



Influence of Situational Analysis Practices on Institutional Performance in Selected National Polytechnics in Kenya

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Abstract: Globally, academicians, policy planners and experts in education identify the necessity for effective and well-organized management of education systems. The purpose of this article was to look at the influence of situational analysis practices on institutional performance in selected national polytechnics in Kenya. The research was steered by the Strategic Choice Theory and the Theory of Performance. The research adopted mixed methodology and the concurrent triangulation model with descriptive correlational designs. Target population was 42,284 participants comprising of 6 TVET principals, 735 lecturers, and 41,375 students. The Central Limit Theorem enabled simple random selection of 252 lecturers and 384 students. The principals were selected purposively. Interview schedules were conducted among the principals. The researcher requested the specialists from the university to inspect tools for face to face and content validity. In terms of reliability, test-retest technique was utilized with the Cronbach's Alpha to establish the reliability of tools. A rate of 0.700 was attained and the instruments were termed dependable. Concurrent triangulation was utilized to guarantee credibility. In-depth interview was done to establish dependability of qualitative tools. Quantitative data was analyzed in descriptive and inferential statistics and presented in tabular form, frequencies, percentages. Linear regression in inferential statistics was adopted. Qualitative information was analyzed through thematic scrutiny and presented in narrative format and verbatim citations. It was recommended that the central and county governments involve stakeholders in management of the colleges and provide adequate funds and trainers to enable better outcomes.

Key Words: Analysis, Influence, Institutional, Performance, Practices, Situational

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1. Introduction

Situational analysis is the act of scanning the present situation in the national polytechnics. The strategic practices have origins from the military as contemporary ideas came from the business activities in the beginning of the 20th Century (Sheridan, 2017). Gradually, it was treasured as a standard business supervision instrument after the second World War. The strategic practices continued typically to be a private sectors' responsibility till nineteen seventies as per Candy and Gordon (2018). The notion of strategic management could be traced back from the military field as early as the Greek city states in the 5th Century B.C. Through the Harvard Policy Model, a management method for private business was formed in the

early nineteen twenties. Current use of strategic arrangement did not occur on a huge measure till the nineteen fifties when the SWOT model was a subject in business management. In the periods between middle of 1960s and middle of 1970s, American corporations were engrossed with strategic management.

Worldwide, strategic management is a group of deciding and actions that end in the formulation and implementing of plans calculated to attain an establishment's aims (Pearce & Robinson, 2019). Strategic management procedure, consequently, comprises of strategic planning, strategic stakeholders' involvement, strategy formulating, strategy implementing, monitoring and evaluating which in the past investigations were seen to impact the competitive

alignment of the firms in the business thus, determining the performance (Johnson, 2020). The practicing of strategic decision-making in establishments is what is stated normally as strategic management procedure (Ali, 2017).

Nations such as Brazil, Italy, China, Australia, Sweden and Japan have given more appreciation to TVET through suitable subsidy and centralized administration. For instance, in Australia, every TVET training is controlled by the National Skills Framework (NSF), an organization that sets out the national training necessities to guarantee excellence and national steadiness in terms of qualifications and the delivery of trainings (UNESCO-UNEVOC, 2020). In USA, vocational and academic education are combined and the education arrangement leads to both academic and occupational capabilities (US Department of Education, 1992) and early in the year the President projected new expenditure on education with a large quantity to advance vocation and technical schooling (Pearce, 2012).

Reeves (2018) proposed that institutional administrators required direction to engross strategic management procedures that resulted in enhanced student outcomes in STEM. In the scrutiny of 100s of strategic management from institutions in US, it was established that institutional management's huge anticipations and controlling practices contributed to effective planning and henceforth learner attainment. USA embraced strategic management around 1993 promoting excellence and equity in education. It followed four steps which involved conducting inclusive needs assessment, managing enquiry process, designing wide programme and assessing it. This bought commendable improvement in education departments (Cook, 2017).

