

# Influence Of Resource Mobilization On Competiveness Of Tvet Institutions In Kenya

Monica Njeri Gachunga  
[mgachunga2012@gmail.com](mailto:mgachunga2012@gmail.com)

PhD Candidate,  
Jomo Kenyatta University of Agriculture and Technology (JKUAT)

## ABSTRACT

*The aim of this paper is to assess the influence of resource mobilization on competitiveness of TEVT institutions in Kenya. TVET institutions have been facing tremendous challenges, despite their immense contribution in the country's education sector and to the economy at large. The institutions have been characterized with low intakes and their level of competitiveness has been shrinking over the years. One of the key lacking aspects among the institutions has been inadequacy in resources including finances, human resource and infrastructure. This has seen most of the TVET colleges struggle to meet their daily operational needs thus incapacitating them to remain effective. Despite the evidence of lack of resources in the TVET colleges, there have scant evidence on the efforts by the institutions to mobilize these resources for continued performance. It is against this background that this study seeks to assess the ability of the leaders in the TVET institutions to mobilize the resources and how these resources affect competitiveness of the institutions. This study was informed by the resource dependency theory. A descriptive research design was employed while the target population was TVET institutions in Kenya. A total of 272 respondents were purposively sampled from the 68 TVET institutions in Kenya. A structured questionnaire was used to collect data which was analysed using SPSS. The findings revealed that resource mobilization was an integral aspect of strategic leadership that steered the competitiveness of the TVET institutions in Kenya. The study concluded that TVET institutions lacked adequate resources which could enhance their competitiveness thus recommending the need for leaders in these institutions to develop ways through which adequate resources can be mobilized.*

**Keywords:** Resource Mobilization, Strategic Leadership, TVET institutions, Institutional competitiveness

## INTRODUCTION

### 1.1 Background of the Study

Resources are essential in every organization's performance. Resources can be defined as the available stock of factors of production controlled or owned by the firm. According to Shin, Sung, Choi and Kim (2015) resources are the assets, skills and capabilities of a firm that it can use in its operations to ensure success and sustained performance. Organizational resource allocation is the institution ability to management and avail the required resources such as technology, funds and workforce to its operations for effectiveness and sustainability (Strand, 2014). For the projects to perform better and achieve the required mandate, it is important for

the organizational managers to avail adequate resources to the projects. In fact, resource allocation is considered as one of the competitive strategies that seek to enhance the performance and competitiveness of the firm (Phipps & Burbach, 2016).

The internal capability of the firm and the ability of the firm to meet its set goals determine the effectiveness and competitiveness of the organization. These however depend on the success of the organizational as far as their performance and competitiveness are concerned. On this basis, therefore, mobilizing and allocating resources to the operations of the TVET institutions is a keys aspect of leadership that steers the competitiveness of the institutions.

In most of the developed countries, technical and vocation training has been considered as the main direct economic driver and a lead to an innovative and industrious generation (UNESCO, 2015). Most of the governments across the world are taking proactive roles in strengthening vocational education systems. The governments especially in the developing world are providing a positive evaluation of efforts in upgrading the quality of vocational education institutions (World Bank, 2013). Equipping youth with skills and knowledge to address the problem of youth unemployment and supporting creation of skilled work force are being prioritized as the key pillars to sustainable development (UNESCO, 2009). This has seen increase in productivity and hence economic growth in these countries

In Kenya, technical and vocational training has been a subject of concern as the government has realized the integral role played by these institutions in terms of economic transformation and development (UNESCO, 2015). Despite the country embracing a 8-4-4 system of education which is much based on managerial skills, the government has continued laid out efforts to make TVET education effective and competitive as well. Technical and Vocation Education and Training programmes comply with the aim of addressing youth vulnerability. So far, most TVET programmes have successfully improved quality of life and reduced risk of vulnerability of youths (Cho, Kalomba, Mobarak & Orozco 2013; UNESCO, 2010a). A quality and relevant TVET system is, therefore, critical for national economic growth and global competitiveness as well as holding a strategic position in effective implementation of Kenya Vision 2030 and the Big Four Agenda (KIPPRA, 2019).

