aaaSTRATEGIC MANAGEMENT PROCESSES AND PERFORMANCE OF PUBLIC TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING INSTITUTIONS AT KIAMBU COUNTY, KENYA.

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JULY, 2025

DECLARATION

I, the undersigned, declare that this thesis is my original work and that it has not been presented in any other university or institution for academic credit.

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DEDICATION

I dedicate this thesis to my wife, Mary, and our sons, Alex and Brian, for their constant encouragement to soldier on. I also dedicate this thesis to my assistants, Valindah and Joan, for their support in secretarial tasks.

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ABBREVIATIONS AND ACRONYMS

CBET : Competency-Based Education and Training

CBN : Central Bank of Nigeria

EFE : External Factor Evaluation

GST : Goal Setting Theory

IFE : Internal Factor Evaluation

ILO : International Labour Organization

KAM : Kenya Association of Manufacturers

KNBS : Kenya National Bureau of Statistics

KPIs : Key Performance Indicators

NAICOM : National Insurance Commission

NDIC : Nigeria Deposit Insurance Corporation

OECD : Organisation for Economic Co-operation and Development

RBV : Resource-Based View

SEC : Securities and Exchange Commission

SMART : Specific, Measurable, Achievable, Relevant, and Time-bound

SMEs : Small and Medium Enterprises

SWOT : Strengths, Weaknesses, Opportunities, And Threats

TLE : Local Enabler Communities

TVET : Technical and Vocational Education and Training

UNESCO : United Nations Educational, Scientific and Cultural Organization

UNEVOC : United Nations Vocational Education Center

VRIN : Valuable, Rare, Inimitable, And Non-Substitutable

OPERATIONAL DEFINITION OF TERMS

Evaluation and Control	Refers to the process of assessing an organization's strategy implementation by measuring performance, comparing it with set objectives, and making necessary adjustments to ensure alignment with strategic goals.
Goal Setting	The process of producing long-term objectives aligns organization objectives with vision and mission for better decision-making and resource distribution.
Performance	The study employs performance as an evaluation method to determine how efficiently TVET institutions reach their set targets regarding student retention and enrollment levels and graduated student employability outcomes with graduation rates.
Strategic Analysis	Organizations use comprehensive examinations to discover both external and internal aspects and their strengths, weaknesses and opportunities and threats (SWOT) to create strategic plans for maintaining successful competition throughout the future.
Strategic Management Process	Organizations use strategic management as a structured process which follows analysis of key

	steps including strategic evaluation and control and implementation and formulation for achieving long-term objectives along with strategic advantages.
Strategy Formulation	The strategic development process includes analyzing organizational internal factors while studying market trends beyond its walls and defining key goals followed by the selection of optimal methods to reach extended aims and operational superiority.
Strategy Implementation	Strategy execution requires strategic resource planning together with organizational structure modification and coordinated operational activities in order to reach predetermined strategic goals.

ABSTRACT

The main goal of this study was to investigate how strategic management processes influence Technical and Vocational Education and Training Institutes performance in Kiambu County of Kenya. This study was conducted in Technical and Vocational Education and Training Institutes in Kiambu County, Kenya, and aimed at establishing the impact of setting goals, analysis of the strategy, strategy development, implementation, evaluation, and control. This paper was based on goal setting theory, resource-based perspective theories, which incorporated Mintzberg strategy typology and McKinsey 7S Model through systems theory. The methodology used in the study was a descriptive survey. The targeted study participants were six hundred seventy-five trainers and all the eight TVETs based in the Kiambu county. A census-style sampling technique was employed to make sure that no technical/vocational school in Kiambu County was left out. Yamane gave a methodology on the number of trainers that were used in the sample: 251. The researchers were able to collect primary data by using standardized questionnaires among trainers. The reliability and validity measures of the set questionnaires were verified on the basis of a pilot assessment system. Quantitative assessment of the study data collected through questionnaires was done using Statistical Package for the Social sciences window version 29. The program produced results of both descriptive and inferential statistics. The summation of the descriptive statistics which was made up of percentages, means, and standard deviations were represented in tables and pie charts. In order to demonstrate that the variables in questions were dependent on each other, the researchers conducted an inferential analytic approach grounded on correlation by a multiple linear regression model. The researchers concluded that TVET institutions in the county of Kiambu, Kenya, were more successful in cases where goals had been set, strategic analyses had been done, strategies formulated, plans put into practice and subsequently the strategies evaluated and managed. The study established that the indicators of all the discussed strategic management processes had significant implications in the TVET institutions in Kiambu County. According to the outcomes of the research, TVET institutions in Kiambu County should ensure that their strategies are widely interpreted and implemented, stakeholders are more involved and communicated in the process of goal creation, and more frequent data-driven planning and strategic analysis is applied. In order to improve the plan implementation and monitoring performance, the proposed solution is to improve the leadership and clarify responsibilities and establish efficient monitoring and evaluation systems. Practically, institutions should adopt an integrated strategic management approach, while theoretically, the findings support the continued relevance and refinement of the Strategic Management Process Theory in educational settings.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter begins by defining the study terms focused on strategic management process while examining completion rates in public Technical and Vocational Education and Training institutions. The study progresses from worldwide to specific regional approaches that ultimately create the research problem and its objectives. The chapter addresses research hypothesis as well as justification of the study together with scope and delimitation of the study and theoretical framework and conceptual framework.

