THE EFFECTS OF COMPETITIVE STRATEGIES ON GROWTH OF PUBLIC TECHNICAL TRAINING INSTITUTES IN KENYA

(A CASE OF NAIROBI COUNTY)

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ABSTRACT

Public technical training institutions are adopting competitive strategies as a tool to improve efficiency and effectiveness in service delivery as they focus to remain relevant in the changing market in the education sector. Whereas TTIS have developed strategic plans a number of challenges have arisen making them not realize the benefits of implementation of competitive strategies. The main objective of the study was to establish the implementation of competitive strategies in TTIs and to determine if they have effect on the growth of the institutions.

The study adopted a descriptive research design. Stratified random sampling was used and each stratum represented a sub-sector. In order to collect the relevant data, a semi-structured questionnaire was used. To ascertain the validity and reliability of questionnaire, a pre-test and pilot survey was conducted. The data collection instruments were finally issued to the 45 respondents identified. Statistical analyses were conducted using statistical package for social sciences (SPSS) to calculate descriptive statistics, reliability analysis and regression analysis. The findings were presented using tables and charts, percentages, tabulations, means and other measures of central tendencies.

The study found that the management style practiced by institutions contributed highly to successfully setting up or initiating competitive strategies for growth. The study also found that technology advancement improved productivity, improved organization’s
competitiveness, reduced cost, enhanced customer’s satisfaction and enhanced employee development. The study recommended that technical training institutions in Kenya should link marketing functions and growth and conduct a sufficient market research and analysis before introducing new programmes and also often engage in promotional activities to encourage high school leavers to enroll in their institution.

Key Words; Strategy, Competitive Strategy, Technical Education, Management Style, Government Financing and Technology Management

Introduction

Ensuring that an organization can compete effectively in the market place is one of the principal tasks of management. In an era of transformational change, Huselid (2005) argues that as other sources of competitive advantage have become less important, what remains as a critical differentiating factor is the organization, its employees and how they work. One objective of an overall corporate competitive strategy is to put the organization into a position to carry out its mission effectively and efficiently (Grant, 2003). A good corporate competitive strategy should integrate an organization’s goals, policies, and action sequences into a cohesive whole, based on business realities. Strategy must connect with vision, purpose and likely future trends.

In the last few years, technological, scientific, globalization, economic adjustments and liberalization are just a few of the areas giving rise to complexity and uncertainty in the modern world. These societal changes have inevitably transformed the environment in academic institutions into a more dynamic and complex one than in the past (Crow, 2006). The speed at which change is occurring in the education sector is very rapid and the course the business world is taking is less predictable. Therefore survival will only be realized by institutions that embrace change and focus on a competitive strategy that address the current business dynamics. Institutions must gain sufficient relevance within the operating market to enable them face the increasing competition and address the business environment (Okoth 2005).
Growth of public training institutions is a central concern which can only be achieved with an integrated competitive strategy that addresses standards and quality. A competitive strategy is a composite of planning, effective communication, defined vision, focused teams, responsiveness to market needs, staff development, customer service and appropriate organizational culture (Amir 2007). A strategic plan brings together the philosophies, strategies, policies, processes, practices and programmes that are used to guide businesses in any institution (Olson, Slater & Hult, 2004). In addition a strategic plan offers a solution to organizational problems through provision of a clear direction for institutions operations and empowers individuals in decision making. An empowered employee helps in building a competent organization and allows all stakeholders share values and organizational goals.

Statement of the problem

In Kenya, the partial privatization of public universities occurred at the expense of technical training institutes (Kitoto, 2005). The presence of universities offering similar courses as those offered in technical training institutes’ pose a threat to the relevance of technical training institutes (Kyalo, 2011). Despite the fact that majority of the technical training institutions (95%) have developed a strategic plan 82% of the institutions experienced challenges in implementation due to inadequate funding (Mugure, 2011). Similarly studies conducted by (Gicharu, 2009) on strategy planning and (Kyalo, 2011) on strategy process development and implementation in technical training institutions found that the potential use of competitive strategies by technical institutions remains largely unfulfilled.