## **1.2 Statement of the Problem**

Despite the critical role played by the TVET institutions in Kenya, the institutions operate in a unique and challenging environment characterised by complex governance structures, legal

regimes, and varied stakeholder interests. Currently, TVET is being implemented through 116 institutions in the Ministry of Education, 43 institutions in other line ministries, over 800 vocational training centres managed by County Governments, and over 700 private institutions countrywide (Kipkirui, 2018). Most of these institutions have remained stagnant for decades, with most of their revenue streams relied on government funding. According to Reypens, Bacq, and Milanov (2021), resources remain the main drivers of competitiveness in educational institutions, in that without them, the implementation of any other strategy becomes incapacitated. The available empirical evidence on the TVET institutions has done very little in regard to resource mobilization and competitiveness of the institutions. This study therefore seeks to fill the existing gaps by assessing the influence of resource mobilization on the competitiveness of TVET institutions in Kenya.

### **1.3 Research Objectives**

The study sought to meet the following specific objectives

- 1) To assess the influence of resource mobilization on competitiveness of TVET institutions in Kenya.
- 2) To establish the moderating effect on institutional culture on the relationship between resource mobilization and competitiveness of TVET institutions in Kenya

### **1.4 Statistical Hypotheses**

- 1) **H<sub>0</sub>:** Resource mobilization has no significant influence on competitiveness of TVET institutions in Kenya
- 2) **H<sub>0</sub>:** There is no significant moderating effect of institutional culture on the relationship between resource mobilization and competitiveness of TVET institutions in Kenya

### **1.5 Justification of the Study**

This study seeks to bridge the existing gaps on the role of resource mobilization on the competitiveness of TVET institutions in Kenya. By revealing the current availability of resources and efforts made by the leaders in these institutions to mobilize resources, the study will create an informing consent for the managers of the TVET colleges on the need to mobilize resources and how this can strengthen the competitiveness of the institutions. The findings from the study will be significance to the policy makers, management of the TVET Institutions, other public and private institutions as well as future researchers and academicians.

## **2.0 REVIEW OF LITERATURE**

### **2.1 Theoretical Review**

The paper drew its support from Resource Dependency Theory. RDT theory was publicized by Pfeffer and Salancik (1978) in an attempt to pin-point the need for resources in an organization to steer performance and growth. The theory states that organizations depend on resources so as to keep their operations on-going and effective. In this basis therefore, the organizations have to seek for these resources to ensure that they sustain their operations (Yeo, 2013). According to Pfeffer as cited by Ullah (2013), resources are the basis of power to any organization. This therefore shows the need for the organization to seek for these resources and avail them to its operations.

Pfeffer and Salancik (1978) argue that even the independent organizations will at some point require resources for some of its operations and thus they have to have some relationship with the organizations in their environment. Smerek and Denison (2007) cite Pfeffer and Salancik and stated that resources and power go hand in hand thus any organization that seeks to be powerful in an organization will eventually seek resources for sustaining itself as a powerful organization.

TVET Institutions require resources for them to be effective and directed towards achievement of the set goal. This means that for the institutions to effectively enhance their competitiveness through awareness creation, marketing and providing exemplary services, they should have adequate resources in terms of finances and human skills. The TVET institutions will require to seek better ways of ensuring that their operations have enough resources to keep them running (Ozcan & Eisenhardt, 2009). The RDT therefore comes in as an attempt to influence the TVET institutions through the management to seek resources from the government and other stakeholders so as to ensure their smooth running through which competitiveness will be enhanced (Pfeffer, 2005). Basing the argument on the RDT theory, it is quite clear that for TVET institutions to be competitiveness, the management of the institutions ought to mobilize more resources in terms of finances, infrastructure development and human skills. The views therefore show a wide relevance of the resource dependence theory to support the second objective of the study on influence of resource mobilization on the competitiveness of TVET institutions in Kenya.

## **2.2 Empirical Review of the Literature**

Resource mobilization involves the process of management of resources in an organization to promote its effectiveness and performance. Studies have been carried out across the globe on the connection between asset activation and hierarchical execution. For example, Milden (2015) completed an examination on the effects of asset activation on execution of Non-administrative associations in Pakistan. The examination concentrated on setting up the role played by effective resource mobilization on firm performance based on the number of customers and efficiency in delivery of the services by the NGOs. According to Milden (2015), organizational performance is based on the effectiveness and adequacy of the resources thus mobilizing the resources to make available at the required time, quality, quantity and place. Milden (2015) further argued that the organizational management has the duty to mobilize the resources for uninterrupted operations. The scholar further established that some resources were better placed and considered to be more important than others in an organization such as human resources.

