

Moderating Effect of Government Policy on the Relationship between Training Practices and Performance of Bachelor of Business Courses Graduates from TVETA Accredited Universities in Kenya

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Abstract

The purpose of the study was to explore the moderating effect of government policy on the relationship between training practices and the performance of bachelor of business courses graduates from Technical Vocational Education and Training Authority (TVETA) accredited universities in Kenya. The study was anchored on Human Capital Theory and Training Transfer Theory. The study adopted a descriptive cross section survey design. The unit of analysis was bachelor of business courses graduates from TVETA accredited universities in Kenya. Through snowballing of Industry Based Learning (IBL) reports from each of the six TVETA accredited universities. Through the graduates, their employers or managers, who were the unit of observation of the graduates' performance was accessed. Purposive and systematic snowballing sampling techniques were used to draw a sample for the study. Data was collected using a self-administered questionnaire and a Google form. The data was analyzed using multi-linear regression model. The statistical package for the Social Sciences (SPSS) Version 27 was utilized to analyze the data. The findings of the study suggest that government policy moderates the relationship between training practices and performance graduates of bachelor of business courses graduates from TVETA accredited universities in Kenya. These results underscore the importance of supportive government policies in enhancing the performance of business courses graduates. The study recommends that governments have to formulate and implement policies that enhance employability of TVETA bachelor of business courses graduates in terms of employability rates, productivity rate, and intrapreneurship rate.

Keywords: Training practices, government policy, performance of graduates, TVETA accredited universities

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1. Introduction

Higher education institutions are encountering many challenges. Many institutions of higher learning and universities of which Technical Vocational Education and Training Authority (TVETA) accredited universities are among them, are seeking solutions to adapt and create a niche that is relevant to the societies in which they exist. The institutions are making efforts to offer relevant quality education that can be measured through their graduates' outstanding performance, Industry Based Learning (IBL), and training performance of students, (Servano, Cabalza, and Bitera, 2017). The effectiveness of an educational institution program offered is

measured through the competencies of its graduates (Plantilla, 2017). The knowledge and skills the graduates acquire are expected to be applied in their work environment. Training and education are seen as a lifelong endeavor that aims to provide an individual with relevant knowledge, skills attitudes, and values for better employment. The social attitudinal and self-regulatory competencies or traits allow graduates to communicate effectively, work well with others, and persist in the face of adversity (Hora, 2016). Training is seen as the systematic application of formal processes which are used to help people to acquire the knowledge and skills necessary for them to perform their job satisfactorily, (Armstrong, 2020). Training is also seen as a very effective tool to enhance employee performance which translates to achieving organizational objectives, (Afroz, 2018). The TVETA accredited universities aim at inculcating values such as integrity, right attitude among its trainees and also aim at enhancing communication skills by integrating more interactive teaching and learning pedagogical approach which enhance skills such as communication, report writing, and participation in activities that give them more exposure and create linkages and networks. Institutions of higher learning impart and inculcate knowledge, skills and attitudes in trainees when preparing them for employment or entrepreneurial endeavours and to develop knowledge and skills of employees based on the requirements of the job, (Reimers and Marmolejo, 2020). In a study done in Philippines by Tolentino, (2020), on on-the-job training (practicum) and academic performance of the BSBA students of the College of Business Systems Plus colleges foundation showed that trainees were rated very good in the area of competencies in areas such as time management and adhering to rules and regulations. These are some of the competencies that TVETA accredited universities aim to impart in their graduates to give them a competitive edge on the job market.

