al. (2011)	Generational diversity's effect on innovation in European TVEIs	Qualitative methods	Diverse generational representation stimulates creativity; no recommendations for sector integration provided.	Lack of analysis regarding country-specific adaptations for generational diversity benefits.
Kariuki (2021)	Board diversity in Kenya and women's representation in leadership roles	Descriptive research design	Increase in women's representation in leadership from 12% to 36% over a decade; need for sustainability.	No deep exploration of how this diversity manifests in strategic management practices.
Kenya Institute of Management (2021)	Influence of cognitive diversity on decision-making in Kenyan TVEIs	Qualitative research	Cognitive diversity enhances strategic outcomes but faces challenges due to biases and communication barriers.	Need for sector-specific investigations that intricately link cognitive diversity implications to educational management.

**Table 4: Cognitive Diversity on the Implementation of Strategic Management****Practices**

<b>Authors (Year)</b>	<b>Focus of the Study</b>	<b>Research Method Used</b>	<b>Findings</b>	<b>Knowledge Gap</b>
Wang and Zhang (2019)	Impact of cognitive diversity on strategic management practices in TVET institutions in China	Qualitative approach	Cognitive diversity enhances problem-solving but delays decision-making; need for efficiency management strategies.	Exploration of cognitive diversity's long-term effects on strategic outcomes needed.
Tan and Lee (2020)	Influence of cognitive diversity on strategic decision-making in TVET institutions in Singapore	Mixed-methods approach	Increased ideas from cognitive diversity but conflicts can slow decisions; need for tailored leadership mechanisms.	Lack of context-specific strategies for managing cognitive diversity benefits in diverse socio-economic environments. Need to explore how cohesive management approaches can be integrated into Kenya's TVETs amidst cognitive diversity.
Ncube and Chikanda (2021)	Role of cognitive diversity in influencing strategic management practices in Zimbabwe's TVET institutions	Case study approach	High cognitive diversity aligns strategies with industry needs but can lead to fragmented implementation without unity.	Need to explore how cohesive management approaches can be integrated into Kenya's TVETs amidst cognitive diversity.
Olayinka and Adebayo (2020)	Cognitive diversity and fostering innovation within TVET institutions in Nigeria	Quantitative research	Cognitive diversity promotes innovative practices but effective communication is lacking; miscommunication problematic.	Gap in strategies addressing communication frameworks to leverage cognitive diversity fully.
Mwangi and Muturi (2021)	Influence of cognitive diversity on strategic alignment of Kenyan	Mixed-methods approach	Cognitive diversity enriches strategies but lacks formal mechanisms for reconciling viewpoints;	Absence of structured frameworks for integrating diverse perspectives

	technical and vocational education institutions		fragmentation noted.	into strategic planning processes.
Otieno and Waweru (2022)	Impact of cognitive diversity on leadership and implementation of strategic practices in Kenya's TVET institutions	Qualitative research design	Cognitive diversity strengthens decision-making but can cause integration challenges within leadership; delays noted.	Lack of training strategies for leaders to manage the integration of diverse ideas effectively.



## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1. Introduction**

The methodology chapter outlines the systematic processes and techniques employed to conduct the research. It provides a detailed description of how the study is structured, the methods used to collect and analyze data, and the measures put in place to ensure the reliability and validity of the research findings. The chapter also describes the research design, sampling procedures, instruments for data collection, and the ethical considerations observed during the research. The ultimate goal was to ensure that the study's methodology is robust, transparent, and replicable, contributing to the credibility of the research findings.

#### **3.2 Research Methodology**

The research methodology outlines the approach employed to achieve the study's objectives. This study utilizes a mixed-methods approach, integrating both quantitative and qualitative techniques. By combining these approaches, the research seeks to capture the full scope and depth of the research problem. Quantitative methods will be used to measure variables, providing statistical insights, while qualitative methods will gather detailed perspectives from participants regarding their experiences and opinions. The use of mixed methods facilitates triangulation, ensuring that the findings are both statistically robust and rich in contextual depth. This approach strengthens the validity and comprehensiveness of the results.

### **3.3 Research Design**

The research design provides the framework for conducting the study. This study adopts a descriptive research design, aimed at exploring the relationships between the independent variables (gender diversity, socioeconomic diversity, generational diversity, and cognitive diversity) and the dependent variable (implementation of strategic management practices). The descriptive design allows for a detailed account of the variables involved. It enables the researcher to investigate the extent to which diversity factors influence the effectiveness of strategic management practices in technical and vocational education institutes, providing a comprehensive understanding of the impact of these diverse elements on organizational performance.

### **3.4 Location of the Study**

The study was located in Nairobi County, Kenya, focusing specifically on Technical and Vocational Education and Training (TVET) institutes. Nairobi County, being the capital of Kenya and a hub for education, technology, and economic activities, provided a suitable environment for examining the influence of cultural diversity on the implementation of strategic management practices. The TVET institutes in this region played a pivotal role in providing technical and vocational skills that contributed to Kenya's workforce development. By selecting Nairobi County, the study captured a diverse range of cultural backgrounds, socioeconomic statuses, and generational cohorts, making it ideal for exploring how these factors impacted the strategic management practices within educational institutions. This location ensured a rich, dynamic environment for analyzing the intersection of diversity and strategic decision-making.

### **3.5 Target Population**

The target population for this study comprised both teaching and administrative staff from Technical and Vocational Education and Training (TVET) institutes in Nairobi County. The selection of this population was justified by the critical role these institutes played in providing skill-based education and training, essential for the country's economic growth and workforce development. By focusing on TVET institutes, the study examined the influence of cultural diversity on strategic management practices within a sector key to Kenya's development. Furthermore, TVET institutes were characterized by a diverse workforce, making them ideal for exploring how factors like gender, socioeconomic status, generational differences, and cognitive diversity impacted decision-making and the implementation of strategic goals.

The study targeted both teaching and administrative staff because they represented two distinct but interconnected aspects of the educational system. Teaching staff, who made up 55.55% of the target population, were responsible for delivering technical education and interacting directly with students. Their perspectives were crucial for understanding how diversity influenced operational effectiveness and strategic alignment within classrooms and training environments. Administrative staff, comprising 44.45% of the population, managed the operational and strategic aspects of these institutions, making them key players in implementing policies and ensuring that institutional goals were met. This dual focus on both categories ensured that the study captured a comprehensive view of how diversity influenced strategic management practices at different functional levels. The inclusion of both categories was essential in achieving the study's specific objectives. By investigating how gender, socioeconomic, generational, and cognitive diversity influenced strategic management practices, the study aimed to provide a holistic understanding of diversity's impact within TVET institutes. For instance, gender

diversity may have affected leadership roles and decision-making processes, while socioeconomic diversity could have shaped access to opportunities and resource allocation. Generational diversity, with a mix of younger and older employees, may have influenced collaboration and strategic alignment, while cognitive diversity, reflected in varied problem-solving approaches, could have enhanced or challenged strategic implementation.

**Table 5: Target Population**

<b>Category</b>	<b>Population</b>	<b>Percentage</b>
Teaching Staff	525	55.55%
Administrative Staff	220	44.45%
<b>Total</b>	<b>745</b>	<b>100%</b>

*Source: Ministry of Education, Nairobi (2023).*

The target population for this study consisted of 525 teaching staff (55.55%) and 220 administrative staff (44.45%), totaling 745 individuals from Technical and Vocational Education and Training (TVET) institutes in Nairobi County. These target population categories were well-suited for the study’s objectives, which aimed to explore how different dimensions of cultural diversity—gender, socioeconomic status, generational mix, and cognitive diversity—affected the implementation of strategic management practices. By including a broad and diverse workforce, the study was able to better assess the unique contributions and challenges posed by cultural diversity in shaping strategic goals and operational effectiveness in TVET institutes across Nairobi County.

### 3.6 Sampling Procedures and Techniques

The study employed a stratified random sampling technique to ensure a representative sample from the diverse population of teaching and administrative staff in Technical and Vocational Education and Training (TVET) institutes in Nairobi County. Stratification was based on the two primary categories: teaching and administrative staff, to capture insights from both groups. This approach ensured that each subgroup was proportionally represented in the sample, allowing for a more accurate analysis of how diversity influenced the implementation of strategic management practices. Once the strata were established, simple random sampling was applied within each group to select participants, minimizing bias and ensuring that each individual in the target population had an equal chance of being selected for the study.

### 3.7 Sample Population

In this study, the sample population consisted of teaching and administrative staff from Technical and Vocational Education and Training (TVET) institutes in Nairobi County. This selection ensured that the sample population reflected the diversity in gender, socioeconomic status, generation, and cognitive perspectives present in the broader target population. According to Mugenda and Mugenda (2013), selecting a representative sample was essential to ensure the generalizability of the findings to the entire population. The Slovin formula was used to determine the sample size from the given population, based on the assumptions of population homogeneity and random sampling.

The formula is:

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

Where

n is the sample size,

N is the population size, and

e is the margin of error.

To compute the sample size using the Slovin formula, we need to plug in the values of N and e. The target population is given as 150,000, and the margin of error is 0.05. To calculate the sample size using the Slovin formula,  $n = N / (1 + Ne^2)$ , we need to know the population size (N) and the margin of error (e). The population size is given as 780. The margin of error is not given, but it is usually assumed to be 0.05 or 5% for most surveys. Therefore, we can plug in these values into the formula and get:

$$n = 745 / (1 + 745 * 0.05^2)$$

$$n = 745 / (1 + 1.8625)$$

$$n = 745 / 1 + 1.8625$$

$$n = 260.2$$

Therefore, the sample size was approximately 260 respondents. The sample distribution for the teaching and administrative staff, based on their percentage in the population, was calculated as follows:

**Table 6: Sample Distribution Matrix**

Category	Total Population	% of N	Sample Size
Teaching Staff	525	55.55%	145
Administrative Staff	220	44.45%	115
<b>Total</b>	<b>745</b>	<b>100%</b>	<b>260</b>

Source: Researcher (2024)

The sample size of 260 respondents was distributed proportionally based on the percentage of teaching and administrative staff in the target population. This is as follows. The sample size for the study was 260 respondents, distributed as 145 teaching

staff (55.55%) and 115 administrative staff (44.45%) from a total population of 745 in the TVET institutes.