1.1 Background of the Study

An institution achieves improved performance through strategic management process which links operational strategies to organizational targets. Strategic management processes are now vital for educational institutions serving Technical and Vocational Education and Training (TVET) institutions because they ensure sustainability and market competitiveness and response to labor market needs (UNESCO, 2024). Strategic analysis together with formulation and implementation and evaluation represent the essential phases of effective strategic management which lead institutions to succeed (Kaplan & Norton, 2024).

By conducting strategic analysis institutions become able to discover their internal and external environment elements which form their Strengths, Weaknesses, opportunities and Threats (SWOT) components that shape their performance. This enables institutions to formulate strategies that capitalize on their strengths and mitigate challenges. The formulation phase involves setting objectives and designing strategic plans that align with

institutional goals and stakeholder expectations (Hill, Jones, & Schilling, 2024). The implementation stage demands turning strategies into operational projects by precisely managing resource distribution alongside stakeholder involvements and operational performance optimization (TVET Strategy, 2024). Evaluation serves as the final phase through which institutions monitor and evaluate strategic initiatives because it supports continuous improvement and response to new challenges (UNEVOC, 2024).

Strategic management process includes planned activities for building strategies along with their implementation and assessment to help TVET institutions seek their objectives and maintain competitive advantages in educational settings (David & David, 2024). The strategic processes serve as fundamental elements to achieve academic superiority while producing quality student achievements and creating strong institution-wide recognition (Agyei & Mtembu, 2024). Strategic management at TVET institutions depends on objective establishment as well as environmental analysis followed by strategic planning efforts to leverage strengths through challenge resolution (Arabiat & Alajmi, 2024).

The strategic management process helps TVET institutions properly adapt their institutional policies toward regional market trends together with technological developments and workforce expectations (Kaplan & Norton, 2024). The process helps organizations to partner with industry stakeholders and faculty members together with students and administrators to work towards common objectives (Mawanika, Mathenge, & Mungai, 2024). TVET institutions which make their decisions based on data can adapt better to funding structure alterations as well as accreditation standards and workforce requirement transformations (Schwab, 2024).

Strategic management processes prove to be important organizational factors which determine institutional performance levels while affecting student retention and educational achievement results (Olawale & Garwe, 2024). The combination of strategic plans, resource distribution, leadership functions and quality regulation systems acts as an essential framework to stimulate student enrollment in TVET courses and their study completion (Mintzberg, Ahlstrand, & Lampel, 2024). The Kenyan government has undertaken policy reforms together with funding strategies to revamp TVET while Kiambu County institutions face ongoing challenges with their strategic management techniques (Schneider & Preckel, 2024).

The implementation of strategic management plays an essential role within TVET institutions because it keeps programs aligned with industrial needs while building institutional relationships and improving graduate employment possibilities (ILO, 2024). Strategic management processes that institutions successfully implement lead to improved institutional governance along with financial sustainability along with relevant curriculums and technological progress (Porter, 2024). This research checked strategic management implementation in TVET institutions through worldwide and regional and local frameworks to examine performance impacts.

1.1.1 Strategic Management Processes

1.1.1.1 Global Perspective of Strategic Management Processes

The global focus on education strategic management practices continues to grow due to UNESCO and World Bank initiatives that focus on competency education and market-aligned curricula to prepare workers (UNESCO, 2024; World Bank, 2024). Strategic management concepts achieve success in TVET institutions of developed countries

through partnerships with industries and digital transformations along with continuous innovation according to Organisation for Economic Co-operation and Development [OECD] (2023).