The purpose of education is to equip the citizenry with values, skills and knowledge and also to develop the trainee's capabilities, attitudes, and behavior that is relevant to societal needs, (Kimani, Kara and Njagi, 2013). In adopting the Technical and Vocational Education and Training (TVET) system of education, many countries of the world intended that TVET would contribute to achieving the Sustainable Development Goals (SDGs) as per the United Nations Education, Science and Culture Organisation's (UNESCO), 2022-2029 TVET Strategy, (ILO 2023) Report. The Report adds that TVET system of education is supposed to be inclusive and proactive in tackling many issues, including supporting informal employment by embracing innovative approaches which can help extend social protection to informal workers. In 2023, Kenya launched a National Skills Development Policy whose goal was to promote sustainable socio-economic development of a skilled workforce that is employable, productive, enterprising, innovative, adaptive and competitive, (MoLSP, 2023). The State Department for Labour and Skills Development was mandated under the Executive Order No.2 of 2023, to establish and manage the institutional framework for linking industry, skills development and training and manage the skills and post training policy. In line with this, according to Kenya's MoE (2018) Report, the Technical and Vocational Education and Training (TVET) education reformation sector introduced a Competence Based Education and Training (CBET) education system. The CBET system of education and presented a framework for the delivery and implementation of CBET education in the Technical, Vocational and Training sectors. The CBET system was meant to bridge the gap between classroom learning and real-world application ensuring graduates of TVET institutions are equipped with the skills and knowledge employers demand as the system emphasizes the acquisition of competence (MoE 2018). Another objective of CBET was to ensure that training is responsive to labour market information and skills anticipation, among others. In the Vocational Education and Training (VET) system of education, skills, knowledge, and attitudes are specified to define and help achieve competence standards (Obwoye 2016). The competencies acquired are those required in specific occupations and by the labour market demands of established industries or businesses in a particular country. One of the TVET education progression guidelines framework is to establish, enact develop and sustain legal and institutional framework which includes association with partners especially through Work Based Learning, in the context of this study, IBL model which can be effectively implemented and progressed, (UNESCO, 2021). The occupational standards are maintained in line with changes in technology, processes, and practice. While all universities enroll essentially similar types of students, they all have vastly different absorption rates at the market. Different institutional characteristics are said to play a role in explaining employment absorption rates (Toutkoushian and Smart 2001).

Kenya's policy on technical education is anchored on its National Skills Training Strategy and also the revision of the legal framework for TVET education as envisaged in Sessional Paper No. 14 of 2012 on Reforming Education and Training Sectors in Kenya. The Technical Vocational and Education Training Act of 2013 led to the upgrading of some technical institutions that specialize in engineering, technology, applied science and natural sciences. The Ministry of Education, (MoE 2018) Policy on Technical Education asserts that providing skills and competencies is important for the development of hands-on workers and a skilled human resource base for national development. The National Curriculum Policy (2018) presents a framework for guiding the curriculum reform process at all levels of education and training which outlined provisions for access and

transitions of all learners through interdisciplinary and flexible pathways that develop the trainee's abilities and talents and improving efficiency provisions of education.

1.1 Performance of Bachelor of Business Courses Graduates

According to Lin (2018) job performance refers to all of the actions taken by employees in order to make contributions to organizational goals, an action which is applied in employment and intrapreneurship. The role of higher education in the progress of a society is indispensable as it contributes to shaping up of the minds, moulding behaviours and developing of distinctive capabilities in the human being to enable them serve the society better (Iqbal, Baluch and Abdullah 2017). According to the Organisation for Economic Co-operation and Development (OECD, 2022) Report, besides higher education helping in producing advanced skills and generating new knowledge and innovation, it also plays a key role in up-skilling and re-skilling individuals throughout their lives. These efforts help to enhance employability which can be defined as competence made up of a combination of different kinds of skills and other elements such as attitudes and abilities, (OECD, 2022). A survey study administered in the USA on why college graduates don't feel employable, reported that one fifth of the recent graduates interviewed were of the view that their college education did not provide the skills necessary for their first job, and about half of them said that they decided to apply for below entry-level positions because they felt they were not qualified (Greta 2021). Another study done in Malaysia, (Al-Mazry, Al-rifai and Al-Momany 2015) on training and its impact on the performance of employees at Jordanian universities, confirmed that there is relationship between effective training and employee's job performance.

The higher education system of a country is expected to be well placed to serve the needs of its economy that increasingly values advanced skills. Technological advances however, are eliminating jobs that involve routine manual and cognitive tasks, and are creating new jobs that require digital skills. Kenya is motivated by the emerging need to achieve a new economic status through the achievement of the Kenya vision 2030. Thus, graduates' employability and intrapreneurship behaviour are top on the list as the key measures of graduates from universities.