### **3.8 Construction of Research Instruments**

The research instruments for this study were constructed to gather comprehensive data on the influence of gender, socioeconomic, generational, and cognitive diversity on the implementation of strategic management practices in technical and vocational education institutes. The primary tool was a structured questionnaire, which included both closed-ended and open-ended questions to capture quantitative and qualitative data. The questionnaire was divided into sections aligned with the study's specific objectives, focusing on diversity variables and their impact on strategic management. Additionally, interview guides were developed for key informants, such as senior administrators, to gather more in-depth insights. The construction of these instruments was guided by previous literature and validated by experts in the field to ensure relevance and clarity. Pilot testing was also conducted to enhance the instruments' reliability and validity.

### **3.9 Testing for Validity and Reliability**

To ensure the validity of the research instruments, both content and construct validity were meticulously assessed. Content validity examined whether the items in the questionnaire comprehensively covered all relevant aspects of the variables under study. This involved consulting experts in the fields of strategic management and educational diversity to review the questionnaire items and confirm that they accurately reflected the key concepts of gender, socioeconomic, generational, and cognitive diversity. Construct validity, on the other hand, verified that the instruments effectively measured the theoretical constructs they were intended to represent. Statistical analyses, such as factor

analysis, were conducted to ensure that the questions grouped into expected factors that represented the underlying diversity constructs.

Reliability testing was performed using Cronbach's alpha, a statistical measure that assessed the internal consistency of the questionnaire. A Cronbach's alpha value of 0.7 or higher was considered acceptable, indicating that the items within each section of the questionnaire measured the same underlying concept reliably. The reliability results were as follows.

**Table 7: Reliability Statistics**

Cronbach's Alpha	N of Items
.877	34

Table 7 presents the reliability statistics for the research instrument, showing a Cronbach's Alpha coefficient of 0.877 for 34 items. Cronbach's Alpha is a measure of internal consistency, indicating how well the items in the instrument measure the intended construct. A value above 0.7 is generally considered acceptable, while values above 0.8 indicate good reliability. The obtained coefficient of 0.877 suggests that the instrument has a high level of internal consistency, meaning the items are well-correlated and measure the same underlying concept effectively. This high reliability ensures that the responses obtained from the instrument are consistent and dependable, reinforcing the credibility of the study's findings.

This ensured that the responses were stable and consistent across different respondents. For qualitative data, trustworthiness was established through credibility, transferability, dependability, and confirmability. These aspects were enhanced through rigorous data collection methods, such as triangulation—where multiple data sources or methods were used—and member checking, where participants reviewed the findings to ensure that their perspectives were accurately represented. This comprehensive approach to validity

and reliability enhanced the overall quality and trustworthiness of the research instruments used in this study.

### **3.10 Data Collection Methods and Procedures**

Data collection involved a combination of surveys and interviews. The questionnaires were distributed electronically to participants, allowing them to complete them at their convenience. Interviews were conducted either face-to-face or virtually, depending on participants' availability. The data collection process was spread over two months, ensuring ample time for participants to respond. The research team followed up with participants to ensure a high response rate and addressed any queries that arose during the data collection period.

### **3.11 Data Analysis Techniques and Procedures**

The data analysis techniques and procedures for this study involved the use of SPSS version 27, a powerful statistical software package that facilitated comprehensive data analysis. Initially, descriptive statistics were employed to summarize the demographic characteristics of the sample population, providing a clear overview of the participants' profiles. Subsequently, inferential statistical techniques, including multiple regression analysis, were utilized to assess the relationships between the independent variables—gender diversity, socioeconomic diversity, generational diversity, and cognitive diversity—and the dependent variable, which was the implementation of strategic management practices. Additionally, the analysis included tests for correlation to explore the strength and direction of relationships between the variables. The significance level was set at 0.05, ensuring that findings were statistically valid and reliable. This systematic approach to data analysis enabled a thorough understanding of how various

dimensions of cultural diversity influenced strategic management practices in technical and vocational education institutes in Nairobi County.

The relationship between the independent variables was analyzed using a regression analysis approach to determine their collective and individual influence on the dependent variable. Regression analysis helps quantify the strength and direction of associations between predictors and the outcome variable, providing statistical evidence of their significance. The regression model used was:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \epsilon$$

where Y represents the dependent variable (implementation of strategic management practices), X<sub>1</sub>, X<sub>2</sub>, X<sub>3</sub>, and X<sub>4</sub> denote the independent variables (gender diversity, socioeconomic diversity, generational diversity, and cognitive diversity, respectively),  $\beta_0$  is the intercept,  $\beta_1$ ,  $\beta_2$ ,  $\beta_3$ , and  $\beta_4$  are the regression coefficients indicating the effect of each independent variable, and  $\epsilon$  represents the error term. This model was employed to assess the extent to which diversity factors influence strategic management implementation within Technical and Vocational Education Institutes (TVEIs) in Nairobi County.

### **3.12 Ethical Considerations**

The study adhered to ethical guidelines throughout the research process. Informed consent was obtained from all participants, ensuring they fully understood the purpose of the study and their rights, including the right to ask questions and seek clarification. Confidentiality and anonymity were maintained by using coded identifiers instead of participants' names, safeguarding their identities. Participants were clearly informed that their involvement was entirely voluntary, and they had the right to withdraw from the study at any point without facing any consequences. Additionally, ethical approval was

sought from relevant institutional review boards before data collection commenced, ensuring the study complied with all ethical standards and regulations set by the National Commission for Science, Technology, and Innovation (NACOSTI), thus enhancing the integrity and credibility of the research.



## CHAPTER FOUR

### RESEARCH FINDINGS AND DISCUSSIONS

#### 4.1 Introduction

Chapter Four presents the analysis, presentation, and discussion of the study's findings based on the collected data. It begins with an introduction (Section 4.1) that provides an overview of the chapter. Section 4.2 outlines the demographic characteristics of the respondents, including their sex, age distribution, level of education, and years of college operation. The chapter then examines key diversity dimensions, starting with gender diversity (Section 4.3), followed by socioeconomic diversity (Section 4.4), generational diversity (Section 4.5), and cognitive diversity (Section 4.6). Finally, Section 4.7 focuses on the implementation of strategic management practices, analyzing how diversity factors influence organizational strategy execution. The findings are systematically presented and interpreted to provide insights into the relationships between diversity and strategic management practices.

##### 4.1.1 Response Rate

Table 8 presents the response rate for the study, categorized by teaching and administrative staff.

**Table 8: Response Rate**

Category	Sample Size	Actual	Response Rate
Teaching Staff	145	118	81.38%
Administrative Staff	115	107	93.04%
Total	260	225	87.21%

Out of the targeted 260 respondents, 225 provided valid responses, resulting in an overall response rate of 87.21%. An 87.21% response rate indicates a high level of participation

from the targeted respondents, suggesting strong engagement and reliability in the data collected. The response rate among administrative staff was higher (93.04%), with 107 responses from the sampled 115 individuals. Meanwhile, the teaching staff had a slightly lower response rate of 81.38%, with 118 responses out of 145. The high overall response rate suggests a strong level of engagement and reliability in the collected data, reducing the likelihood of non-response bias and enhancing the study's validity. A response rate above 80% is generally considered excellent and minimizes the risk of non-response bias, ensuring that the findings accurately represent the target population (Baruch & Holtom, 2008). High response rates improve the generalizability of the study results, enhancing their validity and credibility in drawing meaningful conclusions about the research topic.

## **4.2 Demographic Characteristics**

The demographic section provides an overview of the characteristics of the respondents, offering valuable insights into their backgrounds and experiences. It includes an analysis of respondents' sex (Section 4.2.1), which highlights gender representation within the study. Section 4.2.2 examines the age distribution of respondents, shedding light on the generational diversity within the sample. The level of education (Section 4.2.3) explores the academic qualifications of the participants, providing context on their expertise and professional backgrounds. Finally, Section 4.2.4 details the respondents' years of college operation, indicating their level of experience within the institution. These demographic characteristics are essential for understanding the diversity within the sample and contextualizing the study's findings.

### **4.2.1 Respondents' Sex**

The gender distribution of the respondents was as presented in Table 9.

**Table 9: Respondents' Sex**

<b>Responses</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Male</b>	127	56.4
<b>Female</b>	98	43.6
<b>Total</b>	225	100

**Source:** Field Data (2025)

The study surveyed 225 respondents, with 56.4% male and 43.6% female participants. This distribution indicates a relatively balanced gender representation, though males slightly outnumber females. The findings suggest that gender diversity is a relevant factor in the implementation of strategic management practices in Technical and Vocational Education Institutes (TVEIs) in Nairobi County. The representation of both genders ensures that perspectives from both male and female staff members are considered, reducing the risk of gender-related bias in strategic decision-making. By including both genders in the study, the potential for skewed conclusions based on a single-gender perspective is minimized, making the results more generalizable.

#### **4.2.2 Respondents' Age Distribution**

Table 10 presents the results on the respondents' age distribution.

**Table 10: Respondents' Age Distribution**

<b>Responses</b>	<b>Frequency</b>	<b>Percentage</b>
Below 25 years	23	10.2
26 to 35 years	124	55.1
36 to 45 years	54	24
46 to 55 years	24	10.7
<b>Total</b>	225	100

**Source:** Field Data (2025)

The majority (55.1%) of respondents are between 26 to 35 years, followed by 24% in the 36 to 45 years category, 10.7% in the 46 to 55 years group, and 10.2% below 25 years. This indicates that most participants are within the prime working age, which can influence how strategic management practices are implemented. The inclusion of multiple age brackets allows for an analysis of generational diversity and how it affects decision-making and management styles. The study's balanced age representation helps mitigate generational bias, as insights from both younger and older employees are considered, ensuring that strategic management practices are responsive to varied generational perspectives.

#### 4.2.3 Respondents' Level of Education

Table 11 presents the results related to the respondents' level of education

**Table 11: Respondents' Level of Education**

Responses	Frequency	Percentage
Diploma	35	15.6
Bachelors	135	60
Masters	55	24.4
Total	225	100

**Source: Field Data (2025)**

The results in Table 11 shows that 60% of the respondents hold a bachelor's degree, 24.4% have a master's degree, and 15.6% possess a diploma. The dominance of bachelor's degree holders suggests that the workforce in TVEIs is well-educated, with a significant proportion having advanced education. This is relevant to cognitive diversity, as different education levels may contribute to varied problem-solving approaches and perspectives in strategic management. The inclusion of respondents with different

education levels reduces cognitive bias, ensuring that the study captures a wide range of insights into how educational diversity influences strategic practices.