The dual-training framework adopted by Germany combines theoretical instruction with practical applied industry learning through its effective system. Under this learning system students gain theoretical information and practical skills which makes them better prepared for career opportunities after graduation (Schroeder & Becker, 2023). Australia uses a systematic process for TVET that emerges from sustained partnerships among educational facilities and industries and government entities to build curricula which matches learning to employment requirements (Smith & Kemmis, 2024). Education promotes long-term economic growth through systematic planning that engages stakeholders as well as innovation through stakeholder engagement.

Strategic management processes in education continue facing various implementation difficulties despite previous achievements obtained in education systems worldwide. The main barrier is the substantial amounts of money needed to maintain industry alliances and modern educational technology installations in educational institutions. World Bank reports that developing nations face three core obstacles which stop them from achieving complete strategic education reform success: limited resources together with insufficient funding systems and weak policy execution (World Bank, 2024). Some educational settings struggle with two main challenges: resistance to change against conventional educational formats as well as inconsistencies between legislative and workforce market requirements (McGrath et al., 2023).

The rapid advancement of technology has further reshaped strategic management in education, necessitating digital transformation to enhance learning experiences. The integration of artificial intelligence, virtual simulations, and data-driven decision-making has revolutionized curriculum development, assessment methods, and student engagement (Salmon & Wright, 2024). Countries that successfully incorporate these innovations tend to produce graduates with higher adaptability and digital literacy, which are crucial in modern labor markets. Nevertheless, the digital divide remains a challenge, particularly in resource-constrained settings where access to infrastructure and technological training is limited (UNEVOC, 2024).

From a global perspective, there are several studies such as that by George, Walker and Monster (2019) as well as Bryson, Edwards, and Van Slyke (2018) done in the United States of America which showed that strategic analysis, goal setting, and formulation influenced the performance of public and private organizations. Samad, Alghafis, and Al-Zuman (2018) conducted research which assessed strategic management practices through their strategy formulation and implementation variables. The variables analyzed demonstrated important role in determining institutional performance metrics.

The implementation of strategic management received evaluation by Babeľová, Vaňová and Prajová (2018) within Slovak Republic organizational settings that maintained quality management systems. The research employed strategy formulation and implementation as components of strategic management for analysis. The organizational performance regarding quality management received positive influence from these components.

Abdel-Aziz and Saed (2014) studied performance ramifications from strategic management within Jordanian Pharmaceutical manufacturing companies. The study used Balanced Scorecard measurements to assess strategic management through its financial perspective as well as customer perspective and internal process perspective and learning and growth perspective. The financial perspective examined shareholder opinions about the organization yet the customer perspective revealed customer organizational views. The internal perspective evaluated necessary tasks within the organization for customer satisfaction alongside the learning and growth perspective which focused on empowering staff members to fulfill stakeholder needs. Learning and performance perspective was rated highest by the organizations among balanced scorecard variables in the study by Abdel-Aziz & Saed (2014) while internal processes perspective ranked second and financial perspective and customer perspective ranked third respectively.

Ali and Qun (2019) conducted research in Bangaldesh to determine the relationship between strategic management practices which affect Small Medium Enterprises (SME) performance. The analysis of strategic management involved three measurement variables which included strategy formulation and strategy implementation and strategy evaluation. Research results showed that all variables (strategy formulation, strategy implementation, strategy evaluation) along with strategic management practices in their entirety demonstrate statistical significance to SME performance in Bangladesh.

1.1.1.2 Regional Perspective of Strategic Management Processes

The impact of strategic management procedures on manufacturing firm performance was investigated in Nigeria by Onyekwelu (2020). A strategic management system contains four elements which are strategic objective as well as strategy formulation followed by

strategy implementation and strategy evaluation. The research demonstrated that these performance indicators create positive effects.

Research carried out by Garad, Abdullahi, and Bashir (2025) in Mogadishu, Somalia confirmed that strategic management closely links to organizational performance. The research conducted by Abdiwali (2019) in Somali analyzed the relationship between strategic formulation along with strategic implementation and strategic control and evaluation processes on telecommunication firm performance. Research results confirmed these variables produce affirmative gains on organizational performance.