1.2 TVETA Accredited Universities in Kenya

Kenya, through a Sessional Paper No 14 (2012) on policy framework for reforming education and training, made several reforms aimed at enhancing access to equality and quality and relevance in education. In line with this, the government proposed the expansion of some technical and vocational colleges, national polytechnics and technical universities. As such, the following six institutions were designated to be established as TVETA accredited universities as per the Universities Act 2012. These institutions are The Technical University of Kenya (TUK), The Technical University of Mombasa (TUM), Dedan Kimathi University of Technology (DKUT), Meru University of Science and Technology (MUST), The Cooperative University of Kenya (CUK) and Murang'a University of Technology, (TVETA, 2023). Kenya's TVETA accredited universities are meant to offer higher education and research in technology, and were created with the objective to be the technological force behind the Kenya Vision-2030 in realization that major technological breakthroughs are propelled by technological universities. These universities use Competency Based Education and Training (CBET) system of education. This system allows admission from Certificate, Diploma, Bachelors in Science and Bachelors in Technology, up to PhD in Technology level and these graduates are intended to be competent and practically oriented in their various disciplines due to hands on nature of training that they receive. Originally, these institutions were meant to restrict their teaching to technical engineering discipline but have with time developed a wide range of programmes that now also include the arts and humanities.

1.3 Statement of the Problem

Several studies have raised concern over the importance of critical engagement of graduates' skills and competencies in higher education institutions. The International Labour Organization Report (2018) estimates that 86 million youths aged between 18-34 years are unemployed or unable to access decent work and that the biggest challenge by the graduates among these youths is lack of appropriate skills required by employers by millions of graduates seeking for employment. According to Ezrati, (2018), 6.5 million jobs in the United States of America (USA), remain unfilled because employers cannot find workers with the necessary skills.

Graduate unemployment in Africa is a major concern among stakeholders. A study by (Preez, Merw and Swart, 2019), in South Africa on employability skills among Consumer Science graduates showed that essential employability skills such as communication, problem solving, management skills, among others, are lacking

among graduates, making them unemployable. An employee's attitude towards work, organization and colleagues is also considered to be a hindrance to their performance. A study by Rahman and Kodikal (2017) on impact of employee work related attitudes on job performance on health care sector in Bahrain showed that the performance of the healthcare workers is influenced by job related attitudes like satisfaction, leadership, work commitment and job involvement. In another Report, Jayne, Chamberlin, and Benfica, (2018) say that Africa's economic transformation depends on a knowledgeable and skillful workforce equipped for the current and future labour market demands. As such, young people should be equipped with solid foundational skills such as basic cognitive skills, digital skills, and non-cognitive skills which should all be enhanced during training. In technical universities, the training includes Industry Based Learning (IBL), which in most instances is internal and external.

Values, improved capabilities, knowledge and skills of graduates are greatly considered to be a major source of competitive advantage that enhances intrapreneurship in the global employment market (Al-Omar 2022). As such, lack of strong values from an individual can pose a challenge to the efficiency and effectiveness of an employee. A study by Dorkenoo, Israel, and Semordey, (2022) on the concept of workplace values and its effect on employee performance and corporate profitability in Africa, revealed that inspiring workplace value that encourages and enables employees to bring their best efforts and best ideas to work every day is one that promotes individual growth and organizational performance and profitability.