In another study, Karliegh (2012) examined the role of resource armament on the employee commitment and performance. Karliegh (2012) aimed at establishing the role of resource allocation and management on the performance of employees and firm performance. The scholar focused on commercial banks in Egypt and adopted a cross-sectional research design with a study sample of 114 respondents drawn from the employees of the commercial banks. Karliegh (2012) established that commercial banks dedicated adequate resources to the human resource departments and this enhanced the performance of the employees. According to Karliegh (2012) employees are crucial organizational resources who require training, rewarding and motivation which can be attained through adequate allocation of budget to the said departments.

Elsewhere, Mueni (2015) conducted a study on the relationship between resource allocation and performance of non-financial firms listed at the NSE. The study sought to establish the role played by effective and adequate resource allocation to different projects and departments among the non-financial firms listed at NSE on their performance. Descriptive survey design was adopted and had a sample of 97 respondents drawn from different managerial levels in the firms. The study found out that performance of non-financial firms relies of the adequacy and appropriateness of the resources allocated to the firms. The resources in this case are the

human resources, management support, ICT tools as well as adequate budgeting to various projects and departments (Mueni, 2015).

Serda, Mark, Dilek, Shaisha and Xiaoyun (2014) conducted a study on quasi-moderating role of organizational culture rewards and knowledge shared and gained. They applied a regression method using a survey model. Analyses show knowledge sharing and gaining in and organization is a reward of organizational culture of knowledge transferring. Furthermore, the interaction between cultures and reward influences knowledge gained, but not knowledge shared. This leads to concluding that knowledge gains can be prompted by rewarding, even in the absence of a supporting culture.

### 2.3 Conceptual Framework

Figure 1 below shows the conceptual framework for the study.