In England, the National Audit Office indicated the proportion of education with budget overruns have increased steadily with uncertainties over amount and timing of government grants being major issues. In Chile, management of fiscal resources in the public education is centralized and strategic management practices were introduced to link expenditure allocations to national education priorities. However, integration was poor at the institutional levels and inefficiencies in public education remained prevalent (Wheelen, 2017).

The Finland Ministry of Education and Culture makes countrywide level strategies and plans. For instance, the Finnish Education Ministry has advanced and executed Basic Education Act, which tackles over-all national educational aims, distributing of lesson hours and educational vision in addition to giving directions to municipalities. The Finland National Board of Education is accountable for development of institutional education and preparations for the National Core Curriculum for Basic

Education. The latest core curriculum helps teachers in analyzing crucial education queries, like what would education be like in the future, how could education prepare youths for the future, the types of competences that would be wanted daily and working-life situations, the kind of learning environment and practices or instruction approaches would best yield the anticipated education and learning at the school stage (Stander, 2019)

The Republic of Singapore shaped innovative education visualization, *Thinking Schools, Learning Nation*. This key landmark was recognized by the then Prime Minister Tong's trust that "A country's treasure in the twenty first century would rely on the capability of its citizens to learn" (UNESCO, 2020). The visualization included a huge variety of initiatives over many years that were calculated to steer education to the capabilities and benefits of learners, to offer more freedom and choices for learners and to change the structuring of education.

Concerning New Zealand, the strategy on schooling gives independence for the institutional heads to work as CEOs, offers the legal accountability to work on institutional planning, reporting, reviewing, and evaluation procedure to guarantee successful execution of strategic plans and answerability in every aspect of the institutional administration instead of being curriculum managers only (OECD, 2018). This exercise permits the heads to bestow a noteworthy time and pains to institutional processes, setting targets, monitoring, human and non-human materials managing in every day events. The practices have a noteworthy influence on heads' keenness and learning outcomes (Nicolas, Reneta, Raffaella & John, 2020).

Though faced with pedagogical challenges, strategic management in Europe has made major strides in school development (Deal, 2018). In Malaysia, since 1957 during independence, the Federation has given a huge, great and continuing concentration on building and improving its countrywide schooling procedure and structure. This is evidently verified in noteworthy monetary investing in education, all-inclusive schooling planning, and subsequent strategy changes to align with the nation's ambitions to grow in tandem with the international demands. Indeed, Malaysia schooling structure could be viewed as a sample model established to assist countrywide growth and monetary advancement. So as to attain a fruitful education excellence, the in-charge of education should be attentive to the crucial aspects like in the field of human resources (Okwukweka & Obiageli, 2017).

To bear with changes, high school managers are compelled to adjust and learn to advance themselves for better knowledge, skills and desired qualifications, particularly in the characteristic of strategic management in order to boost the strength of their schools to meet the demands of current and prospective students. Nwosu (2017) reported that

teachers, the so referred to as “national builders” in South Korea are perhaps the most significant set of experts for country’s future; without teaching force, the schooling structure could be disabled. Teachers, being chief participants in schooling, could help learners with knowledge, monitor their advancement and offer guiding facilities under the guiding and supervising responsibility of the head. The notion of institutional performance could be regarded as expressing components on two scopes: effectiveness, which is about the correspondence between outputs and aims or other criteria, and efficiency, which links results to inputs. The effectiveness dimension, which has been comparatively abandoned in efforts to assess performance in institutions, is defined, and its association with the economic ideas of efficiency and productivity is scrutinized. The practical difficulties in assessing relate to the conceptualization and measurement of inputs and outputs in a way reflecting an educational institution’s purposes and processes, and in a form, which can be used as managing information (Onuma, 2016).