The research paper by Addae-Korankye and Aryee (2021) studied how strategic management practices influence the growth performance of SMEs in Ghana. The study used strategy formulation and strategy implementation as measurement tools for strategic management practices. The researchers identified that both strategic formulation and implementation procedures directly contributed to the growth rates of SMEs. The study by Ishimwe (2021) demonstrated that strategic management brought positive outcomes to the financial performance of Rwandan organizations. The study chose strategic formulation and implementation and evaluation and control as primary indicators to monitor strategic management processes. Strategic formulation practices along with strategic implementation practices and strategic evaluation and control practices served as main elements of strategic management practices according to Uwanyiligira (2020). The research determined that these organizational variables generate constructive effects on service delivery in public institutions.

1.1.1.3 Local Perspective of Strategic Management Processes

In Kenya, various authors have been able to examine the components of strategic management processes in different contexts. A research conducted by Dennis, Ng'ong'a, and Faith (2019) analyzed strategic management practices that operate within beach management units. The adopted indicators of strategic management processes included strategic direction and situation analysis and choices and strategy implementation and strategy evaluation and control. Future research by these authors demonstrated that these assessment markers increased overall performance measurements.

The performance evaluation of Kenyan private construction firms regarding strategic management practices was carried out by Waweru and Omwenga (2018). The research concluded that building firms used strategic management systems which led to enhanced organizational performance. Strategic thinking and strategic planning and the implementation process formed the elements of strategic management under review. The health institutions in Nairobi County received positive performance benefits from their strategic management components (strategic thinking, strategic planning and strategy implementation) according to Kasera (2017).

While concentrating on parastatals in Nairobi County, a study by Nyagaki, Munga, and Nzioki (2021) assessed how strategic management practices affected performance. The main indicators of strategi management adopted in the study were environmental scanning, strategy evaluation, strategy formulation and strategy implementation. These indicators were found to significantly affect the performance of the parastatals.

1.1.2 Performance of TVET Institutions

Technical and Vocational Education and Training (TVET) institutions develop professional workers who satisfy market requirements while contributing to social economic growth according to UNESCO (2022). TVET institutions differ from traditional academic institutions through their approach to teach learners practical industry-specific skills which creates essential resources for economic improvement and job market expansion according to Billett et al. (2020). The student completion rates of these institutions represent a significant point of worry for evaluation purposes. Performance evaluation in TVET consists of four aspects including educational quality together with graduate employability and institutional efficiency and industry need compatibility (McGrath, 2021).

The assessment of TVET performance bases its evaluation on key performance indicators (KPIs) that demonstrate training program successful outcomes. An institution that delivers TVET at high levels demonstrates superior graduation performance together with effective placement results for its graduates. Last research reveals that institutions actively working with industry partners achieve superior job placement outcomes also show better student completion results (Oketch, 2019). The success of TVET depends on developing training programs that match what industries need in the market. TVET curricula which include modern trends in digitalization and automation improve graduate employability in the market which results in higher completion rates (Afeti, 2021). The performance quality of TVET institution graduates relies heavily on their employability rates. Employers in Kiambu County report having different job requirements than what TVET institutions teach because this mismatch leads to graduate unemployment and decreased completion

rates. TVET graduates need curriculum changes together with strengthened industrial collaboration and business development education to be able to succeed as employees and owners (Karemu & Gongera, 2024).

National economic progress along with workforce performance and social change heavily depend on TVET institutions achieving maximum effectiveness. The field of strategic management processes represents fundamental components which help TVET institutions develop better performance standards (Marope, Chakroun, & Holmes, 2025). This research examined how strategic management procedures affected TVET performance by studying major traits that affect success at worldwide regional and local levels.

1.1.2.1 Global Perspective on Performance of TVET Institutions

Global TVET institutions follow strategic management protocols which focus on competency-based learning and combine industrial relations while integrating technology into education programs. The TVET systems of Germany Singapore and Finland represent successful models because they link their training programs to market needs through adaptable curricula and strong industry-education partnerships as explained by UNESCO (2021). Strategic management methods using dual training systems help these countries improve institutional operation and graduate employability which leads to better student completion rates (UNESCO, 2021).

1.1.2.2. Regional Perspective on Performance of TVET Institutions

The African continent encounters three major performance challenges in TVET because of insufficient funds and educational content from the past as well as intermediate industries fail to create important connections (Based on Afeti 2018). The TVET sectors of Rwanda together with South Africa have accomplished major reforms through policy approaches

that focus on developing skills while bettering infrastructure and enhancing collaboration with the private sector (African Union, 2020). African Union (2020) reports that institutional reforms in TVET sector have resulted in higher student enrollment together with improved graduate employment outcomes and better institutional reputation which enhance completion rates. In Tanzania, Pandisha, Kombe and Kayunze (2023) observed that situational analysis, formulation of strategic plan and performance review are key strategic management practices that institutions have adopted to achieve better performance

1.1.2.3 Local Perspective on Performance of TVET Institutions

As of 30 th October 2024, TVETA had accredited 2,473 institutions in Kenya. They have a good number of institutions, 1,114 VTCs to 1,330 TVCs, 28 national polytechniques and KS-TVET. These schools offer the courses in technical, vocational, and agricultural education and training (TVET) on different levels, and they are certified by the recognized national examination organization such as CDACC, NITA, KNEC, and KASNEB. The TVET Authority has also certified six thousand eight hundred and sixty-six trainers.