Another study by Guardia Mancini, Jacobetty and Maina., (2022), on graduates' employability skills in East Africa showed a mismatch between skills acquired in higher education and those in demand by employers. In Kenya, a survey study by Inter-University Council for East Africa and quoted by the East African Newspaper of June 12, 2014, showed that 51 per cent the graduates in Kenya are believed to be unfit for employment and lack the essential 4C's skills, namely Communication, Critical Thinking, Creativity, Collaboration skills and practical expertise in the job they are seeking. The report blames the situation of poor training at the universities. Further, a study conducted by the Federation of Kenya Employers (2018) indicated that 70% of graduates from universities in the East Africa region are not employable due to lack of appropriate skills such as critical thinking, analytical thinking, creativity and teamwork skills, communication, among others. In Kenya, in-built institutional inhibitions and failed reforms explain the mismatch between the labour market and university programs, (Ruparelia, Anderson, Munene and Arakawa, (2021). There is need to pay attention on development of competencies on employability skills by TVETA accredited universities and policy makers in order to help address the problems on job performance. The idea of universities being able to focus on creating employable graduates with knowledge and ability to transmit facts assimilated, concepts learned, understanding gained during their training, remains a big challenge faced by the technical universities. On university education in Kenya, (Odhiambo, 2018) says that there are serious concerns especially about the ability of Kenya's universities to produce the kind of graduates who can drive the country forward.

Technical Vocational Education and Training (TVET) education in Kenya has undergone reforms which spurred phenomenal growth in university institutions to the current 78 universities. Despite this growth, the universities face many challenges which affect their performance. Among them is the low global universities ranking, low enrolment of international students, weak structures of governance and low funding, (Report of the Presidential Working Party Report, 2023). As envisioned in Kenya's Vision 2030 blueprint, (Republic of Kenya, 2007). Education and Training is primary means to social mobility, national cohesion and social economic development. The link between education and the labour market, especially on the need to create entrepreneurial skills and competences and strong public and private sector partnerships, Sessional Paper No.1, (2019) is a challenge to the achievement of Vision 2030. The partnership included the enhancement of the role of IBL in education and training and its implementation. In 2020, the government established the National Skills Development Policy with the objective of providing a national framework for harmonizing, planning, coordinating, development, management and utilization of skills in Kenya. The policy's objective was overarching National Policy guide covering aspects such as skills development at workplace including apprenticeship, internships, and indentured learners among others. A study by Onyuna, (2019) on competency development among hospitality management graduates in Kenya reinforced the importance of IBL by stating that it has previously been used to successfully expose trainees' to requisite job-related experiences.

An OECD, (2016) Report says that the tertiary education sector needs to reinvent itself to give the trainees greater ownership over what they learn, when they learn and where they learn to meet tomorrow's demand for knowledge and skills. Despite a raft of reforms on technical and vocational education that saw some six TVET institutions upgraded to universities to target skills development in priority sectors in line with vision 2030,

these universities are more less operating like conventional universities in all aspects as there is no framework to have them operate in the true sense of a technical university (Momanyi, 2021). There is therefore, a need to re-look at the current policy and legal frameworks to ensure that they are in line with standards that define technical universities and where possible provide for restructuring. This restructuring should focus on the development of CBET system of education and its implementation, the learning environment including the physical facilities available for staff and learners and students' entry behaviour, among others. Hence the need for the current study that set out to explore the moderating effect of government policy on the relationship between training practices and performance of bachelor of business courses graduates from TVETA accredited Universities in Kenya.

1.4 Research Objective

The objective of the study was to explore the moderating effect of government policy on the relationship between training practices and performance of bachelor of business courses graduates from TVETA accredited universities in Kenya.

1.5 Research Hypothesis

To achieve the results of this study, the following hypothesis was formulated for testing: **Ho:** Government policy has no moderating effect on the relationship between training practices and performance of bachelors of business courses graduates from TVETA accredited universities in Kenya.

1.6 Theoretical Foundations of the Study

1.6.1 Human Capital Theory

The Human Capital Theory was developed in the 1960s by Theodore Schultz and Jacob Mincer. Later, they were joined by Becker whose work was vital in providing greater empirical support to Human Capital Theory. The theory is a framework for understanding several aspects of lifetime human behavior, providing an effective and powerful example of the ability of economies to deal with social issues, (Aggrawa and Bhargava 2009). The theory considers not only the physical aspects of human being but also one's abilities, proficiency, skills, knowledge, mental capabilities, potentialities, attitude and values as well. Training is clearly required if a person is to operate, repair, manage, or invest in complex machines (Chrystal and Lipsey 2011).

