

# **GRAND STRATEGIES AND PERFORMANCE OF PRIVATE TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING COLLEGES IN NAIROBI COUNTY, KENYA**

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## **ABSTRACT**

Technical and Vocational Education (TVET) is a human right as stipulated in Article 26 of the Universal Declaration of Human Rights. The study's main focus was to investigate the strategies used by private TVET institutions in Nairobi County towards the improvement of enrolment in technical and vocational training education institutions. The specific objectives that guided the study were: to determine the effects of pricing strategies on enrolment among the TVET private training providers in Nairobi County; to establish how market focus affect enrolment among the TVET private training providers in Nairobi County; to determine the effect of collaboration between middle level colleges and other institutions of higher learning on their performance; and to establish how the state of facilities, infrastructure and technology affect enrolment among the TVET training institutions in Nairobi County respectively. The study employed a descriptive research design by focusing on quantitative data. The target population was the 536 employees of private TEVT institutions in Nairobi County from where a sample of 71 employees was selected using stratified and simple random sampling techniques. A questionnaire was used to collect data and analysed using a Statistical Package for Social Sciences application (SPSS). Validity and reliability of data collection instrument was measured using Cronbach's alpha ratio at the threshold of 0.7 as the minimum acceptable measure of reliable instruments through a pilot test of 10 respondents who were eventually not included in the final study. Descriptive statistics used in data analysis included;

percentages, mean, standard deviations, and frequencies respectively. A multiple regression model was used to show the existing relationship between dependent variable and independent variables through a regression of coefficients. Results obtained showed that pricing strategies are significant and positively correlated with the performance and increase of Enrolment of TVET institutions. Secondly, market focus strategy was found to be significant and positively related with performance and enrolment increase of TVET institutions. Thirdly, collaborations and linkages were found to be significant and positively correlated with enrolment increase and performance of TVET institutions respectively. Fourthly, technology and infrastructure of facilities was also found to be significant and positively related to performance of TVET institutions as well as their enrolment increase respectively. Based on the outcomes of the research, recommendations were offered for improvement and further research. The study recommends that TVET institutions should implement e-learning services as it was observed that majority of the institutions do not use it and yet it is an emerging trend in society. Additionally, future scholars should focus on a wider scope and include other counties since the current study's scope was limited to Nairobi County only.

**Key Words:** *collaboration, competitive strategy, enrolment, facilities/infrastructure, market focus, pricing strategies, private colleges, technical, vocational education and training, strategy*

## **INTRODUCTION**

Technical and Vocational Education is a right that is specified in Article 26 of the Universal Declaration of Human Rights. The UNESCO Convention on Technical and Vocational Education (1989), the Revised Recommendations concerning Technical and Vocational Education (2001) and the UNESCO UNEVOC Discussion Paper: Orienting Technical and Vocational Education and Training for Sustainable Development (2006), constitute main references for the world countries in formulating TVET Policy which aims to develop TVET as a vital aspect of the educational system. The substantial investment in such aspects as human resources and policies in the industrialization sector has greatly contributed to the latest social and economic progress of selected Asian countries (Simiyu, 2007).

In a high number of developing countries, TVET has received minimal attention as well as budget allocation, which consequently result to low levels of enrolment, deprived infrastructure and facilities and an overall low status. Global leaders from 189 countries established the Millennium Development Goals (MDGs) in 2000, with the aim of reducing poverty and promoting growth in their countries through empowering vocational training (Wachira et al., 2009). In 2007, the government of Netherlands set up a unique strategy of attaining the MDGs in all its ministries. Precisely, there was the development of the Pact of Schokland whose role was to ensure that all ministries would catch up as well as be in line with the MDGs. Technical and Vocational education and training is also reinforced by the UN Millennium Development Goals due to the realization that self-employment coupled with productive unemployment are great tools of eradicating poverty. TVET contributes to economic dynamism by tapping the resources of people as well as enterprises. As a result, there is development of capacities and competencies that are vital for policy implementation in such sectors as health, energy and rural enhancement (Nyerere, 2009).

There is a continued growth of private provision of training due to the limits associated to public provision. Precisely, private providers of TVET education constitute about 95% of training institutions with most countries such as Bangladesh having 75% of Enrolments. In Bhutan 62% of the training institutions are private with 50% of Enrolments, Sri Lanka has 29% of the Enrolment. Similarly, the number of approved TVET institutions in Nepal grew from 3 in 1991 to 100 in 2000 and consequently to above 450 in 2011 (Mitchell et al., 2011).