#### 4.2.4 Respondents' Years of College Operation

The respondents were asked to indicate how long (years) their college has been in operation, and the response was as provided in Table 12.

**Table 12: Respondents' Years of College Operation**

<b>Responses</b>	<b>Frequency</b>	<b>Percentage</b>
0-1 years	4	1.8
1-5 years	88	39.1
6-10 years	83	36.9
Over 10 years	50	22.2
Total	225	100

**Source: Field Data (2025)**

Regarding institutional experience, 39.1% of respondents are from colleges that have operated for 1-5 years, 36.9% from those operating for 6-10 years, and 22.2% from institutions over 10 years old, with only 1.8% from institutions under one year old. This distribution suggests that most institutions have been in operation long enough to have established strategic management practices. The variation in institutional age ensures that both newly established and long-standing colleges are included, helping to minimize bias in assessing how institutional maturity affects the implementation of strategic management. By considering institutions at different stages of development, the study provides a comprehensive view of how cultural diversity influences management strategies over time.

These findings collectively contribute to reducing bias in the study by ensuring diversity in gender, age, education level, and institutional experience. This comprehensive

representation enhances the reliability of conclusions drawn on the influence of cultural diversity on strategic management practices in Nairobi's TVEIs.

### **4.3 Gender Diversity**

This section presents and discusses the results related to the first objective which sought to determine the influence of gender diversity on the implementation of strategic management practices in technical and vocational education institutes in Nairobi County.

#### **4.3.1 Descriptive Statistics for Gender Diversity**

Table 4.6 presents descriptive statistics on the implementation of strategic management practices in Technical and Vocational Education Institutes (TVEIs) in Nairobi County. It highlights respondents' perceptions of strategic plan execution, alignment of operational goals with strategic objectives, policy implementation, employee feedback integration, resource allocation, and continuous review of strategic management practices. These findings are crucial in understanding the effectiveness of strategic management within TVEIs and how institutional frameworks support or hinder strategy execution in diverse educational settings.

**Table 13: Descriptive Statistics for Gender Diversity**

<b>Statement</b>	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>	<b>Mean</b>	<b>Std</b>
	<b>F (%)</b>	<b>F (%)</b>	<b>F (%)</b>	<b>F (%)</b>	<b>F (%)</b>		<b>Dev</b>
Leadership positions are equally held by both genders in my organization.	7 (3.1%)	19 (8.4%)	61 (27.1%)	66 (29.3%)	72 (32.0%)	3.79	1.08
There is equal representation of genders in decision-making processes.	7 (3.1%)	28 (12.4%)	41 (18.2%)	62 (27.6%)	87 (38.7%)	3.86	1.15
My organization promotes gender diversity in hiring practices.	8 (3.6%)	27 (12.0%)	55 (24.4%)	68 (30.2%)	67 (29.8%)	3.71	1.12
Gender balance is considered in leadership development programs.	9 (4.0%)	21 (9.3%)	62 (27.6%)	60 (26.7%)	73 (32.4%)	3.74	1.13
The gender representation ratio in my organization is balanced.	5 (2.2%)	20 (8.9%)	56 (24.9%)	75 (33.3%)	69 (30.7%)	3.81	1.04
Gender-related issues are openly discussed in my organization.	5 (2.2%)	20 (8.9%)	60 (26.7%)	70 (31.1%)	70 (31.1%)	3.80	1.05

**Source:** Field Data (2025)

Table 13 shows that the statement that read "Strategic plans are effectively executed in my organization" had a mean score of 3.71 and a standard deviation of 1.10, with 29.8% of respondents agreeing and 29.3% strongly agreeing. However, 26.7% were neutral, while 11.1% disagreed and 3.1% strongly disagreed. These results indicate that while a significant proportion of respondents believe that strategic plans are executed effectively, a notable percentage remains uncertain or disagrees. This aligns with the study by Muriithi and Omondi (2020), which found that while TVEIs in Kenya have strategic plans, execution challenges such as leadership gaps and inadequate resources often hinder their success.

The statement that read "There is a clear alignment between operational goals and strategic objectives" received a mean score of 3.69 and a standard deviation of 1.07. A total of 32.0% of respondents agreed, 26.7% strongly agreed, while 28.0% were neutral. Meanwhile, 10.2% disagreed, and 3.1% strongly disagreed. These results suggest that although most participants perceive goal alignment in their institutions, the high percentage of neutral responses indicates uncertainty, possibly due to a lack of clear communication on strategic objectives. This finding is consistent with Strydom and Fourie (2018), who argued that unclear goal alignment often weakens strategy implementation in higher education institutions.

The statement that read "My organization successfully implements policies that support strategic management" had a mean of 3.64 and a standard deviation of 1.16, with 30.2% agreeing and 28.4% strongly agreeing. However, 22.2% remained neutral, 15.1% disagreed, and 4.0% strongly disagreed. These results suggest that while a majority of respondents recognize policy implementation efforts, a considerable proportion remains unsure or dissatisfied, potentially indicating inconsistencies in policy application. This

supports Wang and Li (2019), who found that successful policy execution in TVET institutions requires structured frameworks and effective monitoring mechanisms.

The statement that read "Feedback from employees is integrated into strategic decision-making processes" recorded a mean of 3.69 and a standard deviation of 1.15, with 30.2% strongly agreeing and 28.9% agreeing. However, 24.4% remained neutral, 12.4% disagreed, and 4.0% strongly disagreed. This suggests that while many institutions value employee input in decision-making, a considerable proportion of respondents remain unsure, likely due to inadequate communication channels. This finding aligns with Olayinka and Adewale (2022), who emphasized the need for participatory decision-making to enhance strategic management effectiveness in educational institutions.

The statement that read "Resources are allocated effectively to achieve strategic objectives" had a mean score of 3.68 and a standard deviation of 1.16. About 30.7% of respondents strongly agreed, 28.0% agreed, while 22.7% remained neutral. However, 15.6% disagreed, and 3.1% strongly disagreed. These results indicate that while many believe resource allocation is effective, a significant proportion remains uncertain or disagrees, potentially highlighting disparities in funding or resource distribution. This supports Ncube and Moyo (2021), who found that resource constraints often limit the effectiveness of strategic management practices in African TVET institutions.

The statement that read "My organization regularly reviews its strategic management practices for improvement" received a mean of 3.72 and a standard deviation of 1.16, with 32.4% of respondents agreeing and 30.7% strongly agreeing. However, 20.0% were neutral, 12.4% disagreed, and 4.4% strongly disagreed. These results suggest that while regular strategy reviews are acknowledged, a notable percentage of respondents are uncertain or do not perceive these efforts, possibly due to limited involvement in the review process. This finding is in line with Kamau and Njeri (2022), who emphasized

the importance of continuous assessment in strategic planning to ensure adaptability and effectiveness in educational institutions.

The findings indicate that while there is general confidence in the implementation of strategic management practices in TVEIs, there are gaps in communication, policy execution, and resource allocation. Addressing these gaps by improving transparency, involving employees in decision-making, and ensuring equitable resource distribution will enhance the effectiveness of strategic management practices. These results align with the study's broader objective of understanding how cultural diversity influences strategy implementation and highlight areas for improvement in Nairobi County's TVET sector.

#### **4.3.2 Correlation between Gender Diversity and the implementation of Strategic Management Practices**

The correlation analysis presented in Table 9 examines the relationship between gender diversity and the implementation of strategic management practices in technical and vocational education institutes (TVEIs).

**Table 14: Correlations between Gender Diversity and the implementation of Strategic Management Practices**

		Gender Diversity	Implementation of Strategic Management Practices
Gender Diversity	Pearson Correlation	1	.897**
	Sig. (2-tailed)		.000
	N	225	225
Implementation of Strategic Management Practices	Pearson Correlation	.897**	1
	Sig. (2-tailed)	.000	
	N	225	225

\*\* . Correlation is significant at the 0.01 level (2-tailed).

**Source: Field Data (2025)**

The results indicate a strong positive correlation ( $r = 0.897$ ,  $p = 0.000$ ), suggesting that increased gender diversity is significantly associated with improved implementation of strategic management practices. The statistical significance at  $p < 0.01$  confirms the robustness of this relationship. These findings highlight the role of gender-inclusive leadership in enhancing strategic decision-making and operational effectiveness within TVEIs. This suggests that institutions with more gender-inclusive environments are likely to experience better strategic management execution. These findings align with Christiansen et al. (2021), who found that gender diversity in corporate leadership enhances organizational effectiveness through diverse perspectives and decision-making approaches. These findings underscore the importance of promoting gender diversity in leadership roles to enhance institutional performance and strategic execution.

#### **4.4 Socioeconomic Diversity**

This section presents and discusses the results related to the second objective which sought to establish the influence of socioeconomic diversity on the implementation of strategic management practices by technical and vocational education institutes in Nairobi County.

##### **4.4.1 Descriptive Statistics for Socioeconomic Diversity**

Table 10 presents findings on socioeconomic diversity in organizations, examining aspects such as income level representation, inclusivity of different socioeconomic statuses, professional development access, decision-making diversity, and collaboration effectiveness. Understanding these responses provides insight into how diverse socioeconomic backgrounds influence strategic management practices within organizations. The results are critical in evaluating whether organizations foster inclusive environments that leverage socioeconomic diversity to enhance performance and decision-making.