The Competency-Based Education and Training (CBET) framework has transformed the TVET sector of Kenya through its commitment to developing industry-oriented practical skills for learners (Government of Kenya, 2019). Financial limitations coupled with insufficient trainer education and delayed policy application prevent TVET from achieving its maximum potential according to Wanjala and Kimutai (2021). Timely barriers limit TVET institutions' performance level and they specifically affect student enrollment patterns and course completion (Wanjala & Kimutai, 2021) as shown below.

Table 1.1: Comparison of Enrollment, Graduates and Dropouts from 2018 to 2023

Institution	Total Enrolment	Total Graduates	Total Dropouts
Baringo	3230	790(24.46%)	139(4.30%)
Bungoma	6041	2742(45.39%)	762(12.61%)
Kericho	3682	497(13.50%)	16(0.43%)
Kabete	8817	1429(16.21%)	50(0.57%)
Kaiboi	2506	451(18.00%)	7(0.28%)
Kajiado	1978	1216(61.48%)	11(0.56%)
Kenya Coast	5750	1254(21.81%)	273(4.75%)
Kitale	12025	692(5.75%)	506(4.21%)
Mawego	5586	1382(24.74%)	132(2.36%)
Meru	9678	658(6.80%)	0(0.00%)
Nyandarua	2633	848(32.21%)	31(1.18%)
Shamberere	2273	268(11.79%)	56(2.46%)
Sigalagala	14176	2398(16.92%)	101(0.71%)
Taita Taveta	3036	966(31.82%)	5(0.16%)
Eldoret	7043	3243(46.05%)	35(0.50%)
Jeremiah Nyagah	4126	689(16.70%)	45(1.09%)
Kiambu	9187	2001(21.78%)	162(1.76%)
Kisii	15694	3434(21.88%)	3(0.02%)
Kisumu	10926	1656(15.16%)	915(8.37%)
Northeastern	1274	277(21.74%)	-
Nyamira	2181	581(26.64%)	74(3.39%)
Nyeri	9166	121(13.26%)	66(0.72%)
Rift Valley	10646	2831(26.59%)	173(1.63%)
Tseikuru	318	50(15.72%)	2(0.63%)
Overall	**151,972**	**31,568(20.77)**	**3,564(2.35%)**

Source: TVETA 2023

The TVET institutions in Kiambu County subsequently show national patterns where they have potential for development simultaneously with operational barriers that affect their performance outcomes as shown below.

Table 1.2: Kiambu County Students enrollment and exam performance in Financial Year 2023/2024

S/No	Name of Institution	Type	Code	Students Enrolment			Exam Performance			
				M	F	M + F	Entries	Passes	Referrals	% Pass
1.	Kiambu National Polytechnic	NP	2201	5265	3923	9188	642	331	207	51.56%
2.	Thika Technical Training Institute	TTI	2202	7200	5568	12768	625	267	235	42.72%
3.	Nachu Technical and Vocational College	TVC	2203	655	327	982	0	0	0	0%
4.	Gatundu South Technical and Vocational College	TVC	2204	380	172	552	109	84	22	77.06%
5.	Lari Technical and Vocational College	STVC	2205	36	35	71	0	0	0	0%
6.	Limuru Technical and Vocational College	TVC	2206	202	118	320	34	22	9	64.71%
7.	Githunguri Technical and Vocational College	STVC	2207	8	0	8	0	0	0	0%
8.	Ruiru Technical and Vocational College	TVC	2208	70	34	104	0	0	0	0%

Source: State department of TVET 2024

The research focused on identifying complete elements which lead to TVET institutional success by studying goal setting with strategic analysis and formulation implementation and evaluation and control methodologies within these institutions. This study added value to TVET institution effectiveness through analysis of international best practices which the research adapted to local conditions to build policy guidance and practical operational strategies. The gathered data enables stakeholders in education together with policymakers and institutional decision-makers to discover efficient ways for maximizing strategic management methods to enhance student success and institutional sustainability as well as overall economic advancement.