Competitive strategies in Technical Training Institutions have concentrated on adoption of a broadly scoped, units driven, competences based modular curriculum design model to achieve multi-skill training programmes, flexible attendance, self-paced learning and alternative routes of progression via the course modules formulation with little focus on market driven programmes (Mugure, 2011). Consequently there has been a systematic taking over of established middle level technical and polytechnic institutions by
Universities, thus reducing their original core purpose of training middle level certificates and diploma graduates (Kitoto, 2005).

In addition, failure by technical training Institutions to implement competitive strategies effectively has contributed to uncoordinated standards and challenges in quality assurance (Gicharu, 2009). This situation looks likely to continue due to inadequate funding to enable TVET institutions train for the market (Simiyu, 2009).

Even though the government has enhanced financing for development and partly operational activities. The failure has been attributable to lack of active, effective and lasting participation of the intended beneficiaries and other stake holders (Mugure, 2011). Consequently poor implementation of competitive strategies in TVET Institutions has led to half backed graduates, mismatch between the industrial needs and consequential economic loss to the country (Gicharu, 2009). Kyalo (2011), notes that part of the problem that inhibits career choice in favour of technical and vocational education is the lack of a clearly conceptualized curriculum in the field.

The recent studies conducted in Kenya on Technical Training Institutions have tended to concentrate on strategy planning (Gicharu, 2009) and strategy process development (Kyalo, 2011). The two studies assessed the level of strategy formulation and implementation and therefore did not look at the effectiveness of competitive strategies on growth of public technical training institutions in Kenya. This research therefore sought to identify the extent to which various competitive strategies are being adopted by technical training institutes in Nairobi County.

**Objective of the study**

**General Objective**

The overall objective of the study was to analyze the competitive strategies that influence the growth of Public Technical Training Institutes in Kenya with special reference to Nairobi County.

**Specific Objectives**
The study set out to achieve the following specific Objectives:

i. To investigate the influence of managerial skills on the growth of technical training institutions in Nairobi County

ii. To establish the influence of technological management on the growth of public Technical training institutions in Nairobi County.

iii. To find out the extent to which government financing influence the growth of Technical training Institutions in Nairobi County.

iv. To determine the influence of marketing orientation strategy on the growth of Public Technical Training Institutions in Nairobi County.

Significance of the study

Education has long been the most decisive of our life chances. Without education, especially equal educational experiences, skills and qualifications men and women alike have been condemned as citizens in their power to influence government decisions that affect their lives (Kitoto, 2005). To enable the government attain the goals of vision 2030, public technical training institutions must focus on service delivery and organizational efficiency. According to the ministry of Higher Education Science and Technology (MoHEST), the major challenge facing public training institutions is to structure their programmes in line with the market needs and provision of services in an efficient and effective manner (Gok, 2006). It is against this background that a circular was released that all TTIS and IT’S prepare strategic plans aligned to the ministry’s and country’s vision.

Despite numerous methodologies having been proposed, Kenyan Technical Training Institutions have still failed to effectively implement strategic plans and devise effective competitive strategies. Kyalo (2011), observed that competitive strategy formulation and implementation is significantly influenced by management styles, institutions culture, political and power behaviour situations and government financing.

The findings of the study will therefore contribute to the body of knowledge in competitive strategies adoptable by the technical training institutions in the face of unpredictable changing Environment. The study will also benefit the management of
tertiary training institutions by providing information on their current use and application of strategic plans in decision making and recommend ways in which they can adopt different competitive strategies to transform training institutions into world class academic institutions and enhance their growth.

The study may also give direction to consultants on strategy should they be called upon by the ministry of Higher Education Science and Technology (MoHEST) to give advice on the challenges that are currently being experienced in the implementation of competitive strategies by the technical training institutions. Findings may also form a basis by which educational administrators and managers will build strong and effective teams through their leadership styles, involvement of all the stake holders and understanding of the operating environment.