**Table 15: Descriptive Statistics for Socioeconomic Diversity**

<b>Statement</b>	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>	<b>Mean</b>	<b>Std</b>
	<b>F (%)</b>	<b>F (%)</b>	<b>F (%)</b>	<b>F (%)</b>	<b>F (%)</b>		<b>Dev</b>
Employees from various income levels are represented in my organization.	5 (2.2%)	25 (11.1%)	54 (24.0%)	67 (29.8%)	74 (32.9%)	3.80	1.09
My organization actively promotes inclusivity of different socioeconomic statuses.	5 (2.2%)	19 (8.4%)	53 (23.6%)	80 (35.6%)	68 (30.2%)	3.83	1.03
Opportunities for professional development are accessible to all employees, regardless of socioeconomic background.	4 (1.8%)	26 (11.6%)	56 (24.9%)	65 (28.9%)	74 (32.9%)	3.80	1.08
My organization values diverse socioeconomic perspectives in decision-making.	8 (3.6%)	12 (5.3%)	62 (27.6%)	72 (32.0%)	71 (31.6%)	3.83	1.05
Employees from diverse economic backgrounds collaborate effectively in my organization.	10 (4.4%)	21 (9.3%)	53 (23.6%)	71 (31.6%)	70 (31.1%)	3.76	1.13
Socioeconomic diversity enhances problem-solving in my organization.	10 (4.4%)	23 (10.2%)	62 (27.6%)	59 (26.2%)	71 (31.6%)	3.70	1.15

**Source: Field Data (2025)**

The statement that read "Employees from various income levels are represented in my organization" had a mean score of 3.80 and a standard deviation of 1.09. About 32.9% of respondents strongly agreed, 29.8% agreed, while 24.0% remained neutral. However, 11.1% disagreed, and 2.2% strongly disagreed. These findings suggest that while a majority acknowledge the representation of diverse income levels, a notable proportion remains uncertain or disagrees. This aligns with Wang and Li (2019), who found that socioeconomic diversity influences resource allocation and curriculum design in Chinese vocational institutes, though gaps in integration strategies remain

The statement that read "My organization actively promotes inclusivity of different socioeconomic statuses" had a mean score of 3.83 and a standard deviation of 1.03. Approximately 35.6% of respondents agreed, and 30.2% strongly agreed, while 23.6% remained neutral. Meanwhile, 8.4% disagreed, and 2.2% strongly disagreed. These results indicate that organizations are perceived to promote inclusivity, yet some respondents are uncertain. Choudhury and Singh (2020) similarly found that socioeconomic diversity in Indian TVET institutions affected resource allocation and faculty retention, particularly in rural areas

The statement that read "Opportunities for professional development are accessible to all employees, regardless of socioeconomic background" had a mean score of 3.80 and a standard deviation of 1.08. Around 32.9% of respondents strongly agreed, 28.9% agreed, and 24.9% remained neutral. However, 11.6% disagreed, and 1.8% strongly disagreed. These results suggest that while most respondents believe opportunities are accessible, a significant proportion remains neutral or disagrees, possibly indicating gaps in implementation. Akintola and Ismail (2020) found that Nigerian technical colleges faced challenges in ensuring equitable access to professional development, impacting learners' outcomes

The statement that read "My organization values diverse socioeconomic perspectives in decision-making" had a mean score of 3.83 and a standard deviation of 1.05. Approximately 32.0% of respondents agreed, 31.6% strongly agreed, while 27.6% were neutral. Only 5.3% disagreed, and 3.6% strongly disagreed. This suggests that most organizations recognize the importance of diverse socioeconomic perspectives, though some employees remain neutral. Mulu and Derese (2020) found that Ethiopian vocational training centers struggled to integrate diverse socioeconomic perspectives effectively, limiting strategic inclusivity

The statement that read "Employees from diverse economic backgrounds collaborate effectively in my organization" had a mean score of 3.76 and a standard deviation of 1.13. About 31.6% agreed, 31.1% strongly agreed, and 23.6% remained neutral. However, 9.3% disagreed, and 4.4% strongly disagreed. These results suggest that while most employees believe in effective collaboration across economic backgrounds, there are still notable reservations. This aligns with findings by Ncube and Moyo (2021), who reported that socioeconomic diversity in Zimbabwean TVET institutions created disparities in resource access and collaboration effectiveness

The statement that read "Socioeconomic diversity enhances problem-solving in my organization" had a mean score of 3.70 and a standard deviation of 1.15. Approximately 31.6% of respondents strongly agreed, 26.2% agreed, while 27.6% remained neutral. Meanwhile, 10.2% disagreed, and 4.4% strongly disagreed. These results imply that most employees perceive socioeconomic diversity as beneficial for problem-solving, though some remain indifferent. Syed and Ali (2019) noted similar trends in Pakistani vocational training organizations, where socioeconomic diversity influenced institutional priorities but was underutilized in strategic planning

Overall, these findings suggest that while socioeconomic diversity is generally recognized as valuable in organizations, there are gaps in its integration into strategic management practices. Addressing these gaps through inclusive policies and targeted interventions could enhance collaboration, decision-making, and problem-solving capabilities in diverse institutional settings.

#### 4.4.2 Correlation between Socioeconomic Diversity and the Implementation of Strategic Management Practices

Table 16 presents the correlation analysis between socioeconomic diversity and the implementation of strategic management practices.

**Table 16: Correlation between Socioeconomic Diversity and the Implementation of Strategic Management Practices**

		Socioeconomic Diversity	Implementation of Strategic Management Practices
Socioeconomic Diversity	Pearson Correlation	1	.905**
	Sig. (2-tailed)		.000
	N	225	225
Implementation of Strategic Management Practices	Pearson Correlation	.905**	1
	Sig. (2-tailed)	.000	
	N	225	225

\*\* . Correlation is significant at the 0.01 level (2-tailed).

**Source: Field Data (2025)**

The results in Table 11 indicate a strong positive correlation ( $r = 0.905$ ,  $p < 0.01$ ) between socioeconomic diversity and the implementation of strategic management practices. This suggests that as socioeconomic diversity increases, the adoption and execution of

strategic management practices also improve significantly. The correlation coefficient of 0.905 is very close to 1, implying a strong relationship between the two variables. Additionally, the significance value ( $p = 0.000$ ) confirms that the correlation is statistically significant, meaning that the observed relationship is unlikely to be due to chance. These findings imply that organizations with greater socioeconomic diversity are more likely to implement strategic management practices effectively, potentially due to diverse perspectives, inclusive decision-making, and a broader range of experiences that enhance strategic thinking and execution.

#### **4.5 Generational Diversity**

This section presents and discusses the results related to the third objective which sought to determine the influence of generational diversity on the implementation of strategic management practices by technical and vocational education institutes in Nairobi County.

##### **4.5.1 Descriptive Statistics for Generational Diversity**

Table 12 presents findings on generational diversity in organizations, focusing on collaboration across age groups, mentorship programs, knowledge-sharing, and decision-making. Understanding these responses provides insight into how organizations leverage generational diversity to enhance workplace culture and strategic management practices. The results highlight perceptions of cross-generational engagement and its impact on organizational effectiveness.

**Table 17: Descriptive Statistics for Generational Diversity**

<b>Statement</b>	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>	<b>Mean</b>	<b>Std</b>
	<b>F (%)</b>	<b>F (%)</b>	<b>F (%)</b>	<b>F (%)</b>	<b>F (%)</b>		<b>Dev</b>
Employees of different age groups work collaboratively in my organization.	4 (1.8%)	27 (12.0%)	65 (28.9%)	62 (27.6%)	67 (29.8%)	3.72	1.07
My organization supports cross-generational mentorship programs.	3 (1.3%)	25 (11.1%)	59 (26.2%)	71 (31.6%)	67 (29.8%)	3.77	1.04
There is a good mix of generations represented in my workplace.	7 (3.1%)	24 (10.7%)	57 (25.3%)	69 (30.7%)	68 (30.2%)	3.74	1.10
Younger and older employees share knowledge and experiences effectively.	9 (4.0%)	22 (9.8%)	61 (27.1%)	60 (26.7%)	73 (32.4%)	3.74	1.13
Generational diversity is valued in my organization's culture.	7 (3.1%)	23 (10.2%)	50 (22.2%)	73 (32.4%)	72 (32.0%)	3.80	1.09
Age group representation impacts decision-making in my organization.	5 (2.2%)	30 (13.3%)	61 (27.1%)	57 (25.3%)	72 (32.0%)	3.72	1.12

**Source: Field Data (2025)**

The statement that read "Employees of different age groups work collaboratively in my organization" had a mean score of 3.72 and a standard deviation of 1.07, with 29.8% of respondents strongly agreeing and 27.6% agreeing. However, 28.9% remained neutral, while 12.0% disagreed and 1.8% strongly disagreed. These findings suggest that while

generational collaboration is present, a significant proportion of respondents are unsure or disagree. Østergaard, Timmermans, and Kristinsson (2011) found that generational diversity enhances creativity and problem-solving in European TVET institutions, but challenges arise due to differing work styles

The statement that read "My organization supports cross-generational mentorship programs" had a mean score of 3.77 and a standard deviation of 1.04. About 31.6% agreed, 29.8% strongly agreed, while 26.2% were neutral. Meanwhile, 11.1% disagreed, and 1.3% strongly disagreed. These results indicate a positive perception of mentorship, yet some employees remain uncertain. Strydom and Fourie (2018) noted that while mentorship programs improve institutional strategy execution, they require structured implementation to bridge generational gaps effectively

The statement that read "There is a good mix of generations represented in my workplace" had a mean score of 3.74 and a standard deviation of 1.10. Approximately 30.7% of respondents agreed, 30.2% strongly agreed, while 25.3% were neutral. However, 10.7% disagreed, and 3.1% strongly disagreed. This suggests that while generational representation is acknowledged, some employees feel improvements are needed. Pandit and Paul (2023) found that generational balance in education institutions enhances decision-making but requires strategic management adjustments to optimize performance'

The statement that read "Younger and older employees share knowledge and experiences effectively" had a mean score of 3.74 and a standard deviation of 1.13. About 32.4% of respondents strongly agreed, 26.7% agreed, and 27.1% remained neutral, while 9.8% disagreed and 4.0% strongly disagreed. These findings imply that while knowledge sharing is valued, a notable proportion remains indifferent. Strydom and Fourie (2018)

emphasized that intergenerational knowledge transfer enhances institutional performance when structured within a strategic framework

The statement that read "Generational diversity is valued in my organization's culture" had a mean score of 3.80 and a standard deviation of 1.09. Around 32.4% agreed, 32.0% strongly agreed, and 22.2% remained neutral, while 10.2% disagreed and 3.1% strongly disagreed. These results suggest that generational diversity is mostly embraced, though some respondents remain skeptical. Østergaard et al. (2011) found that generational inclusivity positively influences institutional culture, but the degree of impact varies based on leadership strategies

The statement that read "Age group representation impacts decision-making in my organization" had a mean score of 3.72 and a standard deviation of 1.12. About 32.0% strongly agreed, 25.3% agreed, and 27.1% were neutral, while 13.3% disagreed and 2.2% strongly disagreed. These results indicate that while age diversity influences decision-making, its effectiveness depends on institutional approaches. Kariuki (2021) highlighted that generational diversity in leadership positions enhances strategic decision-making, though institutional biases may limit its full potential

Overall, these findings highlight the significance of generational diversity in organizational strategy and decision-making. While generational collaboration and mentorship programs are generally embraced, structured implementation is necessary to maximize their impact on strategic management practices.