The notion of organizational performance grounded on the awareness that an organization is the volunteer associating of fruitful assets, counting humans, physical, and key resources, for the drive of attaining a collective aim. The ones giving the assets shall solitary oblige them to the organization provided that they are pleased with the worth they get in exchanging, comparatively to alternate use of the assets. Consequently, value creating, as defined by the resource provider, is the vital over-all performing criteria for any organization. The responsibility of management is of central position to the performing and achievement of any organization. This comprises numerous facets like having vision, motivating, enabling, facilitating, mentoring and coaching. At the starting phase of a business organization, the supervision manager is accountable for the supplying of the products or services, the management, the administration and the selling and promoting (Wolf & Floyd, 2021). In reality the business is the manager and the other way round. As the business propels, the manager has to focus on the general strategic track and share some of the operative and technical decisions with selected officers and workers. The manager gives accountability on the foundation of trusting or designing controlling structures to screen individual’s actions. Then he/she can then likewise have to hire managers and workers with the required professional skills. To enable business to swell, sales income should grow meaning that more goods are produced or excellence is enhanced to validate a bigger unit value or product range (Wolf & Floyd, 2021).

Innovativeness and talent management are similarly two of the indispensable competences required for high performance in a business organization. The investing in training and management development is to improve innovation and the developing of talent has been detected as a vital strategic focusing in high-performing business

organizations. Each high-performance business organization similarly has a high performing cultural background (World Bank, 2020).

In the Sub-Saharan Africa, financial mismanagement compromises the education quality in many countries (World Bank, 2020). In South Africa, Rangongo, Mohlakwana and Beckmann (2016) established non-compliance with public financial management regulations, poor capacity, poor monitoring and control, lack of school financial policies, leniency on culprits, and lack of transparency and accountability as causes of poor fiscal outcomes. South Africa Schools Act ranks the responsibility of the school head as an academic manager. In accordance with the Act, the part played by heads is part of the procedure of strategic management and strategic thinking. The drive of strategic management for institutions is to guarantee that they have the ability to confront the tasks of a changing inside and outside atmosphere. Education generally and schools specifically, have been and shall continue to be impacted by the continuous changes.

In Nigeria, the extent of the implementing of the countrywide strategy on education seems to be comparatively lower due to the quality issues in institutions, instructional delivering and management. These are partially due to the absence of government’s solid obligation to strategic management in education which caused insufficient workable structures, insufficient education resources, small capacity growth and insufficient inspiration making teachers disheartened in the delivering of the curriculum. The work by Achor (2016) in Benue and Kogi, Nigeria exposed that meagre money, big classes, lacking technological supporting and failure in training teachers were highest amongst the issues touching the implementing of Basic Education. Okebukola (2018) stated that many community institutions in the country were substandard considering the excellence of infrastructure, fittings, scenery and overall school atmosphere when compared with worldwide standards and when likened with the situations in similar institutions in Europe, N. America, Asia, S. Africa and Egypt. These inequalities could be partially ascribed to inadequate consideration offered to the strategic arrangement in the schools.

Post-secondary schooling in Ghana includes universities, institutions, the polys, religious and teaching institutions. According to Chukwumah (2016) this education plays a key part in the societal and monetary growth of the state, counting the creating, disseminating and applying of knowledge and the adaptation of knowledge to enable countrywide growth requirements and ambitions. After their promotion in nineteen ninety-two to middle level college position, the polys in the country were faced with

the challenges of handling the transformation of the current polys, from the country Education Service 2nd cycle institutes to trustworthy diploma giving middle level colleges, in an environment of ambiguity and unpredictability. Handling this alteration to attain the strategic aims of the polys has been a key bother for every stakeholder, predominantly the councils and administration of the polys. The polys were promoted to tertiary position in nineteen ninety-three after the declaration of Polytechnic Law, PNDC Law 321, 1992 (NCTE, 2021).

In Kenya the Technical and Vocational Education Training (TVET) Act of two thousand and thirteen transferred the Technical Training function from the TSC to the Education Ministry, State Department for Vocational and Technical Training. Consequently, National Polytechnics are hosted under TVET and charged with mandate of producing skilled workforce. A capable staff is an elementary prerequisite for propelling the idea of industrial and economy growth. TVET embraces the significance to structuring the technical and commercial workers. It is consequently, one of the significant primaries of the Government's growth plan in Kenya. From two thousand, renewed consciousness of the serious responsibility that TVET can take in economy growing and nationwide growth began. A significant element of TVET is positioning to the arena of employment and the attainment of pertinent skills. TVET delivery mechanisms are, consequently, in good position to coach the skilled and entrepreneurial staff that this country desires to generate wealth and achieve Vision twenty thirty. Training for high excellence skills, nevertheless, needs standards on the suitable training apparatus and tools, appropriate training resources, operational handbooks, Competence Based Education and training, curriculum and instructors. This has frequently been a failure in both public and private TVET providers and therefore, one of the crucial causes for regulating the TVET system (Ali, 2017).