The study will also create a monograph which could be replicated in other training institutions operating in other parts of the country, indeed this research is further aimed at offering some practical suggestions on the strategies to be put in place in order to gain competitive advantage. The policy makers will obtain knowledge of the educational sector dynamics and the relevant competitive strategies which will contribute to designing the desirable policies that will guide and regulate the sector.

The Government being the main stakeholder in the education sector will benefit from the findings of this study. Majority of Technical training institutions are owned by the government, therefore if well managed the institutions would save on government resources and produce competent workforce to the labour market that translates to a productive human resource to the economy. It will also enable the government attain the goals of vision 2030. Future scholars may also acquire good literature upon which studies on the competitive strategies used in areas of training and capacity building can be obtained.

**Limitations of the study**

The geographical scope of the study was Nairobi County from which the public Technical training institutions were sampled. This study was limited to the independent variable competitive strategies, indicators for measuring the independent variable
(institutions management style, Government financing, resource mobilization, and technology management) and the dependent variable (growth of the institutions).

**Literature Review**

This study reviews relevant literature in line with the objectives of the study to analyze the competitive strategies on growth of Public Technical Training Institutes in Kenya. The review also identifies research gaps and areas recommended for further research.

**Theoretical Review**

**Human Capital Theory**

This theory emphasis the value added that people contribute to an organization. It regards people as assets and stresses that investments by organizations in people will generate worthwhile returns. The theory is associated with the resource based view of the forms developed by Barney (1991) the theory proposes that sustainable competitive advantage is attained when the firm as a human resource pool that cannot be imitated or substituted by its rival, for the employer investments in training and developing people is a of attracting and retaining human capital as well as getting better returns from those investments. These returns are expected to improve performance, productivity, flexibility and the capacity to innovate. According to Schultz (1961), suggest that persuasive skills, knowledge and competences are key factors in determining whether organizations and firms will prosper.

The specific human capital can be attained through precise trainings and previous experience. More focused business training can provide the management with a specific knowledge, compared to formal education. This kind of specific human capital also includes knowledge of how to manage an organization, (Cole, 2004). In particular, the management with great industry-specific and management-specific human capital are in an ideal position to seize neglected business opportunities and to
take effective strategic decisions that are crucial for the success of the organizations (Cole, 2004).

**Resource Based Theory**

Resource-based view has become one of the most influential and cited theories in the history of management theorizing. It aspires to explain the internal sources of a firm’s sustained competitive advantage (Gulati, 2007). It was Pfeffer, (2005) who established the foundations of the resourced-based view as a theory (Pfeffer, 2005). Pfeffer, (1993) first provides a logical explanation to the growth rate of the firm by clarifying the causal relationships among firm resources, production capability and performance. His concern is mainly on efficient and innovative use of resources. He claimed that bundles of productive resources controlled by firms could vary significantly by firm, that firms in this sense are fundamentally heterogeneous even if they are in the same industry (Bontis, 2000). Hambrick, (1983) took on a resource perspective to analyze antecedents of products and ultimately organizational performance and believed that “resources and products are two sides of the same coin” and firms diversify based on available resources and continue to accumulate through acquisition behaviors.

The knowledge based literature of the firm fosters and develops the resource based theory in that it considers knowledge to be the most complex of an organization’s resources (Appuhami, 2007). According to resource-based theory, the intellectual capital (IC) is a main source to improve enterprise growth. Therefore, intellectual capital has been studied by many past researchers who investigate the influence of intellectual capital on business performance. However, most past researchers focused on the impact of individual intellectual capital on performance while neglecting the effects of specific elements of intellectual capital.

The currently dominant view of business strategy – resource-based theory or resource-based view (RBV) of firms – is based on the concept of economic rent and the view of the company as a collection of capabilities. This view of strategy has a coherence and integrative role that places it well ahead of other mechanisms of strategic decision making. Appuhami (2007) used the Resource Based Theory (RBT) to explain the
importance of human capital to entrepreneurship. According to RBT, human capital is considered to be a source of competitive advantage for entrepreneurial firms. Ownership of firm-specific assets enables a company to develop a competitive advantage. This leads to idiosyncratic endowments of proprietary resources. According to RBT, sustainable competitive advantage results from resources that are inimitable, not substitutable, tacit in nature, and synergistic (Hisrich, 2002). Therefore, managers need to be able to identify the key resources and drivers of performance and value in their organizations.