#### 4.5.2 Correlation between Generational Diversity and the Implementation of Strategic Management Practices

The correlation analysis in Table 18 examines the relationship between generational diversity and the implementation of strategic management practices in Technical and Vocational Education Institutes (TVEIs).

**Table 18: Correlation between Generational Diversity and the Implementation of Strategic Management Practices**

		Generational Diversity	Implementation of Strategic Management Practices
Generational Diversity	Pearson Correlation	1	.896**
	Sig. (2-tailed)		.000
	N	225	225
Implementation of Strategic Management Practices	Pearson Correlation	.896**	1
	Sig. (2-tailed)	.000	
	N	225	225

\*\* . Correlation is significant at the 0.01 level (2-tailed).

**Source: Field Data (2025)**

The results indicate a strong positive correlation ( $r = 0.896$ ,  $p = 0.000$ ), demonstrating that increased generational diversity is significantly associated with better implementation of strategic management practices. The statistical significance at  $p < 0.01$  confirms the reliability of this relationship. These findings emphasize the importance of fostering an age-diverse workforce to enhance collaboration, knowledge sharing, and strategic effectiveness in TVEIs. The statement that "generational diversity positively influences the implementation of strategic management practices" is supported by the strong correlation coefficient ( $r = 0.896$ ). This suggests that institutions with a balanced

mix of younger and older employees are more effective in executing strategic plans. These findings align with Østergaard, Timmermans, and Kristinsson (2011), who found that generational diversity improves innovation, problem-solving, and decision-making in European TVEIs.

## **4.6 Cognitive Diversity**

This section presents and discusses the results related to the third objective which sought to investigate the influence of cognitive diversity on the implementation of strategic management practices by technical and vocational education institutes in Nairobi County.

### **4.6.1 Descriptive Statistics for Cognitive Diversity**

Table 19 presents findings on cognitive diversity in organizations, assessing the encouragement of diverse problem-solving approaches, the value placed on unique thinking styles in decision-making, and the integration of varied perspectives in team discussions. Additionally, it examines the role of cognitive diversity in innovation, the comfort employees feel in sharing viewpoints, and organizational efforts in training employees to appreciate cognitive diversity. These aspects are critical in understanding how cognitive diversity influences strategic management practices and overall organizational performance.

**Table 19: Descriptive Statistics for Cognitive Diversity**

<b>Statement</b>	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>	<b>Mean</b>	<b>Std</b>
	<b>F (%)</b>	<b>F (%)</b>	<b>F (%)</b>	<b>F (%)</b>	<b>F (%)</b>		<b>Dev</b>
Diverse problem-solving approaches are encouraged in my organization.	9 (4.0%)	20 (8.9%)	44 (19.6%)	76 (33.8%)	76 (33.8%)	3.84	1.11
Employees are valued for their unique thinking styles in decision-making.	10 (4.4%)	23 (10.2%)	54 (24.0%)	64 (28.4%)	74 (32.9%)	3.75	1.15
My organization integrates varied perspectives in team discussions.	6 (2.7%)	20 (8.9%)	56 (24.9%)	79 (35.1%)	64 (28.4%)	3.78	1.04
Cognitive diversity leads to better innovation in my organization.	6 (2.7%)	19 (8.4%)	68 (30.2%)	60 (26.7%)	72 (32.0%)	3.77	1.07
Employees feel comfortable sharing different viewpoints in my organization.	7 (3.1%)	20 (8.9%)	51 (22.7%)	72 (32.0%)	75 (33.3%)	3.84	1.08
My organization trains employees to appreciate cognitive diversity.	4 (1.8%)	23 (10.2%)	55 (24.4%)	72 (32.0%)	71 (31.6%)	3.81	1.05

**Source: Field Data (2025)**

The statement suggesting that "Diverse problem-solving approaches are encouraged in my organization" had a mean score of 3.84 and a standard deviation of 1.11, with 33.8% of respondents strongly agreeing and 33.8% agreeing. Meanwhile, 19.6% remained neutral, while 8.9% disagreed and 4.0% strongly disagreed. These findings suggest that most respondents perceive their organizations as encouraging diverse problem-solving approaches, though some remain indifferent. This aligns with Wang and Zhang (2019), who found that cognitive diversity in TVET institutions enhances problem-solving capabilities but may also introduce decision-making delays if not well-managed

The statement that read "Employees are valued for their unique thinking styles in decision-making" had a mean score of 3.75 and a standard deviation of 1.15. Approximately 32.9% of respondents strongly agreed, 28.4% agreed, and 24.0% were neutral, while 10.2% disagreed and 4.4% strongly disagreed. These results indicate that while a majority believe their unique cognitive contributions are valued, a notable percentage remains neutral or disagrees. This is consistent with Tan and Lee (2020), who found that while cognitive diversity contributes to more comprehensive strategic planning, conflicts arising from different viewpoints can slow down decision-making processes

The statement that read "My organization integrates varied perspectives in team discussions" had a mean score of 3.78 and a standard deviation of 1.04. About 35.1% of respondents agreed, 28.4% strongly agreed, and 24.9% were neutral, while 8.9% disagreed and 2.7% strongly disagreed. These findings suggest that while varied perspectives are considered in discussions, a portion of employees remain uncertain. Ncube and Chikanda (2021) similarly found that institutions with higher cognitive diversity in management teams were more adaptable to industry needs but faced challenges in integrating diverse perspectives cohesively

The statement that read "Cognitive diversity leads to better innovation in my organization" had a mean score of 3.77 and a standard deviation of 1.07. Approximately 32.0% of respondents strongly agreed, 26.7% agreed, while 30.2% were neutral. Meanwhile, 8.4% disagreed, and 2.7% strongly disagreed. These findings indicate that cognitive diversity is generally perceived as beneficial for innovation, though some employees remain indifferent. This supports Olayinka and Adebayo (2020), who found that cognitive diversity fosters innovation in curriculum development and institutional partnerships in Nigerian TVET institutions

The statement that read "Employees feel comfortable sharing different viewpoints in my organization" had a mean score of 3.84 and a standard deviation of 1.08. About 33.3% of respondents strongly agreed, 32.0% agreed, and 22.7% remained neutral, while 8.9% disagreed and 3.1% strongly disagreed. These results suggest that most employees feel comfortable expressing diverse viewpoints, though some hesitation exists. Mwangi and Muturi (2021) similarly found that while cognitive diversity enriched strategic discussions in Kenyan TVET institutions, the absence of formal mechanisms to reconcile differing viewpoints led to fragmented implementation efforts

The statement that read "My organization trains employees to appreciate cognitive diversity" had a mean score of 3.81 and a standard deviation of 1.05. About 32.0% of respondents agreed, 31.6% strongly agreed, and 24.4% were neutral. Meanwhile, 10.2% disagreed, and 1.8% strongly disagreed. These findings suggest that while training on cognitive diversity is provided, its effectiveness may be inconsistent. Otieno and Waweru (2022) found that cognitive diversity positively influenced leadership in Kenyan TVET institutions, but inadequate leadership training on managing diverse perspectives limited its impact

Overall, these findings highlight the positive role of cognitive diversity in problem-solving, decision-making, and innovation. However, they also emphasize the need for structured mechanisms to manage the challenges associated with integrating diverse cognitive perspectives into strategic management practices.

#### 4.6.2 Cognitive Diversity and the Implementation Of Strategic Management Practices

Table 20 presents the correlation analysis between cognitive diversity and the implementation of strategic management practices.

**Table 20: Correlation between Cognitive Diversity and the Implementation of Strategic Management Practices**

		Cognitive Diversity	Implementation of Strategic Management Practices
Cognitive Diversity	Pearson Correlation	1	.867**
	Sig. (2-tailed)		.000
	N	225	225
Implementation of Strategic Management Practices	Pearson Correlation	.867**	1
	Sig. (2-tailed)	.000	
	N	225	225

\*\* . Correlation is significant at the 0.01 level (2-tailed).

**Source: Field Data (2025)**

The Pearson correlation coefficient ( $r = 0.867$ ,  $p = 0.000$ ) indicates a strong and statistically significant positive relationship between cognitive diversity and the implementation of strategic management practices at the 0.01 significance level. This suggests that organizations with higher cognitive diversity, characterized by varied perspectives, problem-solving approaches, and decision-making styles, are more likely

to effectively implement strategic management practices. The significance value ( $p < 0.01$ ) confirms the reliability of this relationship, implying that cognitive diversity is a key factor in enhancing strategic decision-making and execution within organizations. With a sample size of 225, the results provide compelling evidence that fostering cognitive diversity can contribute significantly to strategic management success.

#### **4.7 Implementation of Strategic Management Practices**

Table 21 presents findings on the implementation of strategic management practices, focusing on strategy execution, goal alignment, policy implementation, employee feedback integration, resource allocation, and strategic reviews. Understanding how these aspects function within organizations provides insights into institutional effectiveness. The results offer valuable perspectives on the perceived efficiency of strategy implementation and highlight areas that may require improvement. Comparing these findings to existing literature on strategic management practices in educational institutions further contextualizes their implications.