The Authority is overseen by a Board chosen by the CS accountable for TVET while the everyday matters are accomplished by the Secretariat of the Board, led by the Director General. Before the creation of TVETA, a Directorate of Technical Accreditation and Quality and Directorate of Youth Training (DYT) had been formed to take care of inspecting and registering of TVET institutes in the view of the directive of the Ministry of Higher Education Science and Technology and Ministry of Youth Affairs and Sports.

The National Polytechnics in Kenya include: Eldoret National Polytechnic, Sigalagala National Polytechnic, Kisumu National Polytechnic, Kisii National Polytechnic, Kenya Coast National Polytechnic, North Eastern National Polytechnic, Kabete National Polytechnic, Nyeri National

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

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

In a synopsis, the National Polytechnics under TVET programmes in Kenya continue to experience various legal, performance and managerial challenges despite the adoption of the TVETA Strategic Plan 2018-2022 whose aims was to ensure the National Polytechnics are strategically supported to empower youth and persons through enhanced skills, competences, knowledge and countrywide and worldwide recognized credentials. As mentioned earlier and in accordance to the Basic Education Statistics Report 2014, 2017 and 2019, about 70% of the candidates who have consistently scored between C to D+ qualifies for admission into the middle level colleges with high percentage of them between C- and C+ qualifying for national polytechnics justifying the need to conduct this study under National Polytechnics. The trainer/student ratio is far below the required threshold with the first trade off to consider is the safety of students during technical training, and for the remainder of their certification and diploma period in an organization. Sacrificing individual attention comes with significant risk when dealing with

adult students in a hazardous environment. In technical training, there is no sacrifice to the quality to manipulate the student to instructor ratio.

2. Literature Review

The normative view indicated situational analysis was the initial step of strategic management. Also called environmental analysis, system analysis, sector analysis or sector review, strategic analysis entailed information gathering, processing and analysis, preparation of diagnostic results on internal and external factors that influenced performance. This included analyses of macro-economic and socio-demographic factors, existing education policies, performance, management capacity, and costs and financing. The results of these analyses and review were integrated using a SWOT matrix (IIEP-UNESCO, 2020).

Strategic management and administration have been significant in the past. Nevertheless, the growth of strategic management in an area of studying was frequently propelled during the past hundred years. Some of the crucial commercial and academic activities which have assisted the area advance include: an early identified conversation of approach in the Bible (Auka, 2016). About three thousand to five hundred years back, Moses encountered a problem later leading Jews from Egyptian slavery. He was overcome as the only strategic person in a state that surpassed a million persons. Depending on guidance from his in-law, he started delegation of power to others who were leaders, each supervising a cluster of persons. This delegating of power shaped a commanding structuring that gave him freedom to look into bigger decisions and helped him enable his tactics (David, 2018).

Poor situational analysis derailed strategy formulation and implementation (Hunger & Wheelen, 2017). Various organizational and environmental factors were identified as contingencies in the nexus between strategic management and organizational outcomes (Kaonda, 2014; Sheridan, 1998; Wolf & Floyd, 2021) but few studies had explored that nexus in public secondary schools and only one descriptive correlational study was found (Auka, 2016). Little was known of how situational analysis was undertaken, as few previous studies had specifically explored situational analysis practices utilised in public schools. Hence, the nexus between situational analysis practices and fiscal outcomes remained unexplored. Indeed, studies that linked situational analysis to outcomes in public education institutions were rare. Notwithstanding, Auka (2016) noticed an optimistic relationship amongst environmental analysis and performance in community high schools in Nakuru County.