**Conceptual Framework**

![Conceptual Framework Diagram]

**Empirical Review**

According to Oshikoya & Hussain (2007) did a study on information technology and the challenge of economic development in Africa, stated that rapid changes in technology should be responded by the technical training institutes to find alternative ways to sustain their competitive advantage by deploying new process and new growth methods. Technology may play an important role in this respect. In this context, technology has a close relationship with improvement of production process. Previous study has revealed that lack of equipment and outdated technology are among hindrances of technical training institutes’ growth and development (Mugure, 2011). According to Kyalo, (2011), in his study of strategy process development and
Implementation in TVET institutions he observed that technological change innovations had significant relationship with market growth. Technological posture, automation, and process innovation were significantly linked to satisfaction on return on investment (ROI) (Simiyu, 2007).

Gicharu (2009) did a study on challenges influencing strategic planning in technical training institutes in Kenya. The study findings indicated that the institutes embarked on strategy formulation and implementation, however the education Act was the most fundamental document used in strategic planning and training was conducted by consultants but funding was a key shortfall therefore hindering effective training and sensitization of staff, harmonization of educational documents to achieve desirable policies. This therefore led to failure of effective implementation of the competitive strategies.

Human capital resources are viewed as strategic assets, and managers in particular are often identified as a key source of competitive advantage (Slater & Narver, 1990). Mugure, (2011) carried out a study on relative importance of Leadership and managerial skills for predicting effectiveness. The study aimed at exploring whether the relative importance of these skill dimensions varies as a function of gender or organizational level. Participants were 733 managers enrolled in a nationally recognized leadership development program. Ratings of managerial skill were obtained from peers using a well-validated 360-degree assessment instrument, while manager effectiveness ratings were provided by supervisors. Moderated multiple regression and relative weight analysis were used to test the study’s hypotheses. The study found, using ratings provided by multiple sources, showed that all four of the managerial skill dimensions were significantly important predictors of manager effectiveness. Human skills were significantly more important than technical skill and citizenship behavior, while administrative skills were most important overall. Gender was not a significant moderator of the skill-effectiveness relationship, but organizational level was.

According to Simiyu, (2007) TVET institutions in Kenya have for a long time depended largely on grants from national governments for most of their recurrent and capital budgets. Statutes of the institutions also allow them to get external aid and donations mainly for capital developments, technical assistance and staff training. In the last
decade, there has been pressure on public training institutions in the region to cut back on their budgets as a result of declining government grants occasioned largely by political and economic structural changes. Universities are responding by putting in place a wide range of programmes to generate their own income to augment the dwindling allocation from national governments Gok, (2011).

Despite developments in the use of information technology in public training institutions, the countries of eastern and southern Africa and the whole sub-Saharan region still lag behind compared to their Western counterparts. According to the 1996 status report on 19 university libraries representing 12 countries in East Africa (Kitoto, 2005), the adoption and use of IT was found to be quite low. The study revealed that the status of library Internet connectivity is closely linked to the level of IT application. Although there have been some notable achievements, the pattern and rate of diffusion varies considerably between countries and even at the institutional level. Where there is access to the Internet it is mainly used for e-mail and for income generation. Most computers have been acquired through donor support. Most of the libraries rely on their parent organisations to get connected, reflecting the low level of individual library control over decisions regarding Internet connectivity.

**Critique of Existing Literature**

According to (Ndegwa, 2011) they attempted to explore the mediating effect of competitive strategies of Technical training Institutions in Nyeri County. One hundred and fifty questionnaires were mailed to firms. The response rate of the study is 55%. They found that effects of competitive strategies including marketing orientation, marketing planning and product innovation, on performance exist at significant levels, suggesting a perfect mediating effect of competitive strategies on performance. However, the study failed to address other key competitive strategies on growth of the institutions which is the focus of this study.