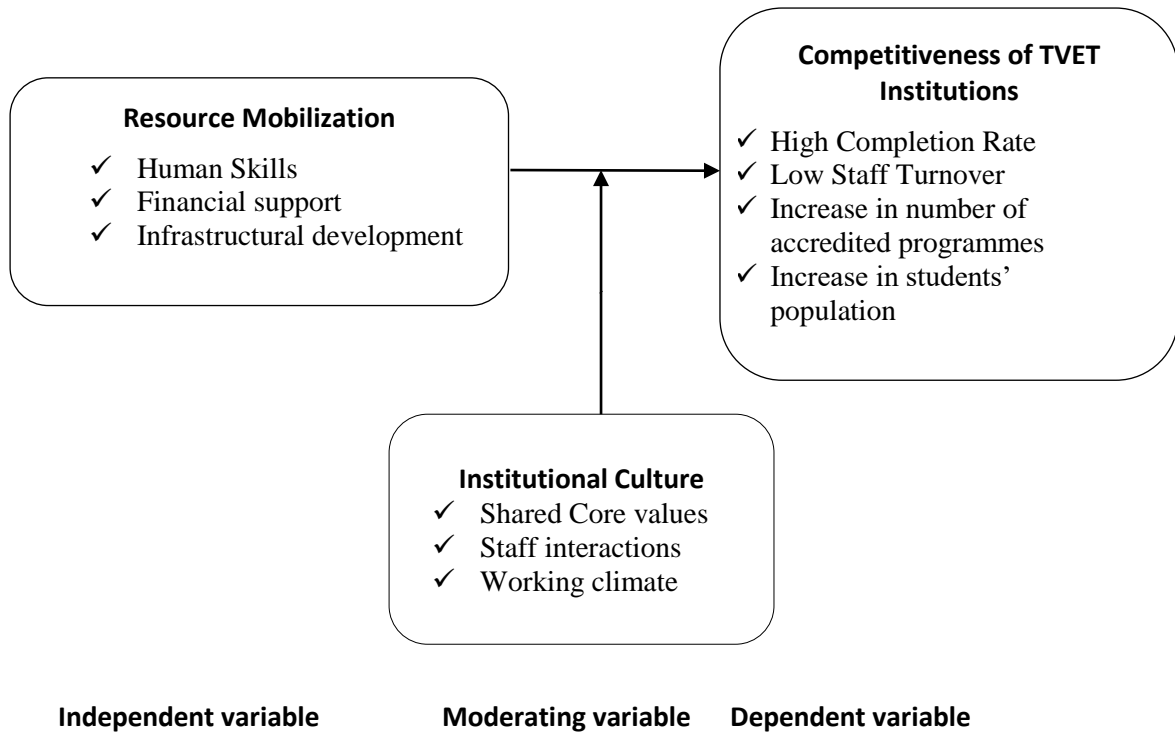


Figure 1: Concetual Framework

### 2.4 Research Gaps

The study addressed various gaps including the evidence that most of the available reviewed studies focused on other approaches of resources such as budgeting, adequacy of resources

and use of the available resources but failed to address the generation or mobilization of these resources. The studies used different approaches such as feasible approach and exploratory hence a different study adopting a different approach (descriptive) would be necessary in confirming their findings. Other studies focused on performance, sustainability and growth, which cannot be reciprocated to competitiveness. Other studies were carried out in developed countries where business operations and other aspects of strategic leadership is more advance unlike the current study that focuses on a developing country (Kenya). The studies focused on other industries such as NGOs, small businesses and commercial banks whose management and perception of competitive advantage may not be the same as that in TVET institutions.

### **3.0 METHODOLOGY**

#### **3.1 Research Design**

Descriptive research design was used in this study. It entails explanation of a phenomenon, estimating a proportion of a population with similar characteristics and ascertaining the relationship that occurs amid the variables under study (Myers, 2013; Saunders, Thornhill & Lewis, 2009).

#### **3.2 Target Population and Sampling**

The accredited TVET institutions in Kenya were targeted. According to Ministry of Education (MOE-2018), there are 68 registered operational TVET institutions in Kenya. A census was used whereby all the 68 TVET institutions were selected while the principals, heads of finance department, heads of ICT and heads of R&D were purposively selected making the ample size to total to 272 respondents. The respondents were surveyed using a structured questionnaire.

#### **3.3 Data Analysis**

Both descriptive and inferential statistics were used to analyze quantitative data while the qualitative data was analysed through description and thematic analysis. Descriptive statistics such as frequency distribution and measures of central tendency was used to analyse the demographic data. Testing of the hypothesis was done by calculating an F-Value using a two-way ANOVA.

### **4.0 FINDINGS AND DISCUSSION**

#### 4.1 Test for Reliability

Reliability is the extent to which data collection techniques or analysis procedures will yield consistent findings (accuracy and precision of a measurement procedure) (Creswell, 2014). Cronbach's coefficient alpha was used to test for reliability. It determines the internal consistency of items within the test were used after collection of the pilot data to test the findings.

The results as shown in Table 1 indicate that that Resource Mobilization, which had sixteen (16) questions (items), had a cumulative Cronbach's ( $\alpha$ ) of 0.876 indicating that 87.6% of the variance in the scores is reliable and only 12.4% is not reliable hence all the 16 questions were maintained for analysis. Institutional Culture had 11 items which had a Cronbach's Alpha of 0.931 implying that the variable had a reliability variance of 93.1%. Competitiveness of TVET institutions which had 4 items was also reliable with a Cronbach's Alpha of 0.887.

**Table 1: Reliability Results**

Variable	Coefficient ( $\alpha$ )	Number of Items	Comment
Resource Mobilization	0.876	16	Reliable, use all the 16 Items
Institutional Culture	0.931	11	Reliable, use all the 11 Items
Competitiveness	0.887	4	Reliable, use all the 4 Items

#### 4.2 Factor Analysis Results

Principal Component Analysis (PCA) method of factor extraction was used to assess the validity. The findings as reported in Table 2 indicate that the average factor loading of 0.776, 0.709, and 0.759 for resource mobilization, institutional culture and competitiveness respectively. These were considered to meet the 0.40 threshold hence the questions had met the validity test.