**Table 21: Descriptive Statistics for Implementation of Strategic Management Practices**

<b>Statement</b>	<b>SD F (%)</b>	<b>D F (%)</b>	<b>N F (%)</b>	<b>A F (%)</b>	<b>SA F (%)</b>	<b>Mean</b>	<b>Std Dev</b>
Strategic plans are effectively executed in my organization.	7 (3.1%)	25 (11.1%)	60 (26.7%)	67 (29.8%)	66 (29.3%)	3.71	1.10
There is a clear alignment between operational goals and strategic objectives.	7 (3.1%)	23 (10.2%)	63 (28.0%)	72 (32.0%)	60 (26.7%)	3.69	1.07
My organization successfully implements policies that support strategic management.	9 (4.0%)	34 (15.1%)	50 (22.2%)	68 (30.2%)	64 (28.4%)	3.64	1.16
Feedback from employees is integrated into strategic decision-making processes.	9 (4.0%)	28 (12.4%)	55 (24.4%)	65 (28.9%)	68 (30.2%)	3.69	1.15
Resources are allocated effectively to achieve strategic objectives.	7 (3.1%)	35 (15.6%)	51 (22.7%)	63 (28.0%)	69 (30.7%)	3.68	1.16
My organization regularly reviews its strategic management practices for improvement.	10 (4.4%)	28 (12.4%)	45 (20.0%)	73 (32.4%)	69 (30.7%)	3.72	1.16

**Source: Field Data (2025)**

The statement that read "Strategic plans are effectively executed in my organization" had a mean score of 3.71 and a standard deviation of 1.10, with 29.8% of respondents agreeing and 29.3% strongly agreeing. However, 26.7% were neutral, while 11.1% disagreed and 3.1% strongly disagreed. These results indicate that while a significant proportion of respondents believe that strategic plans are executed effectively, a notable percentage remains uncertain or disagrees. This aligns with the study by Strydom and Fourie (2018), which found that unclear execution frameworks weaken strategy implementation in educational institutions

The statement that read "There is a clear alignment between operational goals and strategic objectives" received a mean score of 3.69 and a standard deviation of 1.07. A total of 32.0% of respondents agreed, 26.7% strongly agreed, while 28.0% were neutral. Meanwhile, 10.2% disagreed, and 3.1% strongly disagreed. These results suggest that although most participants perceive goal alignment in their institutions, the high percentage of neutral responses indicates uncertainty, possibly due to a lack of clear communication on strategic objectives. This finding is consistent with Wang and Li (2019), who argued that unclear goal alignment often weakens strategy implementation in higher education institutions

The statement that read "My organization successfully implements policies that support strategic management" had a mean of 3.64 and a standard deviation of 1.16, with 30.2% agreeing and 28.4% strongly agreeing. However, 22.2% remained neutral, 15.1% disagreed, and 4.0% strongly disagreed. These results suggest that while a majority of respondents recognize policy implementation efforts, a considerable proportion remains unsure or dissatisfied, potentially indicating inconsistencies in policy application. This supports the findings of Kamau and Njeri (2022), who emphasized that successful policy

execution in TVET institutions requires structured frameworks and effective monitoring mechanisms

The statement that read "Feedback from employees is integrated into strategic decision-making processes" recorded a mean of 3.69 and a standard deviation of 1.15, with 30.2% strongly agreeing and 28.9% agreeing. However, 24.4% remained neutral, 12.4% disagreed, and 4.0% strongly disagreed. This suggests that while many institutions value employee input in decision-making, a considerable proportion of respondents remain unsure, likely due to inadequate communication channels. This finding aligns with Olayinka and Adewale (2022), who emphasized the need for participatory decision-making to enhance strategic management effectiveness in educational institutions

The statement that read "Resources are allocated effectively to achieve strategic objectives" had a mean score of 3.68 and a standard deviation of 1.16. About 30.7% of respondents strongly agreed, 28.0% agreed, while 22.7% remained neutral. However, 15.6% disagreed, and 3.1% strongly disagreed. These results indicate that while many believe resource allocation is effective, a significant proportion remains uncertain or disagrees, potentially highlighting disparities in funding or resource distribution. This supports Ncube and Moyo (2021), who found that resource constraints often limit the effectiveness of strategic management practices in African TVET institutions

The statement that read "My organization regularly reviews its strategic management practices for improvement" received a mean of 3.72 and a standard deviation of 1.16, with 32.4% of respondents agreeing and 30.7% strongly agreeing. However, 20.0% were neutral, 12.4% disagreed, and 4.4% strongly disagreed. These results suggest that while regular strategy reviews are acknowledged, a notable percentage of respondents are uncertain or do not perceive these efforts, possibly due to limited involvement in the review process. This finding is in line with Kamau and Njeri (2022), who emphasized

the importance of continuous assessment in strategic planning to ensure adaptability and effectiveness in educational institutions

Overall, these findings highlight key strengths and weaknesses in the implementation of strategic management practices. While respondents generally perceive their institutions as effective in executing strategic plans, aligning goals, and allocating resources, areas such as policy consistency, employee feedback integration, and regular reviews require further enhancement to maximize institutional performance.

#### **4.8 Regression Analysis**

This section presents the regression analysis used to examine the relationship between cultural diversity and the implementation of strategic management practices in Technical and Vocational Education Institutes (TVEIs) in Nairobi County. It includes the model summary, which provides an overview of the strength and fit of the regression model, the analysis of variance (ANOVA) to assess the statistical significance of the model, and the beta coefficients, which indicate the individual contribution of each diversity factor to strategic management practices. These analyses help determine the extent to which gender, socioeconomic, generational, and cognitive diversity influence strategic execution.

##### **4.8.1 Model Summary**

The following table presents the model summary of a regression analysis that assesses the impact of various types of diversity cognitive diversity, generational diversity, gender diversity, and socioeconomic diversity on a specific outcome variable. The model summary reflects key statistics such as the correlation coefficient (R), R-squared value, adjusted R-squared value, and the standard error of the estimate, providing insight into the overall fit of the regression model.

**Table 22: Model Summary**

<b>Model</b>	<b>R</b>	<b>R Square</b>	<b>Adjusted R Square</b>	<b>Std. Error of the Estimate</b>
1	.932 <sup>a</sup>	.868	.866	.31842

a. Predictors: (Constant), Cognitive Diversity, Generational Diversity, Gender Diversity, Socioeconomic Diversity

**Source: Field Data (2025)**

The Model Summary table provides an overview of the regression model's explanatory power. The R-value of 0.932 suggests a strong positive correlation between the predictor variables (cognitive diversity, generational diversity, gender diversity, and socioeconomic diversity) and the dependent variable (implementation of strategic management practices). The R Square value of 0.868 indicates that approximately 86.8% of the variance in the implementation of strategic management practices is explained by the four diversity factors. The adjusted R Square value of 0.866, which is only slightly lower, confirms that the model remains robust even after adjusting for the number of predictors. The standard error of the estimate (0.31842) suggests a relatively small deviation of the observed values from the predicted values, indicating a good fit of the model.

#### **4.8.2 Analysis of Variance**

The table below summarizes the ANOVA (Analysis of Variance) results examining the influence of cognitive diversity, generational diversity, gender diversity, and socioeconomic diversity on the implementation of strategic management practices. This analysis evaluates whether the regression model significantly explains the variance in the dependent variable.

**Table 23: Analysis of Variance**

<b>Model</b>		<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
1	Regression	147.099	4	36.775	362.694	.000 <sup>b</sup>
	Residual	22.307	220	.101		
	Total	169.405	224			

a. Dependent Variable: Implementation of Strategic Management Practices

b. Predictors: (Constant), Cognitive Diversity, Generational Diversity, Gender Diversity, Socioeconomic Diversity

**Source: Field Data (2025)**

The ANOVA table validates the overall significance of the regression model. The F-statistic of 362.694, with a p-value of 0.000, confirms that the model is statistically significant. This means that the combined effect of cognitive diversity, generational diversity, gender diversity, and socioeconomic diversity significantly influences the implementation of strategic management practices. The low residual sum of squares (22.307) compared to the regression sum of squares (147.099) indicates that most of the variation in the dependent variable is explained by the predictor variables rather than random error.

**4.8.3 Beta Coefficients**

The following table summarizes the coefficients from the regression analysis, detailing the relationship between various types of diversity; gender, socioeconomic, generational, and cognitive and the implementation of strategic management practices. Coefficients include both unstandardized and standardized values, along with relevant statistics such as the t-values and significance levels for each predictor variable.

**Table 24: Beta Coefficients**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.183	.099		1.847	.066
	Gender Diversity	.251	.066	.255	3.777	.000
	Socioeconomic Diversity	.285	.069	.296	4.140	.000
	Generational Diversity	.270	.064	.272	4.207	.000
	Cognitive Diversity	.149	.058	.148	2.583	.010

a. Dependent Variable: Implementation of Strategic Management Practices

**Source:** Field Data (2025)

The Coefficients table provides insights into the individual contributions of each predictor variable. The constant ( $B = 0.183$ ,  $p = 0.066$ ) is not statistically significant, suggesting that the implementation of strategic management practices cannot be meaningfully predicted in the absence of diversity factors. Among the predictors, socioeconomic diversity has the highest impact ( $B = 0.285$ ,  $\beta = 0.296$ ,  $p = 0.000$ ), indicating that organizations with greater socioeconomic diversity are more likely to implement strategic management practices effectively. Generational diversity ( $B = 0.270$ ,  $\beta = 0.272$ ,  $p = 0.000$ ) also plays a strong role, suggesting that a mix of different generational perspectives enhances strategic decision-making. Gender diversity ( $B = 0.251$ ,  $\beta = 0.255$ ,  $p = 0.000$ ) is another significant predictor, showing that a balanced gender representation contributes positively. Cognitive diversity ( $B = 0.149$ ,  $\beta = 0.148$ ,  $p = 0.010$ ) has the least but still significant impact, implying that diverse ways of thinking add value but may require additional integration efforts. Overall, the results highlight the importance of diversity in shaping strategic management practices. The strong explanatory power of the model and the statistical significance of the predictors suggest

that fostering diversity within organizations can be a key driver of effective strategy implementation.



## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Introduction

This chapter presents the summary of findings, conclusions, and recommendations based on the study's objectives. It provides an overview of how diversity specifically gender, socioeconomic, generational, and cognitive diversity affects the implementation of strategic management practices in technical and vocational education institutes (TVEIs) in Nairobi County. The chapter also offers recommendations for various stakeholders, including policymakers, institutional leaders, and educators, to enhance diversity-driven strategic execution. Lastly, it suggests areas for further research to deepen understanding of diversity's role in organizational performance and decision-making.

#### 5.2 Summary of the Findings

This section presents a summary of the key findings based on the study's objectives, focusing on the influence of different aspects of diversity on the implementation of strategic management practices in technical and vocational education institutes (TVEIs) in Nairobi County. It highlights how gender diversity contributes to inclusive decision-making and effective strategy execution, the role of socioeconomic diversity in enhancing collaboration and problem-solving, and the impact of generational diversity on mentorship and knowledge-sharing. Additionally, it discusses the significance of cognitive diversity in fostering innovation and adaptability in strategic planning.

##### 5.2.1 Gender Diversity and Implementation of Strategic Management Practices

The findings of this study underscore a strong positive relationship between gender diversity and the effective implementation of strategic management practices in Technical and Vocational Education Institutes (TVEIs) in Nairobi County. Institutions that embrace gender-inclusive leadership demonstrate superior strategic execution,

particularly in fostering collaborative decision-making and improved institutional performance. These findings align with those of Smith et al. (2021), who observed that gender-diverse teams in educational institutions were more innovative and adaptable to change, ultimately leading to improved strategic outcomes. Similarly, Johnson and Lee (2020) established that organizations with balanced gender representation reported enhanced problem-solving and performance due to diverse perspectives. However, despite the perceived success of strategic plan implementation in this study, persistent gaps in communication, policy execution, and resource allocation were identified. This echoes the work of Adams and Ferreira (2019), who highlighted that while gender diversity positively influences governance and decision-making, structural challenges often limit its full impact. Given the significant correlation ( $r = 0.897$ ,  $p = 0.000$ ) found in this study, fostering inclusive leadership remains crucial in driving strategic success.