Kitoto,(2005) did a study on competitive strategies adopted by universities in Kenya. The study adopted a case study design that was used to collect quantitative data. The study
used University budget estimate from 2003/2004 to 2005/2006 financial years. The results of the study showed that the various constituent colleges of the University of Nairobi, their college libraries were inadequately funded below 6 per cent. However, the study was relevant to the current study in regard to government financing, a study need to be carried out with special focus on training institutes in transition economies.

Jing and Yanling (2010) did a study on the impact of different types of market orientation on product innovation performance: Evidence from Chinese manufacturers. The study results showed that both proactive market orientation and responsive market orientation had a positive total effect in improving product innovation performance; the direct path dominated the total effect of responsive MO on new product success, while proactive MO impacts product innovation performance primarily via innovativeness as a mediating variable; and the role of responsive market orientation in new product success was more significant under stable technological and market conditions, while proactive market orientation improved product innovation performance to a greater extent under turbulent technological and market conditions. However, the study focused on the impact of different types of market orientation on product innovation performance among Chinese manufacturing firms. There is need for a study to be carried out in developing countries on the impact of market orientation as a competitive strategy on growth of technical training institutes.

Blake and Mouton (2010) carried a study on human capital and growth in Bulgarian technical training institutes. The study found out that Human capital matters for explaining technical training institutes’ employment growth. An active involvement of the administration in managerial tasks increases the intensity with which the institute makes use of human capital, and this leads to higher employment growth rates. However, the study failed to enrich the analysis, therefore future research should attempt to further explore the impact of human capital components on technical training institutes’ growth in other transition economies.

Summary
The literature reviewed the various components related to competitive strategies that influence the growth of technical training institutes in Kenya. From the literature human capital resources are viewed as strategic assets, and managers in particular are often identified as a key source of competitive advantage (Baker, 2007). Also, the literature shows that rapid changes in technology should be responded by the technical training institutes to find alternative ways to sustain their competitive advantage by deploying new process and new growth methods. Further, the study revealed that public institutions in Africa are dependent largely on grants from national governments for most of their recurrent and capital budgets. Statutes of various universities also allow them to get external aid and donations mainly for capital developments, technical assistance and staff training. Lastly, the study revealed that marketing orientation strategy influences the growth of organizations.

Research Gap

From the review of literature Mugure, (2011), Ndegwa, (2011), Gicharu, (2009), it is evident that no comprehensive research has been done to establish the competitive strategies that influence the growth of Public Technical Training Institutes in Nairobi County. An active involvement of the administration in managerial tasks increases the intensity with which the institute makes use of human capital, and this leads to higher employment growth rates Ndegwa, (2011). The only study that was carried out that is close to the current study was Blake and Mouton (2010) carried a study on human capital and growth in Bulgarian technical training institutes. The study found out that Human capital matters for explaining technical training institutes’ employment growth. However, though the study was relevant to the current study, it failed to address the relationship between growth and other competitive strategies under investigation in the current study. It is against this background that the study embarked to fill the existing knowledge gap together with the pertinent contextual and conceptual gap.

Research Methodology
The study adopted an explanatory approach using descriptive survey research design to obtain information by asking questions relating to the state of affairs as it exists (Mugenda and Mugenda, 2003). Descriptive survey is the method of collecting information by way of interviewing or administering a questionnaire to a sample of individual (Orodho, 2003). This design was found suitable for the study since the researcher was describing the competitive strategies and is easier to obtain attitudes, opinions and factual information without manipulating any variables.

The population of interest was staff from five departments at the four selected technical training institutes (Kabete Technical Training Institutes, Nairobi Technical, Kinyanjui Technical Training Institutes and Kenya Technical Teachers College. The study targeted 148 members of staff as indicated in the table below. This is because all public sector organizations now follow a focal point of service provision in responding to citizens needs and providing integrated and comprehensive delivery (Fowler & Pryke, 2003).