Practices from East Asia showed that vigilant planning by governments was crucial for the creating a link between education and TVET with economic policies. Such economies as the People's Republic of China, Republic of Korea, Singapore as well as Taipei, employed TVET as one of the integral tools of attaining their economic strategies. Precisely, factor-driven growth as well as low-cost manufacturing was attained giving priority to universal basic education and low-level vocational training (Nyerere, 2009). In a similar manner, for the last 20 to 30 years, Indonesia has established major education as well as training development centre whose role is to address the changing nature of education and social needs (Musaaazi, 2001). Availability of

quality vocational education as well as training is significant in meeting the enhanced regional as well as global competition in Indonesia. Additionally, the establishment of Indonesian structure of vocational education and training will aid in meeting the wants of the industry. The success of vocational education and training systems in Indonesia requires quality support and responsiveness to the community (Ndirangu & Udoto, 2011).

Different countries in Africa have established diverse strategies of enhancing the quality as well as competencies of their human resources. The recognition that higher education and technical skills have the potential of increasing competitiveness and enhancing social inclusion have contributed to the reformed nature of the African countries (Aduda, 2003). The African Union (AU) has a vision of “an integrated, peaceful, prosperous Africa, driven by its own people to take its rightful place in the global community and the knowledge economy.” This vision is founded on the expansion of the continent’s human resources. The AU views TVET as an avenue of empowering persons to have control of their lives and thus recommends the incorporation of vocational training in the education system (Wachira et al., 2009). Moreover, since a high proportion of youths are not in the formal school structure, the AU also suggests the incorporation of non-formal learning approaches as well as literacy programmes in TVET programmes through the aid of the private providers (African Union, 2007).

The use of TVET in Kenya encompasses technical training institutions, MSE training and demonstration centers, youth polytechnics and national youth service skills development centers. TVET programmes are offered in Youth Polytechnics (YP), Technical Training Institutes (TTIs); Institutes of Technology (ITs) and in National Polytechnics. There are also other institutions that offer TVET programmes spread across government ministries as well as private institutions. Graduates from TVET institutions are awarded Certificates and Diplomas in various disciplines (Aduda, 2003). Vision 2030 of Kenya focuses on intensifying the application of Science, Technology and Innovation (STI) with the aim of increasing productivity as well as efficiency (GOK, 2007). Some of the strategies that have been established for the attainment of vision 2030 include; the delivery of scientific resources to aid in research, development of the technical skills of the labour force and improving the nature of teaching in crucial subjects like mathematics, science and technology in all schools, universities as well as polytechnics. Moreover, the development of new institutions of vocational training as well as the establishment of closer ties amid the industry and institutions of vocational training, have been identified as possible strategies of attaining the vision (Wachira et al., 2009).

Institutions require diverse competitive advantage strategies in order to overcome the competitive problems that are present in the dynamic environment. Competitive strategies do not only aid organizations in improving their competitive advantage against their rivals but also increase its success levels in the market (Gichira, 2002). The absence of appropriate competitive techniques inhibits organizations from exploiting the opportunities available in the market, which leads to business failure. On the other hand, having the strategies aids organizations in having a competitive edge over its rivals in a competitive environment (Thompson & Strickland, 2002). In

light of the above the study seeks to establish the strategies used by private training providers in increasing enrolment in TVET colleges in Nairobi County, Kenya.

## **OBJECTIVE OF THE STUDY**

The study seeks to establish the grand strategies and performance of private technical and vocational education and training colleges in Nairobi County, Kenya.

## **STATEMENT OF THE PROBLEM**

The continued rise of competition in such sectors as education requires the development of superior approaches that will aid players to have a higher competitive edge over their rivals. Competitive techniques will focus on ensuring that players have not only a profitable but also maintainable ranking of their competitors in the industry (Mualuko, 2008). An exploration by Geert (2008), showed that there were diverse organisations that adopted distinct approaches to improve their competitive advantage and that there were diverse challenges experienced in the process of implementing the techniques. Nganyi, Odebero, Onderi, Musera & Shigogodi (2014), in a survey on the response of academic institutions to the dynamic surrounding identified that the greatest challenge faced by the organizations was competition. Altinyelkien (2004) looked at the degree in which Kenyan Universities practiced educational marketing and recognized that the levels were different across organizations. The study did not however give attention to ways in which the techniques would help organizations to attain competitive advantage, particularly the TVET institutions. In the above studies, it is evident that the researchers have not really narrowed down to focus on the competitive strategies adopted by private TVET institutions despite their rapid growth in the past few years. In this study, the researcher concentrated on private TVET institutions and the competitive strategies they have adopted in order to survive in this era of great competition.