2.1 Theories

This study was guided by two theories. These were the Strategic Choice Theory and the theory of performance. The strategic Choice Theory is necessary for this study since it is a good approach to strategic management practices. It deals with the analytical techniques useful for formulating strategies. It designs control systems so that implementation and evaluation are supported fully. It gives choices of strategy practitioners necessary to understand the outcomes of the organization. The usefulness of the theory is that it makes management agency and making of decisions straighter into the equation Child (1997). It denotes to the procedure whereby authority holders in establishments make decisions on courses of strategic action. Whereas an appreciation of the role of managing has a historical heritage the notion of strategic choice in its present-day guise came to the force at the work of Kochan and Partners (1984). Here, management via strategic choice was emphasized as a main dimension to explain disparity in the diffusion and operation of industrial relationship mechanisms and HRM and institutional practices. Furthermore, the responsibility of managing was not essentially objective or rational but rather was informed by underlying values and beliefs. The logic that management had agency in determining the type of HRM and institutions that best served their organizational objectives finally gave a conceptual underpinning to early models of HRM. The investigator in turn scrutinized inner factors connected to strategic choice, counting managing styles and the strategic effect of the HR functioning, whereas similarly exploring exterior factors framing the degree to strategic choice such as institutional contexts and, more lately, the work of networking. Strategic management practices in institutions may benefit from this theory if applied properly to the national polytechnics.

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

It advances and recounts 6 foundational notions to formulate a framework that can be utilized to describe performance and performance improvement. To perform is to produce valued results. A performer can be a person or a team of people engaging in a collective effort. Making performing is a trip, and level of performing defines location in the trip. Present extent of performance depended on the 6 mechanisms. Three axioms are

projected for operative performing enhancements. These include a doer's mentality, engagement in an inspiring atmosphere, and engagement in thoughtful practices.

People have the capability of astonishing accomplishments. The results characteristic denotes the outcome of the person's behavior. Behaviours end in results like numbers of engines assembled, learners' reading ability, sales figures, or number of fruitful heart operations. In various circumstances, the behavioral and outcome features are connected empirically, but they do not overlap totally. Result features of performance depend likewise on factors other than the person's behavior. For instance, visualize a teacher who facilitates a good reading lesson which is behavioral feature of performance, but some of his learners, however, do not progress their reading skills due to their intellectual shortfalls which is outcome aspect of performance. Another example is a sales worker in telecommunication profession who demonstrates only mediocre performance in the direct interaction with probable customers (behavioral aspect of performance), but nonetheless, attains mega sales number for phones (outcome aspect of performance) due to an overall high demand for phone equipment (Shepherd, 2018).

3. Methodology

Method to be adopted here was mixed methodology approach with the concurrent triangulation. Mixed study is where investigators put quantitative and qualitative approaches concurrently in one study as per Johnson et al. (2020). This entails using qualitative and quantitative views in gathering, scrutiny and interpretation procedures. Mixed methods study needs a decisive mixture of methods in facts gathering, facts scrutiny and understanding of the proof. The important term is mixing as a vital stage in the tactic. Determined facts mixture allows investigators to look for a more panoramic view of their research landscape, looking at phenomena from various angles and through varied investigation lenses (Johnson et al., 2020). Quantitative data from lecturers and students was collected using questionnaires. Qualitative data from the principals was collected through interviews. This methodology was chosen due to its strength in that, there could be insufficient arguments, meaning that neither quantitative nor

qualitative can bring about enough evidence on their own, but mixed methodology allowed the methods supplement each other. Secondly, the more the evidence, the better the results and thus, by combining quantitative and qualitative methods brought about more reliable results. This methodology also gave the researcher varied responses on the study which required high degree of confidentiality due to its nature (Schreiber & Asner-Self, 2011, Creswell, 2014). Descriptive research for qualitative perspective and correlational design for quantitative perspective. Sample was 810 participants. The Central Limit Theorem enabled simple random selection of the lecturers as 252. Stratified purposive sampling from each stratum i.e., national polytechnics, were used to ensure diversity in the population as it provided greater precision. From each stratum i.e., national polytechnic, one Regional Director (TIVET/MoE) and one principal were selected using stratified purposive sampling considering national polytechnics which had 50 % and below in students' performance. Numerical data was analyzed in descriptive and inferential statistics and presented in tabular form, frequencies, percentages. Linear regression in inferential statistics was adopted. Non-numerical information was analyzed through thematic scrutiny presented in narrative format and verbatim citations.