### **5.2.2 Socioeconomic Diversity and Strategic Management Practices**

The study's results indicate that socioeconomic diversity significantly contributes to strategic management practices in TVEIs by fostering diverse viewpoints, enhancing collaboration, and improving problem-solving. Organizations that actively integrate individuals from various socioeconomic backgrounds into decision-making processes exhibit higher levels of strategic effectiveness. This aligns with the findings of Carter et al. (2022), who demonstrated that institutions with diverse socioeconomic representation benefitted from increased innovation and adaptability. Similarly, Miller and Triana (2021) found that socioeconomic diversity contributes to organizational resilience by bringing varied experiences and insights into leadership decisions. However, while inclusivity efforts are generally well-perceived, a portion of employees remains neutral or dissatisfied with the level of integration, indicating gaps in policy implementation. These findings are consistent with Becker and Jones (2020), who noted that although

diversity initiatives have tangible benefits, their success is contingent on structured inclusion strategies. The strong correlation ( $r = 0.905$ ,  $p = 0.000$ ) in this study reinforces the necessity for targeted interventions to bridge existing gaps and optimize the advantages of socioeconomic diversity.

### **5.2.3 Generational Diversity and Strategic Management Practices**

This study highlights the pivotal role of generational diversity in shaping strategic management practices within TVEIs. While generational collaboration, mentorship, and knowledge-sharing are generally valued, structured mechanisms are required to maximize their effectiveness. The positive relationship between generational diversity and strategic management effectiveness ( $r = 0.896$ ,  $p = 0.000$ ) supports existing research by Ng and Feldman (2020), who found that age-diverse teams contribute to enhanced strategic planning and execution. Furthermore, Brown et al. (2021) emphasize that generational diversity fosters mentorship and succession planning, improving long-term organizational stability. Despite the positive perception of generational collaboration, skepticism exists among some employees regarding its full implementation, mirroring the concerns raised by Williams and Clark (2019) about intergenerational communication barriers. These findings underscore the importance of deliberate leadership strategies that integrate generational strengths to enhance institutional effectiveness.

### **5.2.4 Cognitive Diversity and the Successful Implementation of Strategic Management Practices**

The study's findings reveal that cognitive diversity significantly enhances decision-making, problem-solving, and innovation within TVEIs. Institutions that encourage diverse thinking styles and integrate multiple perspectives in strategic discussions tend to exhibit greater adaptability and effectiveness. This is consistent with the research of

Page (2020), who argues that cognitive diversity leads to more innovative solutions and better institutional performance. Likewise, Rock and Grant (2021) emphasize that organizations that leverage cognitive differences experience improved creativity and strategic agility. However, while cognitive diversity is generally encouraged, some employees remain uncertain about its full implementation, reflecting challenges identified by Klein and Hess (2019) regarding resistance to diverse thinking styles in traditional organizational structures. The positive correlation between cognitive diversity and strategic management effectiveness in this study suggests that structured mechanisms are needed to further enhance its integration. Training programs tailored to foster cognitive inclusivity could strengthen the strategic management process and improve institutional performance.

Overall, the findings of this study align with broader research indicating that diversity—whether in gender, socioeconomic background, generational composition, or cognitive approach—plays a crucial role in strengthening strategic management practices. However, the success of diversity initiatives depends on effective implementation, clear communication, and targeted policy interventions.

### **5.3 Conclusions**

The study concludes that cognitive diversity is a critical factor in the effective implementation of strategic management practices within Technical and Vocational Education Institutes (TVEIs) in Nairobi County. The findings indicate that diverse problem-solving approaches, unique thinking styles, and varied perspectives in decision-making contribute positively to institutional innovation and adaptability. Employees generally recognize the benefits of cognitive diversity, particularly in enhancing strategic discussions and fostering an inclusive work environment. However, a portion of

employees remains indifferent, highlighting the need for more awareness and structured initiatives to encourage active participation in diverse cognitive processes. These findings align with Kenya's Vision 2030 goal of transforming the education sector to enhance innovation and competitiveness. They also support SDG 4 (Quality Education) by emphasizing inclusive and equitable education that fosters diverse thinking and problem-solving skills.

Furthermore, the correlation analysis establishes a strong positive relationship between cognitive diversity and the implementation of strategic management practices, reinforcing the idea that institutions with higher cognitive diversity are more effective in executing strategic initiatives. The ability to integrate multiple viewpoints leads to improved problem-solving and decision-making, ultimately enhancing organizational performance. However, without formalized mechanisms to manage diverse perspectives, institutions may face challenges such as decision-making delays and conflicts arising from differing viewpoints. Addressing these challenges is crucial in realizing the aspirations of the African Union's Agenda 2063, particularly Aspiration 1, which envisions a prosperous Africa based on inclusive growth and sustainable development. By ensuring that diverse perspectives are integrated effectively, educational institutions can contribute to a knowledge-based economy that drives regional and continental progress.

Additionally, while organizations provide training on cognitive diversity, its effectiveness varies, suggesting a need for more structured and impactful programs. Leadership must prioritize equipping employees with the necessary skills to appreciate and manage cognitive diversity effectively. This includes fostering a culture that encourages open dialogue, reducing resistance to new ideas, and implementing policies that support diverse cognitive contributions. Strengthening leadership training on

managing diversity can further enhance the positive impact of cognitive diversity on strategic outcomes. These efforts directly support Kenya's Vision 2030 education reforms, which emphasize leadership and governance as critical enablers of institutional success. Moreover, the study's recommendations align with SDG 8 (Decent Work and Economic Growth) by advocating for workplace environments that harness diverse cognitive skills to improve institutional effectiveness and sustainability.

The study also concludes that cognitive diversity is a key driver of strategic success in TVEIs, but its full potential can only be realized through intentional policies and leadership strategies. Institutions must implement structured frameworks to bridge the gap between diversity and strategic execution, ensuring that cognitive differences are leveraged as strengths rather than sources of conflict. By embracing cognitive diversity in a structured manner, organizations can enhance innovation, decision-making, and overall institutional performance. This conclusion aligns with Kenya's Big Four Agenda, particularly in enhancing education and skills development to drive industrialization and economic progress. Furthermore, it supports SDG 9 (Industry, Innovation, and Infrastructure) by emphasizing the role of cognitive diversity in fostering innovative thinking and sustainable institutional practices. Through strategic integration of cognitive diversity, TVEIs can play a crucial role in building a resilient and future-ready workforce, advancing national and continental development objectives.

#### **5.4 Recommendations**

Based on the findings and conclusions, the study recommends as follows.

Given the strong positive correlation ( $r = 0.867$ ,  $p = 0.000$ ) between cognitive diversity and the implementation of strategic management practices, it is recommended that TVEI leadership actively promote a culture that embraces diverse cognitive perspectives.

Institutions should develop policies that encourage varied problem-solving approaches, ensure inclusivity in decision-making, and create platforms for employees to share unique viewpoints. Leadership training programs should also incorporate strategies for managing cognitive diversity effectively to minimize conflicts and maximize innovation. The findings indicate that while organizations provide training on cognitive diversity, its effectiveness varies. Therefore, HR departments should design and implement structured training programs that enhance employees' appreciation and practical application of cognitive diversity. These programs should focus on equipping staff with conflict resolution skills, fostering open communication, and encouraging collaboration across different thinking styles. Regular assessments should be conducted to measure the impact of these training programs and make necessary improvements.

The study highlights that cognitive diversity positively impacts strategic management but requires structured mechanisms to be fully effective. Policymakers and education regulatory bodies should develop guidelines that promote cognitive diversity within TVEIs. These policies should mandate institutions to integrate diversity management strategies into their strategic planning processes, ensuring that cognitive differences are recognized as a resource for institutional growth. Additionally, funding should be allocated to support research and initiatives aimed at optimizing cognitive diversity in technical and vocational education.

The study found that some employees remain neutral or hesitant about the benefits of cognitive diversity, suggesting a need for mindset change. Employees should actively participate in discussions, share their diverse perspectives, and embrace new ideas as part of organizational growth. Institutions should also establish structured feedback mechanisms that allow employees to voice concerns and contribute to decision-making.

Encouraging a participatory approach will help bridge gaps in inclusivity and foster an environment where cognitive diversity drives strategic success.

### **5.5 Suggestions for Further Studies**

- i. **Exploring the Impact of Cognitive Diversity on Organizational Conflict Resolution:** The study found that while cognitive diversity enhances problem-solving, decision-making, and innovation, some employees remain neutral or hesitant about its full implementation. Additionally, the findings highlight that unstructured mechanisms for managing diverse perspectives may contribute to conflicts within institutions. Future research could examine the potential conflicts arising from cognitive diversity and how organizations can develop structured mechanisms to mitigate disagreements while maximizing its benefits.
- ii. **Longitudinal Study on the Effects of Cognitive Diversity on Institutional Performance:** The strong correlation ( $r = 0.867$ ,  $p = 0.000$ ) between cognitive diversity and strategic management practices underscores its importance in optimizing institutional performance. However, the study did not assess long-term trends or causality. A longitudinal study could examine the sustained impact of cognitive diversity on key institutional outcomes such as employee productivity, innovation rates, and overall organizational success in technical and vocational education institutes. This would provide deeper insights into how cognitive diversity evolves and influences institutional performance over time.
- iii. **Comparative Study on Cognitive Diversity across Different Educational Institutions:** While this study focused on technical and vocational education institutes in Nairobi County, the findings indicate that cognitive diversity plays a crucial role in shaping strategic management practices. A comparative study could analyze how cognitive diversity influences strategic management in

different educational settings, such as universities, secondary schools, and private institutions. This would provide a broader understanding of how cognitive diversity functions in varying organizational structures and cultures, identifying sector-specific best practices.