## **THEORETICAL REVIEW**

### **Porter's Five Forces Model**

Michael Porter's five forces can be used to analyse the competitiveness of an industry by looking at the 5 forces of competition that influence and shape profit potential of a particular industry. According to Wilkinson (2013), Porter's five forces of competition is a key ideology to apply in business concepts. The model does not only look in to the direct competitor of a specific firm but also recognizes the diverse aspects entailed in the firm's competitive as well as economic environment. These include bargaining power of buyers, bargaining power of suppliers, threat of new entrants, and threat of substitute products. Porter's model is applicable in all business organizations and can be applied across all sectors.

There are other factors that complement Porters' Five forces that need to be considered in the education and training industry. Factors such as pricing, technology (facilities) and innovation

(market focus) and the relationship with other stakeholders like accrediting bodies and role of government (collaboration) will come at play. Threat of substitute products or services resonates with the strategic challenges faced by Colleges (Atchoerena, 2001). Substitutes offer attractive prices and are easy to switch to from the established product. Students are likely to enrol in the courses that are cheaper and with simple enrolment requirement compared to courses which require strict criteria for enrolment. Courses from foreign examination boards are a form of substitution where almost all high entry qualification required by local KNEC are discarded and emphasis is placed on learning outcomes and prior experience.

### **Resource Based View Model**

The RBV system consolidates the internal (center skill) and external (industry structure) points of view on procedure. Assets are all the more extensively characterized to be physical (property rights, capital), impalpable (mark names, innovative expertise), or hierarchical (schedules or procedures like lean assembling). The resource based points of view of companies depend on the idea of financial lease and the thought of an association as a gathering of abilities (Kay, 2000). Though customary technique models concentrate on the association's outside focused condition, the RBV highlights the requirement for a fit between the outer market setting in which a firm works and its inward abilities (Connor, 2002). From this point of view the inner condition of an association, as far as its assets and capacities, is the basic factor for the assurance of key activity (Hint et al., 2004).

The prominence of RBV approach of dealing with major administrative aspects in organizations is gaining prevalence since there is no guarantee of a flawless business environment. It entails the gathering of diverse physical, human as well as authoritative resources for the purpose of making effective company procedures. Gathering of appropriate resources helps in ascertaining the ability of a firm to undertake diverse actions based on the available assets. Capabilities present complex groups of amassed knowledge and skills that are accomplished through commanding events, which authorize firms to facilitate their movements and make use of their profits (Ekundayo and Ajayi, 2009). Resource based theory supports this study as it provides the foundation under which institutions managers and owners should base their decisions. Particularly, on the basis of developing goals and strategies based on the availability of resources as well as providing needed resources to facilitate performance and improvement respectively. Therefore, this model supports the study's first objective of analysing how pricing strategies can influence performance of TVET institutions through increased enrolment.

### **SWOT Analysis Model**

SWOT analysis model was established by Albert Humphrey an American Business Consultant during his work at Stanford Research Institute between 1960 to 1970 (Hill and Jones, 2016). SWOT is ideally an acronym for Strengths, Weaknesses, Opportunities, and Threats (Bohm, 2011). The theory of SWOT operates in simple grounds in the sense that the primary objective is



to have a critical analysis of the internal and external business environment (Pahl and Richter, 2012). Internally, it is important to identify the strengths and the weaknesses; while on the external environment it is also important to identify the opportunities existing as well as the threats to an organization. After a complete environment scanning has been achieved, and then an organization can be able to set objectives that are specific, measurable, attainable, realistic and time-bound (Sarsby, 2016).