4. Results and Discussion

In this case, the researcher analyzed data collected in descriptive statistics and presented it in frequencies, tables, and percentages. The data was analyzed and presented according to the first study objective as it is seen underneath regarding situational analysis practices. The data captured the indicators from the independent variables being: PESTLE analysis, performance analysis, SWOT analysis and critical factors analysis. The data in this objective similarly captured the dependent variable indicator which was institutional performance. This was seen in the questionnaires whose questions balanced both independent and dependent variables accordingly. Frequencies and percentages were established from variables based on five-point Likert scale seeking to examine the first objective of the investigation. Table 1 below has the details whereby A stands for agree, SA stands for strongly agree, U stands for undecided, D stands for disagree and SD stands for strongly disagree.

Table 1: Trainers' responses in situational analysis on institutional performance

Statements	A (1)	SA (2)	U (3)	D (4)	SD (5)
As a trainer, you can say that there is PESTLE analysis in your institution to enhance students' academic performance	106 43.80%	43 17.77%	52 21.49%	26 10.74%	15 6.20%
Being a trainer, you agree that PESTLE analysis is always done to enhance students' academic performance in your institution	85 35.12%	60 24.80%	59 24.38%	21 8.68%	17 7.02%
As a trainer in this college, you agree that institution performance analysis is always done to enhance students' academic performance	122 50.41%	93 38.43%	15 6.20%	06 2.48%	06 2.48%
In your capacity as a trainer, you agree that this institution conducts performance analysis continuously to enhance students' academic performance	126 52.07%	91 37.60%	13 5.37%	08 3.31%	04 1.65%
As a trainer, it is true that SWOT analysis is done regularly to guide the students' academic performance	117 48.35%	64 26.45%	38 15.70%	13 5.37%	10 4.13%
Your experience here as a trainer has it that SWOT analysis is practised in your institution to enhance students' academic performance	104 42.98%	75 30.99%	37 15.29%	20 8.26%	06 2.48%
In your teaching experience here, it is true that critical factors analysis has been done in your institution to enhance students' academic performance	111 45.87%	64 26.45%	44 18.18%	10 4.13%	13 5.37%
As a trainer here, you agree that critical factors analysis is a regular routine in enhancing students' academic performance	89 36.78%	67 27.69%	55 22.93%	21 8.68%	10 4.13%

Source: The researcher, 2023

From the table, there was PESTLE analysis in the institutions as agreed and strongly agreed by 149 (61.57 %) and those disagreeing were 41 (16.94 %) with another 52 (21.49 %) not deciding. Combining disagree and undecided came to 93 (38.43 %) which is a significant figure. The 61.57 % on the agreement signifies a slight majority. A higher majority could have been better. It was noted that PESTLE analysis was always done in colleges as agreed and strongly agreed by a total of 118 (59.92 %) of the participants and disagreed upon by 38 (15.70 %) with 59 (24.38 %) making no decision. The total disagrees and undecided was 97 (40.08 %) which was quite significant percentage. This agreement side was weak.

Institutional performance was always done as agreed by 215 (88.84 %) and disagreed by 12 (4.96 %) with 15 (6.20

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

The SWOT analysis was found to be done regularly as agreed by 181 (74.80 %) and disagreed by 23 (9.50 %) with 38 (15.70 %) not deciding. Those in disagreement and undecided combined were 61 (25.21 %) being a quarter of the participants and hence significant. The analysis was found to be practised as per 179 (73.97 %) who agreed and 26 (10.74 %) undecideds with another 37 (15.29 %)

remaining silent. The disagreement and undecideds totaled to 63 (26.03 %) being more than a quarter of the participants hence, significant percentage. Thus, the agreement side needed to be higher than this.