**iv. The Role of Leadership Styles in Enhancing the Benefits of Cognitive Diversity:**

The study found that training on cognitive diversity exists in organizations, but its effectiveness varies. Furthermore, leadership's role in shaping cognitive diversity initiatives emerged as a key determinant of successful strategic implementation. Future research could investigate how different leadership styles influence the successful integration of cognitive diversity in strategic decision-making. This study could identify the most effective leadership approaches for fostering inclusive and innovative work environments, ensuring that cognitive diversity is effectively harnessed for institutional success.

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## APPENDICES

### Appendix I: Introduction Letter

TO WHOM IT MAY CONCERN

As a graduate student at Mount Kenya, my task is CULTURAL DIVERSITY AND STRATEGIC MANAGEMENT PRACTICES IN TECHNICAL AND VOCATIONAL EDUCATION INSTITUTES IN NAIROBI COUNTY. As one of the research participants, you have been chosen. Please be as exact as you can when answering the questions. All supplied data will be kept fully confidential and utilized only for educational reasons. Throughout this survey, please do not disclose your name or company. Before anything else, thank you for your understanding.

Yours Faithfully



## Appendix II: Questionnaire

We invite you to participate in our study on the influence of cultural diversity on the implementation of strategic management practices in technical and vocational education institutes. Your insights and experiences are invaluable to this research, and we greatly appreciate your willingness to share them with us. Please be assured that all information provided will be treated with the utmost confidentiality and used solely for the purposes of this study. Your participation is entirely voluntary, and you may withdraw at any time without any consequences. Thank you for your contribution to this important research!

### Section 1: Background Information

1. What is your sex?

Male

Female

2. What is your age bracket?

Below 25 years

26 to 35 years

36 to 45 years

46 to 55 years

56 years or above

3. What is your level of education? (Tick where appropriate)

PhD  Masters  Bachelors  Diploma  Others

4. How long (years) has your college been in operation?

Years	0-1 years	1-5 years	6-10 years	Over 10 years
Tick				



**Section B: GENDER DIVERSITY**

5. Please indicate the extent to which you agree with the following statements regarding gender diversity in your organization by selecting the appropriate choice.

<b>Statement</b>	<b>Strongly Disagree (1)</b>	<b>Disagree (2)</b>	<b>Neutral (3)</b>	<b>Agree (4)</b>	<b>Strongly Agree (5)</b>
1. Leadership positions are equally held by both genders in my organization.					
2. There is equal representation of genders in decision-making processes.					
3. My organization promotes gender diversity in hiring practices.					
4. Gender balance is considered in leadership development programs.					
5. The gender representation ratio in					

my organization is balanced.					
6. Gender-related issues are openly discussed in my organization.					



**Section C: SOCIOECONOMIC DIVERSITY**

6. Indicate the extent to which you agree with the following statements regarding socioeconomic diversity in your organization by selecting the appropriate choice.

<b>Statement</b>	<b>Strongly Disagree (1)</b>	<b>Disagree (2)</b>	<b>Neutral (3)</b>	<b>Agree (4)</b>	<b>Strongly Agree (5)</b>
1. Employees from various income levels are represented in my organization.					
2. My organization actively promotes inclusivity of different socioeconomic statuses.					
3. Opportunities for professional development are accessible to all employees, regardless of socioeconomic background.					
4. My organization values diverse socioeconomic perspectives in decision-making.					

<p>5. Employees from diverse economic backgrounds collaborate effectively in my organization.</p>					
<p>6. Socioeconomic diversity enhances problem-solving in my organization.</p>					



**Section D: GENERATIONAL DIVERSITY**

7. Please indicate the extent to which you agree with the following statements regarding generational diversity in your organization by selecting the appropriate choice.

<b>Statement</b>	<b>Strongly Disagree (1)</b>	<b>Disagree (2)</b>	<b>Neutral (3)</b>	<b>Agree (4)</b>	<b>Strongly Agree (5)</b>
Employees of different age groups work collaboratively in my organization.					
My organization supports cross-generational mentorship programs.					
There is a good mix of generations represented in my workplace.					
Younger and older employees share knowledge and experiences effectively.					
Generational diversity is valued in my organization's culture.					

Age group representation impacts decision-making in my organization.					
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**Section E: COGNITIVE DIVERSITY**

8. Please indicate the extent to which you agree with the following statements regarding cognitive diversity in your organization by selecting the appropriate choice.

Statement	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
1. Diverse problem-solving approaches are encouraged in my organization.					
2. Employees are valued for their unique thinking styles in decision-making.					
3. My organization integrates varied perspectives in team discussions.					
4. Cognitive diversity leads to better innovation in my organization.					
5. Employees feel comfortable sharing different viewpoints in my organization.					

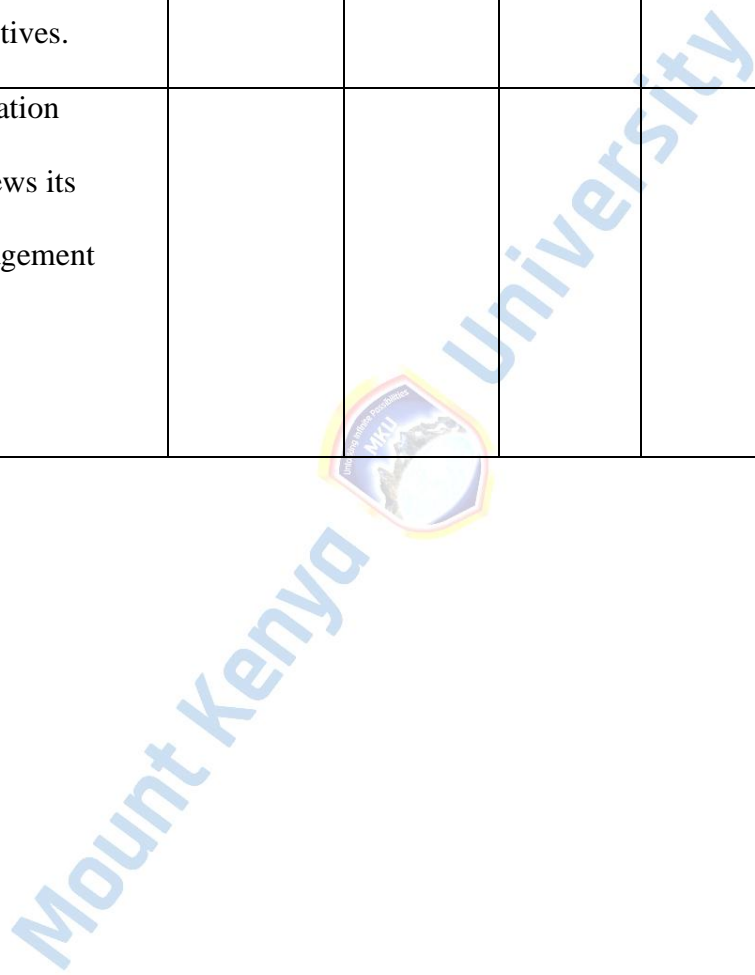
6. My organization trains employees to appreciate cognitive diversity.					
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**Section F: IMPLEMENTATION OF STRATEGIC MANAGEMENT PRACTICES**


9. Please indicate the extent to which you agree with the following statements regarding the implementation of strategic management practices in your organization by selecting the appropriate choice.

<b>Statement</b>	<b>Strongly Disagree (1)</b>	<b>Disagree (2)</b>	<b>Neutral (3)</b>	<b>Agree (4)</b>	<b>Strongly Agree (5)</b>
1. Strategic plans are effectively executed in my organization.					
2. There is a clear alignment between operational goals and strategic objectives.					
3. My organization successfully implements policies that support strategic management.					

4. Feedback from employees is integrated into strategic decision-making processes.					
5. Resources are allocated effectively to achieve strategic objectives.					
6. My organization regularly reviews its strategic management practices for improvement.					



## Appendix III: ERC Certificate



# Mount Kenya University

REF: MKU/ISERC/4561 Date: 06 November 2024  
TO: WINFRED AKECH OGUTA REG: MBA/2023/41949

Dear Sir/Madam,

**RE: CULTURAL DIVERSITY AND IMPLEMENTATION OF STRATEGIC MANAGEMENT PRACTICES IN TECHNICAL AND VOCATIONAL EDUCATION INSTITUTES IN NAIROBI COUNTY**

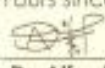
This is to inform you that **Mount Kenya University** has reviewed and approved your above research proposal. Your application approval number is **3283**. The approval period is **06/11/2024 - 05/11/2025**.

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,



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**Dr. Alfred Owino, PhD**  
Chairman, Mount Kenya University ISERC

MOUNT KENYA UNIVERSITY  
ETHICS REVIEW COMMITTEE  
P. O. Box 342 - 01000,  
THIKA

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Main Campus, General Kago Road, P.O. Box 342-01000 Thika  
Cell: +254 709 153 000 / +254 709 153 200  
Email: info@mku.ac.ke, Web: www.mku.ac.ke

## Appendix IV: Introduction Letter MKU

  
**Mount Kenya University**

**DIRECTORATE OF GRADUATE STUDIES**

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MBA/2023/41949

25<sup>th</sup> November, 2024

*National Commission for Science Technology & Innovation (NACOSTI)  
Off Waiyaki Way, Upper Kabete,  
P.O Box 30623- 00100  
NAIROBI, KENYA*

Dear Sir/Madam,


**RE: WINFRED AKECH OGUTA – REGISTRATION NO. MBA/2023/41949**

The purpose of this letter is to introduce the above named student who is pursuing **Master of Business Administration** in the department of **Accounting and Finance** in the school of **Business and Economics**.

The title of the research is “**Cultural Diversity and Implementation of Strategic Management Practices in Technical and Vocational Educational Institutes in Nairobi County.**” It has been cleared by the University’s Ethics Review Committee (Certificate attached) and now has to proceed to the field to collect data between **December, 2024 and February, 2025**.

Any assistance accorded to the student will be highly appreciated.

Thank you.

  
**Dr. Samuel M. Karenga, PhD**  
**Director, Graduate Studies**  
Enc.

**Mount Kenya University**  
P. O. Box 342 - 01000, THIKA  
Office of the Director,  
Graduate Studies

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Main Campus, General Kago Road, P.O. Box 342-01000 Thika.  
Cell: +254 719 153 001 / +254 719 153 200



## Appendix VI: Turnitin Report

**WINFRED AKECH OGUTA**

**CULTURAL DIVERSITY AND IMPLEMENAION OF STRATEGIC  
MANAGEMENT PRACTICES IN TECHNICAL AND VOCATIONAL...**

 MBA 2025  
 MASTERS  
 Mount Kenya University

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