This theory/model is important to the current study of turnaround strategies and performance because it provides a foundation on which the management teams should be appraised as to whether they are following such strategies while setting goals or objectives (Pahl and Richter, 2012). The model does not ideally provide the best approaches but rather helps an organization to critically analyse the environment in which they operate in order to come up with the objectives (Bohm, 2011). Specifically, the theory supports the fourth objective of examining how facilities and infrastructures can be strengthened and opportunities as well as weaknesses and threats can be mitigated

### **Balanced Scorecard**

Balanced Scorecard is one of the techniques normally used in advertising and marketing theories. It is basically a performance control model or device that came into its existence with the aid of Kaplan and Norton in 1992 in their studies that were posted in Harvard Business Review Article. The motive in the back of their inquiry was to discover why corporations struggled a lot by way of using lagging indicators especially in their overall performance (Kaplan and Norton, 1992). For this reason, with the attempt of locating the fine strategies to assist organisations achieve their desired results, the authors came up with a version that promotes balancing of four crucial perspectives in a corporation (Kaplan and Norton, 1992).

Within the quest of finding out why agencies had many issues, the authors maintained that some managers discover it is difficult to set up which precise techniques are critical than the others (Niven, 2011). They frequently have mixed reaction wherein, some suppose that it's far essential to attention on financial techniques at the same time as others indicate that maximizing inner operations is important then financial consciousness must follow (Kaplan and Norton, 1992). On this regard, they came up with four particular areas that the model emphasises and the perspectives are; patron perspective, economic attitude, internal attitude, and innovation (Kaplan and Norton, 1992). The model is hence an imperative in exploring the study's third objective of determining the effect of collaborations among colleges in enhancing their performance as part of grand strategies.

## **EMPIRICAL REVIEW**

### **Infrastructure and Enrolment in TVET**

Mwakundia (2005) in his study of competitive techniques adopted by colleges in Nairobi discovered that both general and particular preparing foundation procedures are connected in this industry. Kitoto (2005) in her examination on competitive procedures embraced by different colleges in Kenya uncovered that few external elements, some of them firmly related, influenced the tertiary training. Rivalry, expanding client awareness, entry of substitute products and numerous more difficulties called upon the institutions to create systems that could satisfactorily react to the powers. The examinations call for attention for preparation by organizations to apply competitive techniques and experience challenges which are one of a kind. (Ogbonna and Harris, 2003).

The best procedure for a given firm is eventually a one of a kind development mirroring its specific condition. Nonspecific methodologies and approaches are techniques that have been tried over time in order to help organizations to deal with challenges of a competitive market (Miles, Miles and Snow, 2005). They are considered as vital approaches that managers can employ in the process of building up more advanced methodologies in their industries. Managers' dedication, innovation and imagination is however crucial for the success of the nonspecific methodologies so as to make rivals unconscious of the new approaches adopted. It is thus vital for administrators to establish systems and approaches that can help in dealing with the increasing the number of enrolments in TVET institutions (Middel, 2008).

### **Pricing Strategies and Enrolment in TVET**

Porter (Malburg, 2000) established cost leadership approach. This technique concentrates on increasing the competitive advantage of a firm by providing minimal costs (cost advantage). Keeping in mind the end goal to accomplish a minimal effort advantage, PTPs should have cost effective procedures, little operation costs with coordinated specialty components, and a workforce focused on cost effective techniques. Institutions are required to have a big market share in order to attain the Cost leadership methodology. There are numerous zones to accomplish cost initiative, for example, large-scale manufacturing, and mass distribution, economies of scale, innovation, administrations and product designs, input cost and limited use of assets. Porter (2008) highlights that a single firm could become the cost leader, which could help in differentiating it from its competitors. Miles et al. (2005) highlights that cost leadership methodologies are dependent on the ability of firms to accomplish their goals as well as manage their personnel incurring minimal costs. Additionally, it was highlighted that differentiation techniques worked well when organizations endeavoured to produce products that could attract a different group of clients. The adoption of competitive techniques that focused on differentiation aided in the attracting clients with extra ordinary liking for precise items.



Some of the approaches that aid in the realization of low costs include reengineering exercises, low cost developments and the reduction of the cost and time of operation. Low cost methodologies are successful when firms are able to identify, establish, advertise as well as deliver products in a more proficient manner than their competitors. Additionally, access to shoddy materials or the incorporation of exclusive innovation techniques has the potential of lowering costs (Malburg, 2000).