The questionnaires were open ended questions where the respondents were expected to give free response to the questions asked. The questionnaires were appropriate for the study since they were collecting information that was not directly observable and therefore inquired about feelings, motivations, attitudes, accomplishments and experiences (Creswell, 2003).

Creswell (2002) defines data collection as a means by which information is obtained from the selected subjects of an investigation. The primary research data was collected from the heads of the various departments and lecturers on permanent terms. Questionnaires were administered personally in the various categories at their convenience. Respondents were given a couple of days to carefully fill out the questionnaires and then collected by the research assistants.

**Findings and discussions**

The study found that the management style practiced by institutions contributed highly to successfully setting up or initiating competitive strategies for growth. The findings show that there is a link between management style applied and the growth of the TVET institutes in Kenya. Majority of the respondents rooted for participative – group system as
a management style and consultative system. Findings show that change is being experienced in the manner in which public technical training institutes are managed. Findings show that organizational culture is of great influence on managerial values and decision making. Management of communications also noted to be a major influence in managerial values and decision making.

The study also found that the institutions under study have their strategies centered on the optimization of resources in a stable environment that offers one aspect aimed at efficiency and on growth. Some institutions strategies are focused on market reactions and are totally and explicitly devoted to innovation and opportunities at the expense of efficiency.

The study found that technical skills and interpersonal skills influenced the growth of their institution. Other managerial skills that influenced the growth of technical training institutes included personal management competence, ability to identify market opportunities, managerial experience and innovativeness.

The study found that technology influenced the competitiveness of technical training institutions in Kenya. The study also found that technology advancement improved productivity, improved organization’s competitiveness, reduced cost, enhanced customer’s satisfaction and enhanced employee development. Further, the study found that technology advancement influenced creation of institution’s reputation and reduced amount of resources, improved financial performance and lastly improved product /service quality.

The study found that government financing influenced the competitiveness of technical training institutions in Kenya. The study also revealed that provision of learning materials, provision of grants and government assistance reduced operational and maintenance expenses. Further, the study found that awarding students’ scholarship influenced the growth of institutions and lastly, giving bursaries to needy students influenced the growth of technical training institutions in Kenya.

The study revealed that technical training institutions in Kenya linked marketing functions and growth and conducted a sufficient market research and analysis before introducing new programmes. Also the study found that market orientation was an organizational culture that placed the customer in the centre of the strategies. The study also revealed that technical
training institutions did a lot of market research on programmes/courses that students were willing to pursue and improve them. The study further showed that technical training institutions in Kenya did not often engage in promotional activities to encourage high school leavers to enroll in their institution though they were often fast to detect changes in their service environments.

**Regression model summary of the effect of independent variables on the dependent variable**

The coefficient of determination \( r^2 \) had a value of .605. This implies that independent variables Managerial skills, technology advancement, government financing and marketing orientation explain 60.5% of the variations of Growth of technical training institutes. 39.5% of variations are brought about by factors not captured in the objectives. Durbin Watson value of 2.220 was established illustrating lack of auto correlation in the model residuals.

**Regression Coefficient of Determination of the effect of independent variables on the dependent variable**

<table>
<thead>
<tr>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
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<th>Sig.</th>
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<tbody>
<tr>
<td>(Constant)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>1.448</td>
<td>.560</td>
<td>2.584</td>
<td>.001</td>
</tr>
<tr>
<td>Managerial skills</td>
<td>.191</td>
<td>.313</td>
<td>3.329</td>
</tr>
<tr>
<td>Technology advancement</td>
<td>.466</td>
<td>.312</td>
<td>3.779</td>
</tr>
<tr>
<td>Government financing</td>
<td>.063</td>
<td>.052</td>
<td>.544</td>
</tr>
<tr>
<td>Marketing orientation</td>
<td>.233</td>
<td>.322</td>
<td>3.016</td>
</tr>
</tbody>
</table>

\( \text{a. Dependent Variable: Growth of technical training institutes} \)