**Table 2: Factor Loadings for Validity Test**

Variable	Number of Factors	Average Factor loadings
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Resource Mobilization	16	.776
Institutional Culture	11	.709
Competitiveness	4	.759

### 4.3 Demographic Results

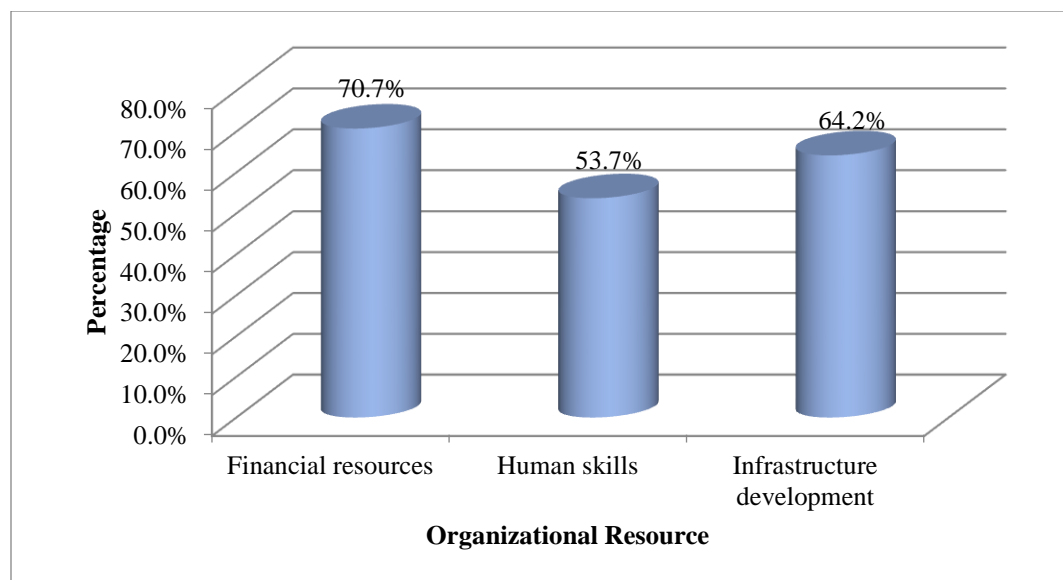
The study obtained a response rate of 84.1% (229) out of a sample size of 303 respondents drawn from the TVET institutions across Kenya. The demographic results revealed that majority of the respondents were drawn from finance and research and development departments with most of them having served in their respective institutions for a period of less than 3 years. Most of the surveyed TVET Institutions had been in operation for 10 years and above and were drawn from the technical institutes category. The demographic results revealed that the characteristics of the institutions as well as those of the respondents were diverse hence the diversity in the study findings for the main subject of the study.

### 4.4 Descriptive Analysis of the Study Variables

This sub-section covers the descriptive analysis of the data based on the specific study objectives. Descriptive analysis according to Young (2014) helps describe things the way they in a study through means, standard deviation, frequencies and percentages. The analysis herein is done systematically as per the study objectives.

#### 4.4.1 Resource Mobilization

The study aimed at establishing the influence of resource mobilization on the competitiveness of TVET institutions in Kenya. Resource mobilization is a process of seeking, planning and monitoring the use of resources in an organization. This is a major role of a strategic leader as noted by Lear (2012). The major aspects of resource mobilization focused on in the study were human skills, financial support and infrastructural development. The respondents were asked to rate the extent to which their respective institutions embraced these main aspects of resource mobilization. As the findings in Figure 2 reveal, financial resources were rated at 70.7%, infrastructure development was rated at 64.2% while human skills were rated at 53.7%. The findings imply that financial resources and infrastructure were the major resources upheld by the institutions.



**Figure 2: Aspects of Organizational Resources**

The study sought to establish the respondents' level of agreement on specific statements on resource mobilization based on a five-point Likert's scale. The findings are as shown in Table 3. The findings imply that financing made towards the TVET institutions is inadequate and not reliable and this could be the bottleneck towards competitiveness of the institutions. The findings further revealed that the infrastructure in most of the TVET institutions was not adequate to run the operations of the institutions and this could negatively affect their competitiveness. According to Rajesh and Regilal (2017), financial resources are critical to steering the success of strategic decisions and promoting their competitiveness. Wijetunga (2013) allude that frequent training is a key aspect in ensuring that the employees are well conversant with changes and emerging issues that enables them to be more effective and productive.