### **Market Focus Strategy and Enrolment in TVET**

A focus approach aimed at attaining minimal effort is dependent on the availability of a purchaser whose supplies are less overpriced to fulfil when compared to what remains of the market in light of their salary levels. Then again, focus technique in view of differentiation relies upon there being a purchaser portion that requests one kind of administrations and items qualities. In the focus methodology, schools focus on a particular section in the marketplace (Porter, 2002). Colleges have the options on concentrating on specific customer gathering administration as well as land areas (Stone, 2008). Focus likewise depends on receiving constricted competitiveness in a firm. Focus aims at developing part of an overall industry through such means as specialty advertisement. The specialties emerge from various features including geology, buyer qualities, and administrations and items essentials.

Nadkarni and Barr (2008) highlight that organizations that applied such focus techniques as cost leadership and product differentiation applied the techniques to a portion of the market. Application of the approaches enables firms to separate themselves from other organizations of a similar nature in such aspects as how customers' needs are addressed as well as reduction of overall company expenses. Center systems are also recognized as being appropriate in the vet where customers have unique inclinations or needs. Additionally, focus procedures are recognized as being vital for organizations with inadequate assets as well as capacity to conduct nation-wide advertising. Further, the system is also adequate where market is small to aid in operations of a large scale. According to Fred (2011), the capacity of an organization to beat its opposition relies upon capacity to exploit advertisement movement patterns; capacity to catch and secure 'unfair share' of business sectors; capacity to catch premium evaluating; reasonable creation and presentation of new items. Pearce and Robinson (2007) found that a firm could utilize minimal effort initiative, differentiation

### **Collaboration and Enrolment in TVET**

Poister (2010) contends that schools are forming linkages with specialist co-ops, providers and other supplementary organizations. The Institutions go into long haul association with their organizations and utilize numerous providers to support on cost abuse. In addition, the middle-level colleges give a great deal of consideration regarding people who need to be produced and outsource conveyance and a few administrations to cut on operation cost. The connection amongst advancement and joint effort is frequently accentuated and progressively recognized as

potential wellsprings of upper hand (Argote and Ingram, 2000). This end up being more imperative as quick changing economic situations elevate the requirement for associations to have the capacity to manage constant creative exercises.

Gloria and Ding (2005) explored the interceding impacts of an association's focused methodology in the market execution relationship. In view of a sample of 371 firms in China, it was discovered that the three measurements of market apply distinctive impacts on competitive procedure and execution. Among them, client introduction has the most grounded relationship with focused procedure and market execution. The aftereffects of basic condition examinations demonstrate that the interceding impact of aggressive technique is chiefly uncovered in development procedure, the most crucial factor being in making unrivalled incentive for the organization in the developing business sector.

Karanja (2002) expressed that colleges have additionally shaped linkages with other supplementary establishments, for example, center level arrangements, healing centers and research organizations improving business sector manageability and framing linkages with clients helps in expanding market development and supportability. Having an advantageous position in a large portion of the towns in Kenya and a wide branch network, expands the advertising development and manageability. Nevertheless, it is not clear how these aggressive systems have influenced the execution of PTCs in Kenya.

## **RESEARCH METHODOLOGY**

A descriptive research design was employed in the investigation to identify and classify the elements or characteristics of the subject. The study was conducted in Nairobi County focusing on employees in the private colleges registered by TVET Authority only. The study targeted employees in TVET registered private training providers in Nairobi County. Focus was put on top 10 institutions based on those with higher enrolment, hence a total of 536 employees as the target population. A sample size of 71 respondents was distributed equally in the top 10 colleges. Questionnaires were employed to collect information on performance of private TVET institutions in Nairobi County. Descriptive and inferential statistics helped in the analysis of quantitative figures. Descriptive statistics encompassed frequencies, percentages, mean and standard deviation. Data results were presented using tables or figures. A multiple regression analysis was applied to show the connection amid the variables guiding the research.

## **RESEARCH RESULTS**

The main focus of this study was to determine how grand strategies and performance of TVET private institutions in Nairobi County is influenced by a number of grand strategies such as pricing strategies, market focus, collaborations and linkages, as well as technology and infrastructure respectively. The study made an empirical review of various scholarly works that have been undertaken on the topic in the past as well as a number of theoretical foundations and frameworks in order to provide a basis for data analysis in line with the proposed methodology.

Results have been presented in the previous chapter and the summary for each variables or objectives is briefly discussed below.