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

Table 2: Students' responses in situational analysis practices on institutional performance

Statements	A (1)	SA (2)	U (3)	D (4)	SD (5)
As a student here, you can say that there is PESTLE analysis in your college to improve students' academic performance	116 38.67%	70 23.33%	79 26.33%	26 8.67%	09 3.00%
As a student of this institution, it is true that institution performance analysis has often been done here to enhance students' academic performance	136 45.33%	80 26.67%	59 19.67%	17 5.67%	08 2.67%
As a student, it is true that SWOT analysis is conducted repeatedly to catapult students' academic performance	124 41.33%	62 20.67%	78 26.00%	29 9.67%	07 2.33%
In your student experience here, it is true that critical factors analysis has been done to enhance students' academic performance	113 37.67%	77 25.67%	83 27.67%	14 4.67%	13 4.33%

Source: The researcher, 2023

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

There seemed to be SWOT analysis conducted among the institutions as per the 186 (62.00 %) who agreed with 36 (12.00 %) in disagreement and some 78 (26.00 %) remained silent. Once the disagreements were combined

These findings from the questionnaire of the tutors were in total agreement with many other findings found globally on the similar subject. It was discovered that weak situational analysis disrupted strategy preparation and application (Hunger & Wheelen, 2018). Numerous organizational and environmental aspects were acknowledged as eventualities in the link between strategic managing and organization results (Floyd *et al.*, 2017).

The students were requested to fill part B of their questionnaire. The outcomes were presented in Table 2 whereby A stands for agree, SA stands for strongly agree, U stands for undecided, D stands for disagree and SD stands for strongly disagree.

with the undecideds, the figure came to 114 (38.00 %) which was termed significant. Similarly, critical analysis factors were done as agreed upon by 190 (63.33 %) with disagreement of 27 (9.00 %) and another 83 (27.67 %) could not decide. If the disagreement side is combined with the undecideds, this translates to 110 (36.67 %) which the researcher considered significant enough. The outcomes indicated that there was need to have a significant agreement otherwise, there was failure.

The findings from the TVET students These findings from the questionnaire were in total agreement with numerous other discoveries found worldwide on the same study. According to Wolf (2021) information about how situational analysis was understood and done was scanty. There were hardly any researchers that had precisely

explored situational analysis practices employed in institutions.

In inferential statistics analysis linear regression analysis was conducted to assess whether situational analysis significantly predicted institutional performance. The results of the linear regression model were significant, $F(1,729) = 338.49$, $p < .001$, $R^2 = .32$, indicating that approximately 31.71% of the variance in institutional performance is explainable by situational analysis.

Situational analysis significantly predicted institutional performance, $B = 0.58$, $t(729) = 18.40$, $p < .001$. This indicates that on average, a one-unit increase of situational analysis will increase the value of institutional performance by 0.58 units. The null hypothesis in chapter one was rejected. Table 3 summarizes the results of the regression model.

The equation model becomes institutional performance = $0.62 + 0.58 \times \text{situational analysis}$.

Table 3: Results for linear regression with situational analysis predicting institutional performance

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

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

Source: The researcher, 2023

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

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

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

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

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

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

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

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

The critical factors analysis was done among TVET institutions to improve performance especially on the performances contracting. Diplomas were found to be better in hands-on than the degree holders and so there was

need to mix these categories when hiring the trainers. One principal had this to say,

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

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

5. Conclusion and Recommendations

The conclusions and the recommendations were done based on the study findings.

5.1 Conclusion

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

5.2 Recommendations

Grounded in the study results, recommendations were done for the purpose of practice. So as to enable situational analysis, the central and the county governments should ensure that the PESTLE analysis, performance analysis, SWOT analysis and the critical factors analysis were done in TVET colleges. All the stakeholders in TVET training

should ensure that situational analysis involvement was put in place. The ministry of education which is in charge of TVET training both in central and county governments should ensure that all the stakeholders are involved in college performance. The implementation of strategic planning in colleges should be supervised by the principals and the quality assurance staff from the government side. Since this study measured inly the views from the national polytechnics, another study should be conducted in other colleges in Kenya

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