**Table 3: Level of Agreements with Statements on Resource Mobilization**

Statement	Mean	Std. Dev.
The Government frequently sponsors employees to enhance their skills and competencies	3.78	1.30
Trainers sponsor themselves to upgrade their skills and competencies	3.17	1.21
Frequent training has improved the staff output	2.85	1.30
Level of experience and educational level are considered when recruiting new employees	2.86	1.42

The organization strives to retain the best talents through rewarding and motivation	3.52	1.23
There is adequate budget allocated to the institution by the government	3.26	1.25
The institution has adequate finances to finance and keep the operations running	3.18	1.16
There are reliable sources of alternative financing for the institution's financial needs	2.56	1.20
There are adequate furnished classrooms for use by the students enrolled and programmes on offer	3.12	1.17
The institution's laboratories/workshops are well equipped with up to date training equipment	3.28	1.21
There are adequate offices for the trainers	3.59	1.18
The institution library has adequate print and e-resources information to support the programmes on offer and students enrolment	3.13	1.09
Infrastructural development is set as one of the goals of the institution	3.54	1.11

#### 4.4.2 Institutional Culture

The study aimed at examining the moderating effect of institutional culture on the relationship between resource mobilization and the competitiveness of TVET institutions in Kenya. The main indicators used to explore institutional culture were; shared core values, staff interactions and working climate. The findings are as summarized in Table 4. The results revealed that reliable and effective communication systems allowed information sharing among the employees in their respective institutions. According to Myeongju and Hyunok (2017), the organizational culture cuts across the organization as a determinant of how effective any strategy succeeds and this is made possible by a culture where employees relate well with each other and are free to share ideas and information amongst themselves. The finding concur with the reviewed literature by Awan and Mahmood (2010) who established that organizational culture steers the way employees relate to each other and how they socially interact with stakeholders in the organisation. Taormina (2008) argued that leadership behaviors tend to be more control-oriented in bureaucratic culture; and more flexible-oriented in innovative culture. Hartog, Van Muigen and Koopman (1996) and Hartnell, Ou and Kinicki (2011) found that there is a positive relationship between the group culture and transformational leadership factors. Lok and Crawford (2003) found that innovative and supportive cultures, and a

consideration leadership style, had positive effects on job satisfaction and organizational competitiveness.

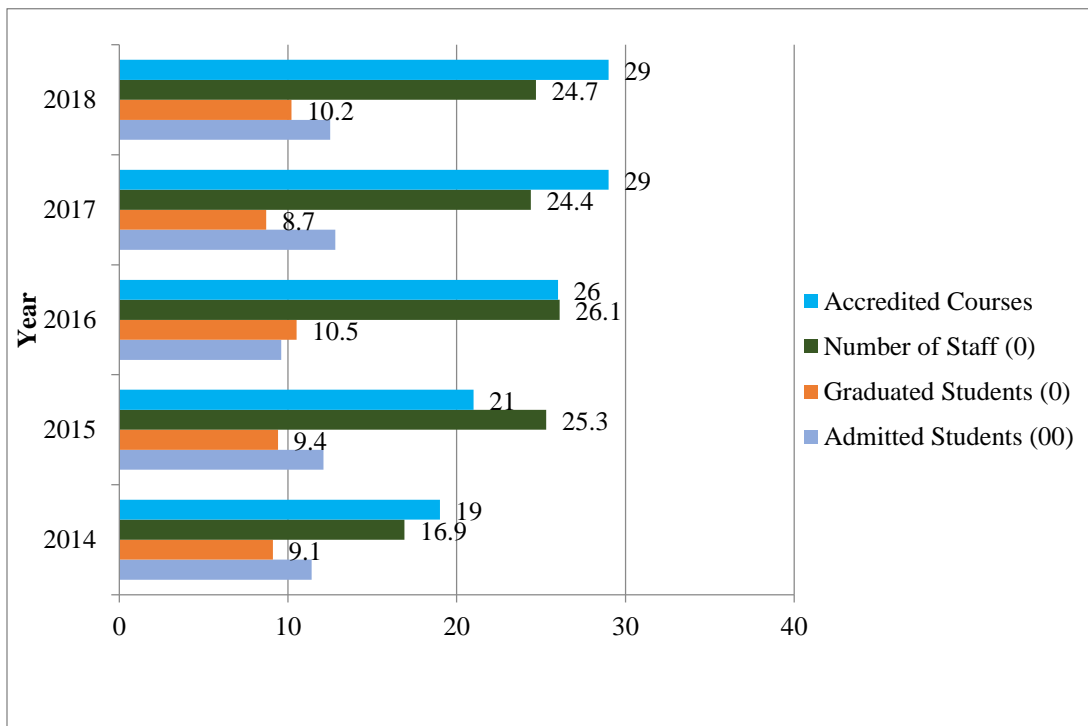
**Table 4: Descriptive Statistics on Institutional Culture**