### **Pricing Strategies and Enrolment in TVET**

The first objective of the study was to investigate how pricing strategies influence performance and enrolment in TVET private institutions. According to the study's results, it was generally noted that it is significant to performance and enrolment in TVET institutions. Precisely, fees charged by institutions was found to be an important factor that customers or learners considered in enrolling in specific institutions, with affordable ones being more competitive. Nevertheless, other pricing strategies were found ideal such as giving discounts for the ones who pay promptly, allowing students to make payments by instalments, and giving scholarships to needy and bright students respectively. In this regard, institutions were found to take into consideration the needs of its target customers and market in determining the level of prices to be set, while involving different stakeholders such as administrative managers and proprietors in decision making.

### **Market Focus and Enrolment in TVET**

On market focus, the study established that it has a strong and positive correlation with enrolment and performance of TVET institutions. As such, where market focus is used as a strategy, it is more likely to improve performance greatly and overall student population or enrolment. Precisely, it was observed that segmentation practice based on the benefits sought after by the students or customers was one of the influential strategies under market focus. Similarly, segmentation of the market based on income level was also found to be having a huge impact on the enrolment of students. Nevertheless, segmentation based on social class and physiological needs was not strongly impactful although it had an impact in the overall performance of the institutions. The study concludes that the second objective of determining the impact of market focus on performance and enrolment of TVET institutions is an important strategy that can be applied to increase student population in individual institutions.

### **Collaboration and Enrolment in TVET**

The third objective of the study was to find out how collaborations and linkages influence performance and enrolment of TVET institutions. Just like the reviewed literature, the findings have indicated that collaborations are widely used by institutions as strategies to influence higher enrolment rates. For example, there were numerous examination bodies which were found to have partnered with the TVET institutions to offer examinations. Further, other linkages were found to be in place between the TVET institutions and private as well as public local and foreign universities. A number of factors that were considered in determining the institutions to partner with include the infrastructure, cost of the courses offered, human resources capacity, and the duration the courses took to completion. Moreover, it was established that institutions explore many alternatives such as formation of strategic alliances, formation of linkages with service providers, suppliers and other supplementary institutions respectively. Additionally, other

mechanisms reported by the study include use of horizontal integration such as acquiring other colleges to ease competition.

### **Infrastructure and Enrolment on TVET**

The fourth objective of the study was to find out if technology and infrastructure in general was a factor that influences performance and enrolment in TVET institutions. The study generally established that adoption of technology and improved infrastructure positively influences and correlates with performance and enrolment improvement. Some of the adopted technological approaches to market college services to a larger extent included use of social media and emails as well as short messaging system (SMS). Despite these strategies, other institutions used, although not to a larger extent techniques such as internet marketing and media houses respectively. Information Technology and infrastructure was found to be relevant in offering training and enhancement of employee skills by continually updating such skills. Further, the internet was used not only as a marketing tool but also as a platform to provide better services which include online registration and access of results by students. Additionally, some colleges were found to be offering e-learning services as one of their competitive advantages over many TVET institutions that have not adopted e-learning systems.

### **INFERENTIAL STATISTICS**

The dependent variable Enrolment in TVET was regressed against the independent variables; pricing strategies, market focus, collaborations, and technology and infrastructure respectively. The regression results obtained have been explained below.

**Table 1: Table for Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
	.263 <sup>a</sup>	.669	.596	.84651

a. Predictors: (Constant), Pricing Strategies, Market Focus, Collaborations, Technology and Infrastructure

b. Dependent Variable: Enrolment in TVET

A summary of the regression statistics model is presented in table 1. The correlation coefficient, R is 0.263 while the R square, adjusted R square and the error term are 0.669, 0.596 and 0.84651 respectively. The R square revealed that the independent aspects were responsible for 66.9% of the fluctuations in dependent aspects ceteris paribus. Additionally, other attributes were responsible for 33.1% change in performance of projects.

**Table 2: ANOVA**

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	12.968	4	3.242	.951	.004 <sup>b</sup>
Residual	173.889	51	3.410		
Total	186.857	55			

a. Dependent Variable: Enrolment in TVET

b. Predictors: (Constant), Pricing Strategies, Market Focus, Collaborations, Technology and Infrastructure

The table 2 aids in revealing the significance of the model adopted in the investigation. In the study, the model adopted was significant as portrayed by a significance value of 0.004.