The impact of investment in human capital was evidenced in a study done on the performance of Janata Bank in Bangladesh that examined the aspects of investment in human capital, (Rahman and Mahmud, 2020). The results revealed that investment in training knowledge level and skills of the employee were positively connected to bank performance at less than 1% and a 5% levels of significance. This theory captures well the training practices (independent variable) in this study which ought to enhance performance (dependent variable) and intrapreneurship of bachelor of business courses graduates from TVETA accredited universities in Kenya.

1.6.2 Training Transfer Theory

Training Transfer Theory is linked to the Cognitive Theory. The support of the Training Transfer Theory has long existed for the influence of general mental ability in the training and learning venue. These findings were earlier echoed by Colquitt, LePine, and Noe (2000) who performed an extensive meta-analysis (n 310) based on 20 years of training research and found that corrected correlation coefficient between cognitive ability and training transfer is moderately high. A positive transfer of training can be defined as the extent to which trainers successfully apply the new knowledge, superior skills and positive attitudes gained in a training situation back to their work. This study, finds the work of Merrill, (2013), applicable as it looks at training from different dimensions with emphasis on application to classroom knowledge and skills acquired by trainees during IBL and in actual employment.

1.7 Training Practices, Government Policy and Performance of Bachelor of Business Courses Graduates

Education policy is high on the agenda of governments across the world. Global pressures focus increasing attention on the outcomes of education policy and on their implications for economic prosperity and social citizenship. The experience of each individual learner is therefore decisively shaped by the wider policy environment. In Africa, many countries are carrying out reforms on their education systems to enhance their education and training. In Ghana, for example, according to Boateng, (2021) Vocational Technical Education and Training is currently undergoing restructuring. Many reforms are in place to improve the quality of provision and learning outcomes to make it more accessible and attractive to all, and to ensure it is relevant and connected to the world of work. This is in order to meet the challenges facing vocational technical education today which include the need for advanced technological skills, collaboration and teamwork, dramatic technological

advancement in workplace and changing family structure. In Italy, In March 2003, major new legislation, general regulations on education and basic level of performance regarding education and professional training, was passed by the Italian Parliament, NCEE, (2006) Report. The legislation is considered a landmark in the decentralization of education, and involves a new focus on outcomes and quality.

Policy makers expect higher education to produce the skills that will foster productivity and innovations and raise the overall quality of life of citizens. Technical universities are specialist institutions mandated to deliver on their mandate of providing technical and vocational education and training system as they also build the capacity and competencies of academic staff to benefit their new status as stated in the 2013 Act, No.29 of Parliament. To enable Kenya to operationalize technical universities as envisaged, there is need to re-look at the policy and legal frameworks in existence to ensure that they are in line with standards defining technical universities and where possible provide for restructuring to focus on governance, programme development and implementation and students' placement among others.