Statement	Mean	Std. Dev.
Accountability is encouraged in the organization among all the employees	3.98	1.02
Instilling discipline among the trainees fraternity has been a major concern of the institutional management	3.80	1.16
The management respects the personal goals of the trainers	3.91	1.06
There are effective and reliable communication systems to allow sharing of information among the trainers	3.74	1.21
There are regular meetings held to enhance interaction among the trainers	3.86	1.06
The top management regular organize events such as cultural day, team building and sport to enhance interaction among trainers and trainees	3.82	1.17
New staff members are adequately inducted across the departments in the institution	3.61	1.19
The working space provided is adequate and conducive for staff to work in	3.83	1.07
The top management has provided a cohesive environment for trainers and trainees	3.83	1.06
The institution has policies to guide in conducts of trainers and trainees	3.65	1.17
The institution has a welfare that cater for trainers and trainees	3.67	1.30

#### 4.4.3 Competitiveness of the TVET Colleges

The study sought to establish the competitiveness of TVET colleges in Kenya and the major aspects of competitiveness used included the number of accredited courses, staff turnover, rates of completion and intake. According to UNESCO (2017), the success of technical training institutions is determined by their level and ability to compete with other higher learning

institutions by attracting a reasonable number of students, offering variety courses and relevant to the market as well as instilling skills and competencies that can solve modern-day problems. The findings are summarised in Figure 3. According to Kyaw and Naing (2015), TVET colleges ought to come up with newer courses as frequently as possible as a show of enhanced innovation but they should not duplicate courses. According to Urdaneta (2017), the turnover rate in higher learning institutions especially the TVET colleges can be a major predictor of how things are as far as performance and competitiveness of these institutions is concerned.



**Figure 3: Competitiveness of TVET Institutions**

#### 4.5 Inferential Results

The first hypothesis of the study was that resource mobilization has no significance influence on the competitiveness of TVET institutions in Kenya. To test the hypothesis, linear regression model was used and the results are as herein shown in model summary, ANOVA test and regression coefficients. As the model summary in Table 5 reveal, the  $R^2$  for the model was 0.265 which is an indication that resource mobilization explained up to 26.5% of the variations in the competitiveness of TVET institutions in Kenya.

The ANOVA results on resource mobilization and competitiveness of TVET institutions are as shown in Table 6. As the results indicate, F-statistics for the variable was 82.039 at a significance level of 0.000. This implies that the model could statistically explain the relationship between resource mobilization and the competitiveness of TVET institutions in Kenya.

Table 7 shows the regression coefficients for the model. The Beta coefficient ( $\beta$ ) for the model was 0.518 at a 0.000 significance level. The proposed model;  $Y = \alpha + \beta_2 X_2 + \epsilon$ ; now becomes  $Y = 1.853 + 0.518X_2 + 0.057$ . The findings imply that a unit change in resource mobilization could lead up to 51.8% increase in the competitiveness of TVET institutions in Kenya. This leads to the decision to reject the null hypothesis that resource mobilization has not significant influence on the competitiveness of TVET institutions in Kenya.

The results are in line with the findings by Sosik et al. (2015) who found that the main role of a strategic leader is to make the right connection for the organization. One of these right connections is mobilizing for resources to cater for both internal and external needs of the organization. Organizations such as the TVET institutions require intensive resources in order to finance and execute their mandate. Obtaining these resources is mainly the role of the leaders who have to be strategic and outgoing in order to unveil new and reliable sources of resources including finances, human resources and infrastructure (Pangarkar, 2015).