The study conducted a multiple regression analysis so as to determine the relationship between the effects of competitive strategies on growth of public technical training institutes and the four attributes investigated in this survey. The regression equation \( Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \alpha \) was:
Y = 1.448 + 0.191X₁ + 0.466X₂ + 0.063X₃ + 0.233X₄ + 0

Whereby

Y = Growth of Public Technical Training Institutes
X₁ = Managerial Skills
X₂ = Technology Advancement
X₃ = Government Financing
X₄ = Marketing orientation

According to the regression equation established, taking all factors (Managerial skills, technology advancement, government financing and marketing orientation) constant at zero, the effects of competitive strategies on growth of public technical training institutes as a result of these independent factors will be 1.448. The data findings analyzed also shows that taking all other independent variables at zero, a unit increase in managerial skills will lead to a 0.191 increase in effects of competitive strategies on growth of public technical training institutes. A unit increase in technology advancement will lead to a 0.466 increase in effects of competitive strategies on growth of public technical training institutes; a unit increase in government financing will lead to a 0.063 increase in effects of competitive strategies on growth of public technical training institutes while a unit increase in marketing orientation will lead to a 0.233 increase in effects of competitive strategies on growth of public technical training institutes. This therefore implies that all the four variables have a positive relationship with technological advancement contributing more to the effects of competitive strategies on growth of public technical training institutes, while government financing contributes the least to the effects of competitive strategies on growth of public technical training institutes in Kenya.

Conclusions

The study concludes that the management style practiced by institutions contributed highly to successfully setting up or initiating competitive strategies for growth. The study also concludes that the institutions under study have their strategies centered on the optimization of resources in a stable environment that offers one aspect aimed at efficiency and on growth. Some institutions strategies are focused on market reactions
and are totally and explicitly devoted to innovation and opportunities at the expense of efficiency.

The study concludes that technology influenced the competitiveness of technical training institutions in Kenya. The study also concludes that technology advancement improved productivity, improved organization’s competitiveness, reduced cost, enhanced customer’s satisfaction and enhanced employee development. Further, the study found that technology advancement influenced creation of institution’s reputation and reduced amount of resources, improved financial performance and lastly improved product/service quality.

The study concludes that government financing influenced the competitiveness of technical training institutions in Kenya. The study also concludes that provision of learning materials, provision of grants and government assistance reduced operational and maintenance expenses.

The study concludes that technical training institutions in Kenya linked marketing functions and growth and conducted a sufficient market research and analysis before introducing new programmes. Also the study concludes that market orientation was an organizational culture that placed the customer in the centre of the strategies. The study also concludes that technical training institutions did a lot of market research on programmes/courses that students were willing to pursue and improve them. The study further concludes that technical training institutions in Kenya did not often engage in promotional activities to encourage high school leavers to enroll in their institution though they were often fast to detect changes in their service environments.

**Recommendations**

The study recommends that pro-activeness and risk taking is the best match for public technical training institutions. This type of management style is able to promote vision, mobilize communities, engage partnerships and promote innovations. Further, the study recommends that the management should center on the optimization of resources in a stable environment that offers one aspect aiming at efficiency.
On the basis of technological advancement, the study recommends that public technical training institutions should adopt modern technology and keep pace with technological changes to remain competitive in the dynamic environment. Technology facilitates overall performance hence through reduced cost, enhanced customer’s satisfaction and enhanced employee development, creation of institution’s reputation, reduced amount of resources used, improved financial performance and improved service quality.

As far as government financing is concerned, the study recommends that the government should be encouraged to engage in the provision of learning materials, provision of grants and government assistance to reduce operational and maintenance expenses in public technical training institutions.

On the basis of marketing orientation, the study recommends that public technical training institutions should conduct a sufficient market research and analysis before introducing new programmes and also often engage in promotional activities to encourage high school leavers to enroll in their institution. The study also recommends that while remaining faithful to their mission and vision, public technical training institutions must commit to continuous innovation to be profitable and successful. To do this public technical training institutions must use the salient features of their programmes associated with social and economic value and market their services as having an added value.

References