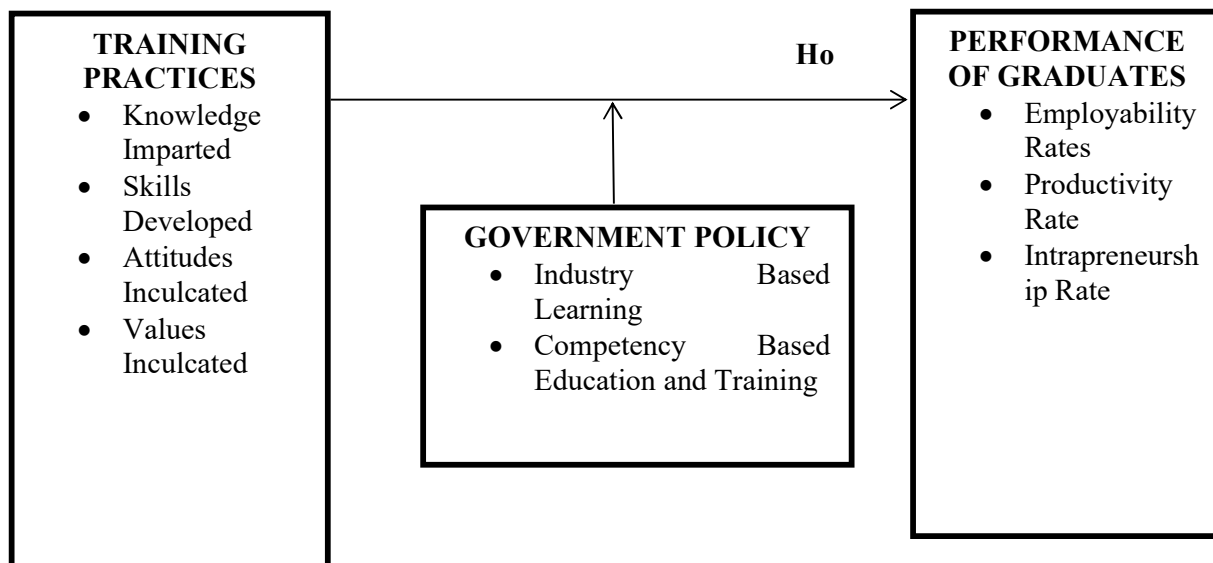
Closing the skills gap is now a critical area of training. According to United States America (USA), Department of Labour, 6.5 million jobs remain unfilled because employers cannot find workers with the necessary skills, (Ezrati, 2018). A study on South African higher education on effectiveness of Work-Integrated Learning (WIL) programme in contributing to employability show the importance of having a well-structured WIL programme that seeks to improve mentorship, supervision and assessment, (Ziegler et al., 2020). This is likely to close this skills gap. While this finding emphasizes the contribution of WIL in employability, it does not show the contribution of IBL to intrapreneurship. A study on Germany higher education, clearly indicates that the collaboration or the partnership between educational institutions and workplaces has proved to be a practical way to increase university responsiveness for the economy, to bring authentic lessons from the market into the university curriculum, to enhance skills desired by contemporary employers, and thus, to enhance employability for students and graduates (Tran, 2016, Hiim, 2022, DAAD 2024 Report). This study, however, doesn't also address the enhancement of intrapreneurship skills.

Competency Based Education and Training, Policy Framework, 2018 was introduced to enhance the acquisition of skills. According to TVET, learners need to develop the ability to learn rapidly and to be innovative, whereas trainers need to become more adaptive to the changes in technology (TVET 2018). In 2020, the government established the National Skills Development Policy with the objective of providing a national framework for harmonizing, planning, coordinating, development, management and utilization of skills in Kenya. The policy's objective was to anchor National policy guiding covering such as skills development at workplace including apprenticeship, internships, indentured among others. This policy enhanced the role of IBL in education and training as it offers learners room to put theory into practice. A study by Onyuna, (2019) on Competency Development among Hospitality Management Graduates in Kenya says IBL has previously been used to successfully expose trainees to requisite job-related experiences. The TVETA accredited universities seem to have adopted this policy, citing The Technical University of Kenya (TUK) as an example as observed in its curriculum, (TUK News, 2012).

Many governments of the world are giving priority to education policy. Globally, there is more demand to pay attention to the results of education policy and how they may affect social responsibility and economic development. A Report on Implementation Manual for Practitioners in Lebanon and Arab Countries on Work-Based Learning (WBL) states that WBL is one way to build bridges between the world of education and the world of work that helps employers meet their needs for skilled workers while it prepares youth for entering the labour market by providing them with relevant skills training, (ILO, 2022) Report. Many governments have recently developed strategies to shape their education and training. According to Agasisti, Barra, and Zotti (2016), Italy established legislation and general regulations on education and the fundamental standard of performance for both education and professional training in March 2003. The legislation, which put a fresh emphasis on outcomes and quality, was hailed as a turning point in the decentralization of education.

1.8 Conceptual Framework

The hypothesized relationship of the study is depicted on the conceptual framework.