**Table 5: Model Summary for Resource Mobilization**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.515 <sup>a</sup>	.265	.262	.91301
a. Predictors: (Constant), Resource Mobilization				

**Table 6: ANOVA for Resource Mobilization**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	68.386	1	68.386	82.039	.000 <sup>b</sup>
	Residual	189.223	227	.834		
	Total	257.609	228			
a. Dependent Variable: Competitiveness						
b. Predictors: (Constant), Resource Mobilization						

**Table 7: Regression Coefficients for Resource Mobilization**

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.853	.227		8.162	.000
	Resource Mobilization	.518	.057	.515	9.058	.000

a. Dependent Variable: Competitiveness

*H<sub>0</sub>: There is no significant moderating effect of institutional culture on the relationship between resource mobilization and competitiveness of TVET institutions in Kenya*

The results revealed that insititutional culture had no signifcint moderating effect on the relationship between resource mobilization and competitiveness of TVET institutions in kenya. The null hypothesis was therefore not rejected.

**Table 8: Moderating effect of Institutional Culture**

Model		Unstandardized Coefficients		Standardiz ed Coefficient s	t	Sig.
		B	Std. Error	Beta		
(Constant)		~ 1.169	.552		~ 2.119	.035
Resource Mobilization * Institutional Culture		~ .075	.051	~ -.498	~ 1.475	.142

a. Dependent Variable: Competitiveness of TVET Institutions

#### 4.6 Overall Summary of Findings

The study sought to assess the influence of resource mobilization on the competitiveness of TVET institutions in Kenya. The findings revealed that most of the institutions were in need of financial resources (70.7%) followed by infrastructure development (64.2%) and human resources was the least needed with 53.7%. The respondents agreed that the government of Kenya frequently sponsored employees to enhance their skills while others indicated that the

trainers sponsored their own training to upgrade their skills and competences. The respondents disagreed that there was frequent training of the trainers in their respective institutions to enhance their output and indication that employee training was not effectively upheld. Majority of the respondents disagreed that their respective institutions had adequate financial resources to finance their operations and projects. Moreover, it was established that most of the institutions did not have adequate furnished classrooms as well as adequate furnished classrooms for use by the students enrolled. The implication of the findings was that the resources available at the TVET institutions (human skills, finances and infrastructure) were inadequate to effectively run the operations of the institutions to attain competitiveness. The results from the analysis of the regression model revealed that resource mobilization had a significant and positive influence on the competitiveness of the TVET institutions in Kenya.

## **5.0 CONCLUSION AND RECOMMENDATIONS**

### **5.1 Conclusion**

Resource mobilization was found to be a key aspect of strategic leadership that significantly contributed to the competitiveness of the TVET institutions in Kenya. The study concluded that most of the TVET institutes faced competitiveness issues as a result of inadequate resources especially financial resources and infrastructure. Strategic leadership is about mobilizing resources for the organization and ensuring effective and accountable use of these resources towards the overall benefit of the firm. The study concluded that while resources were recognized as a key aspect in steering the competitiveness of the TVET institutions, they were not adequate hence they were among the missing factors in the competitiveness of the institutions.

### **5.2 Recommendations**

The Government has the key mandate of ensuring technical skills enhancement among the citizens especially the youth for economic growth and development through job creation and self-employment. To this end, the government through the relevant ministry should ensure adequate, timely and effective funding of the TVET institutions so as to enable them offer the right skills and operate effectively.

The management of the TVET institutions on the other and should ensure that the available resources are effectively used and ensure accountability in order to reap the best out of these resources.



### 5.3 Areas for further Research

The study aimed at assessing the influence of resource mobilization on the competitiveness of TVET institutions in Kenya. The study was limited to the TVET institution in Kenya hence the suggestions that a different study should be carried out to focus on other higher learning institutions such as the private or public universities which as well are critical to the country's educational sector and resource mobilization is necessary to their competitiveness.

The study addressed the competitiveness of TVET institutions in Kenya. Apart from the competitiveness, there are other aspects that have affected the continued effectiveness and contribution of these institutions to their intended goals. Other studies can be carried out to establish the effect of different aspects such as public awareness, acceptance, government commitment, operating environment and the educational system in Kenya on the effectiveness of the TVET institutions in Kenya.

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