**Table 3: Regression Coefficients**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.151	.675		.090	.004
Pricing Strategies	.606	.467	.185	1.297	.002
Market Focus	.162	.113	.210	1.437	.000
Collaborations	.041	.080	.071	.514	.005
Technology and Infrastructure	.353	.262	.194	1.344	.004

The study’s model is shown below;

$$Y = 0.151 + 0.606X_1 + 0.162X_2 + 0.041X_3 + 0.353X_4 + 0.84651$$

From the regression coefficients on table 12 above, the coefficients for pricing strategies is significant (Beta value 0.606, P-value 0.002). Therefore, pricing strategies certainly influence enrolment attainment of TVET institutions. A rise in pricing strategies by one unit consequently increases enrolment performance in TVET institutions by 0.606. The outcomes are similar to those obtained in the literature review that say there is a positive correlation such as by Malburg (2002), Doorman (2008) and Miles at al. (2005) respectively.

The regression coefficient for market focus strategies is significant (Beta value 0.162, P-value 0.000). Therefore, market focus clearly impacts enrolment attainment of TVET institutions. It is thus deduced that increasing market focus by one unit results to a consequent rise in enrolment performance by 0.162. There was agreement of the results with the outcomes of reviewed scholarly work such as by Porter (2002), Stone (2008) and Ogbonna and Harris (2003).

The regression coefficient for collaborations is significant (Beta value 0.041, P-value 0.005). Therefore, collaborations positively influence enrolment performance of TVET institutions. In

this case, if you upsurge collaborations by one, enrolment attainment in TVET institutions rises by 0.041. The outcomes are in connection with majority of the reviewed studies which maintain that there is a positive correlation such as Poister (2010), Argote and Ingram (2000) and Karanja (2002) respectively.

The regression coefficient for technology and infrastructure is significant (Beta value 0.353, P-value 0.004). Therefore, technology and infrastructure positively influences enrolment performance of TVET institutions. If you rise technology and infrastructure by one, enrolment attainment in TVET institutions increases by 0.353. The outcomes are in agreement with most of the scholarly work which maintain that there is a positive correlation such as Gloria and Ding (2005; Middel, 2008; David, 2011).

## **CONCLUSIONS**

The results clearly indicate that pricing strategies are closely related to performance increase and enrolment of students in TVET institutions. Moreover, involving other stakeholders in setting the prices can as well promote acceptance which leads to improved performance. Outcomes have also clearly demonstrated that market focus strategy is an important approach of promoting performance and enrolment in TVET institutions. It is concluded that identification of specific benefits that are needed by customers, their physiological needs, social and economic class as well as level of income can be important factors to determine the precise strategy as far as market focus is concerned. The study has also clearly established that collaborations and linkages are imperative approaches of ensuring that a sustained performance is achieved and that student enrolment rate is improved. Further, forming partnerships with credible institutions of higher learning such as private and public local and foreign universities makes the courses offered by the TVET institutions more credible and improves student enrolment rate. An increased enrolment implies an improvement in revenue generation and hence overall performance improvement. Finally, the study notes that having in place improved infrastructure and adopting modern technology is a foundation under which TVET institutions can excel and reach higher goals of growth and performance. The study concludes that performance of TVET institutions can be improved greatly through appropriate strategies of infrastructural development and technological adoption.

## **RECOMMENDATIONS**

Based on the outcomes of the research, its summary and conclusions, the researcher offers recommendations that can be considered for improvement by TVET private institutions in Nairobi County as well as in other regions in Kenya as explained below.

The study recommends that TVET institutions should implement e-learning services as it was observed that majority of the institutions do not use it yet it is an emerging trend in society. Secondly, it is recommended that institutions should consider promoting their services through modern platforms especially through social media and internet as opposed to print media that has



been used traditionally in the country. Based on the observation that competition is increasingly becoming evident in the public domain especially due to emergency of numerous institutions of higher learning, it is recommended that proprietors implement research and development in their organizations which can equally help them to identify specific approaches that can be implemented which are in line with modern needs of the students.

On the context of the research objectives, it is recommended that pricing strategy is still a relevant instrument in improving performance and enrolment but it should be used strategically. Moreover, market focus can be expanded to include academic student needs other than financial needs and capabilities only. Further, collaborations should be explored to include both the public and individual non-governmental organizations in order to widen the scope.

On the basis of policy implication and practice, the current study recommends policy formulators in Kenya's higher education system to come up with performance metrics to evaluate both private and public TVET institutions other than population and revenue generation. The policies should focus on the quality of education and value addition in society respectively. Finally, technology adoption by TVET institutions should be made mandatory since the world has gone digital and it is the best way to prepare learners for the market needs.

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