Source: Research Data (2023)

2. Research Methodology

The study adopted a descriptive research design of all TVETA accredited universities in Kenya. The descriptive research design was considered appropriate given that it allowed the researchers to describe the training practices adopted by the TVETA accredited universities and make specific predictions on how much change was caused by predictor variables and whether the effect was significant. The study was guided by positivist philosophical orientation. The quality of research instruments and the accuracy of data collection procedures determine the outcome of a study (Kothari and Gaurav, 2014). The instrument reliability was achieved through measuring construct validity using Cronbach Alpha estimate. The Cronbach Alpha values were training practices 0.973, government policy 0.577, and performance of graduates 0.935. Instrument validity was ensured by a review of the instrument by experts in the field and pilot testing of the instrument.

The unit of analysis of the study were bachelor of business courses graduates from TVETA accredited universities in Kenya. Through snowballing of IBL reports from each of the TVETA accredited universities. Through the graduates, their employers or managers, who were the unit of observation of the graduates' performance was accessed. Purposive and systematic snowballing sampling were used to draw a sample for the study. Data was collected using a self-administered questionnaire and a Google form. The data was analyzed using multi-linear regression model. The statistical package for the Social Sciences (SPSS) version 27 was utilized to analyze the data. To test the hypothesized relationship, mean scores were computed for likert type questions. The value of coefficient of determination R^2 shows the degree or amount of variation in the dependent variable attributed to the predictor variable. The Beta values show the amount of change in the dependent variable attributable to the amount of change in the predictor variable, and the F ratio measures the model fit, or simply it is a measure of how well the equation line developed fits with the observed data. The statistical significance of the hypothesized relationship was interpreted based on R^2 , F, t, β and p values. The multiple regression **Stepwise Regression Analysis** $PG = \beta_0 + \beta_1 TP + \epsilon$, $PG = \beta_0 + \beta_1 TP + \beta_2 GP + \epsilon$, and $PG = \beta_0 + \beta_1 TP + \beta_3 TP * GP + \epsilon$. Where, β_0 is intercept, β_1 , β_2 , and β_3 are beta coefficients for H_0 , PG is Performance of Graduates, TP is Training Practices, GP is Government Policy, TP*GP is interaction term, and ϵ = the error term. Step 1: Significant beta coefficient β_1 (p-value<0.05) provides sufficient condition to proceed to step 2. Step 2: Significant beta coefficients β_1 , β_2 , β_3 and (p-value<0.05) provide sufficient condition to proceed to step 3. Step 3: Moderation takes effect if the beta coefficient of interaction term is significant (p-value<0.05).

3. Results and Discussion

The purpose of the study was to explore the moderating effect of government policy, on the relationship between training practices and performance of bachelor of business courses graduates from TVETA accredited universities in Kenya. Stepwise regression analysis for moderation was used to test the hypothesis, Ho: Government policy has no moderating effect on the relationship between training practices on the performance of bachelor of business courses graduates from TVETA accredited universities in Kenya.

Results in Table 1 model summary indicate that in the first step, that has training practices as the predictor, the R-squared was 0.785, indicating that 78.5% of the variance in performance of business courses graduates from TVETA accredited universities is explained by training practices. In the second step, with both training practices and government policy as predictors, the R-squared increased to 0.824, suggesting that the inclusion of government policy as a moderating variable improved the model's explanatory power. This implies that training practices and government policy as predictor variables account for 82.4% of the variance in the performance of business courses graduates from TVETA accredited universities, while 17.6% is accounted for by variables that were not in the model. Analysis of Variance (ANOVA) indicates that the F-test shows that both models (with just training practices, and with both training practices and government policy) are statistically significant ($p < 0.000$).

Table 1: Results of Moderating Effect of Government Policy on the Relationship between Training Practices and Performance of Business Courses Graduates from TVETA Accredited Universities in Kenya
Model Summary

Model		R	R Square	Adjusted R Square	Std. Error of the Estimate	
1		.886 ^a	.785	.782	4.995	
2		.908 ^b	.824	.820	4.545	
a. Predictors: (Constant), Training Practices						
b. Predictors: (Constant), Training Practices, Government Policy						
ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	7542.273	1	7542.273	302.281	.000 ^b
	Residual	2070.951	83	24.951		
	Total	9613.224	84			
2	Regression	7919.403	2	3959.702	191.694	.000 ^c
	Residual	1693.820	82	20.656		
	Total	9613.224	84			
a. Dependent Variable: Graduate Performance						
b. Predictors: (Constant), Training Practices]						
c. Predictors: (Constant), Training Practices, Government Policy						
Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	9.319	3.232		2.883	.005
	Training Practices	.395	.023	.886	17.386	.000
2	(Constant)	-.554	3.740		-.148	.883
	Training Practices	.319	.027	.716	11.750	.000
	Government Policy	.432	.101	.261	4.273	.000

a. Dependent Variable: Graduate Performance

In the first step, the unstandardized beta coefficient for training practices is 0.395, indicating that a 1-unit increase in training practices is associated with a 0.395-unit increase in performance of graduates. In the second step, the unstandardized beta coefficients are 0.319 for training practices and 0.432 for government policy. This means that a 1-unit increase in training practices is associated with a 0.319-unit increase in graduate performance, while a 1-unit increase in government policy is associated with a 0.432-unit increase in performance of graduates, holding the other variable constant.

The stepwise regression analysis shows that both training practices and government policy have significant positive effects on performance of graduates. The inclusion of the interaction term between training practices and government policy in the third step suggest that government policy has a moderating influence on the relationship between training practices and performance of graduates of bachelor of business courses graduates from TVETA accredited universities in Kenya. These findings provide support to reject the null hypothesis **H₀**: Government policy has no moderating influence on the relationship between training practices and performance of Bachelors of Business courses graduates from TVETA accredited universities in Kenya.

The objective of the study was to explore the moderating effect of government policy on the relationship between training practices and performance of bachelor of business courses graduates from TVETA accredited universities in Kenya. Based on this objective it was hypothesized that government policy does not have a moderating influence on the relationship between training practices and performance of bachelor of business courses graduates from TVETA accredited universities in Kenya. Stepwise multiple regression analysis was adopted for the purpose of the test. On the basis of the results it was concluded that government policy has a moderating influence on the relationship between training practices and performance of bachelor of business courses graduates from TVETA accredited universities in Kenya.

The Human Capital Theory provides a framework for understanding several aspects of lifetime human behavior, providing an effective and powerful example of the ability of economics to deal with social issues, (Agrawa and Bhargava 2009). The theory considers not only the physical aspects of human beings but also one's abilities, proficiency, skills, knowledge, mental capabilities, potentialities, attitude and values as well. Universities, policy makers have to deliberately formulate and implement training practices that enhance knowledge imparted, skills developed, attitudes and values inculcated among learners. This should be reinforced with government policies that support Industry Based Learning (IBL), and Competency-Based Education and Training (CBET). These efforts are expected to spur the performance of business courses graduates from TVETA accredited universities in terms of employability rates, productivity rate, and intrapreneurship rate.

The findings of the current study are in line with a study on Germany higher education, that indicated that collaboration or the partnership between educational institutions and workplaces has proved to be a practical way to increase university responsiveness for the economy, to bring authentic lessons from the market into the university curriculum, to enhance skills desired by contemporary employers, and thus, to enhance employability for students and graduates (Tran, 2016, Hiim 2022, DAAD 2024 Report). The study, however, did not address the enhancement of intrapreneurship skills. The current study points towards the importance of intrapreneurship skills as part of benefits that may accrue from effective training transfer from the learning environment to the workplace.

4. Conclusion

In view of the findings, the study concluded that there is empirical evidence that government policy moderates the relationship between training practices and performance of business courses graduates from TVETA accredited universities in Kenya.

5. Recommendation

The study recommends that governments have to formulate and implement policies that can enhance the employability of TVETA graduates in terms of employability rates, productivity rates, and intrapreneurship rates.

6. Study Limitations and Suggestions for Further Study

The study adopted a self-administered questionnaire that was a self-reported data collection tool which relied on the integrity of the respondents. This is a subjective data collection tool. The researchers suggest that future studies consider other types of instruments for data collection to provide different perspectives.

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