1.2 Statement of the Problem

Technical and Vocational Education and Training Institutions play an important role in a developing country like Kenya by equipping trainees with technical skills and knowledge needed for the growth of the economy. However, these institutions have continued to face challenges of poor performance (Wanjohi et al., 2019). The poor performance of TVET Institutions has been on the rise despite intensified policy support efforts to improve their performance, as these institutions continue to experience ongoing difficulties in strategic planning as well as resource management. The employment statistics from the Kenya National Bureau of Statistics indicate Kiambu TVET graduates achieve only 47% job placement rates during their first year of graduation (Kenya National Bureau of Statistics [KNBS], 2022). The pass rate in national examinations has been consistently below 50% while the graduation rate averages 20.77% in Kiambu county, State department of TVET (2024).

One of the key issues affecting TVET institutions' performance in Kiambu is inadequate strategic management processes. According to the Ministry of Education (2021), which reported that strategic planning processes remain weak, with over 60% of institutions lacking comprehensive long-term strategic plans to guide curriculum development, resource allocation, and industry collaboration. Furthermore, for those institutions with strategic plans, the effectiveness of strategy implementation is hindered by constraints such as inadequate funding, with the government disbursing only 62% of the allocated capitation funds to public TVET institutions in Kiambu (KNBS, 2023). This financial shortfall affects the availability of instructional materials, modern equipment, and skilled trainers, thereby compromising institutional performance and student completion rates.

Additionally, the evaluation of strategic initiatives remains underdeveloped, with fewer than 30% of TVET institutions in Kiambu conducting regular performance reviews to assess the impact of their strategic management processes on student outcomes (Republic of Kenya, 2022). The absence of robust monitoring and evaluation frameworks exacerbates inefficiencies and limits data-driven decision-making. Existing empirical studies on strategic management processes in TVET institutions are limited, particularly within developing contexts such as Kenya. Most research focused on broad educational policies rather than institution-specific strategic management dynamics (Mwangi & Gathungu, 2021).

This research addressed this information deficiency through an assessment of strategic management processes at TVET institutions in Kiambu County focusing on strategy design and execution together with evaluation methods. Evidence-based recommendations for enhanced strategic management capabilities of TVET institutions were provided through this examination of strategic management dimensions to boost performance and student graduation rates and economic development impact.

1.3 Research Objectives

1.3.1 General Objective

The general objective of this study was to investigate the effects of strategic management processes on the performance of Technical and Vocational Education and Training Institutes in Kiambu County, Kenya.

1.3.2 Specific Objectives

This study was guided by the following specific objectives:

i. To examine the effect of goal setting on performance of Technical and vocational Education and Training Institutes at Kiambu County, Kenya.

ii. To establish the effect of strategic analysis on the performance of Technical and vocational education and Training Institutes at Kiambu County, Kenya.

iii. To determine the effect of strategy formulation on the performance of Technical and vocational education and Training Institutes at Kiambu County, Kenya.

iv. To assess the effect of strategy implementation on the performance of Technical and vocational education and Training Institutes at Kiambu County, Kenya.

v. To examine how strategy evaluation and control affect the performance of Technical and vocational education and Training Institutes at Kiambu County, Kenya.

1.4 Research Hypotheses

H_{01}: There is no statistically significant relationship between goal setting and performance of Technical and vocational Education and Training Institutes at Kiambu County, Kenya.

H_{02}: There is no statistically significant relationship between strategic analysis and performance of Technical and vocational education and Training Institutes at Kiambu County, Kenya.

H_{03}: There is no statistically significant relationship between strategy formulation and performance of Technical and vocational education and Training Institutes at Kiambu County, Kenya.

H_{04}: There is no statistically significant relationship between strategy implementation and the performance of Technical and vocational education and Training Institutes at Kiambu County, Kenya.

H_{05}: There is no statistically significant relationship between strategy evaluation and control and performance of Technical and vocational education and Training Institutes at Kiambu County, Kenya.

1.5 Significance of the Study

The research serves as an essential approach to resolve current efficiency and quality and sustainability problems in vocational education systems. Knowledge about strategic management effects on TVET institution performance allows us to enhance their contribution to Kenyan economic progress through better understanding of practical learner education methods. The findings from this study hold important value for the management of TVETs and their staff members and students as well as policy makers and researchers.

1.5.1 Management

Managerial teams can use this research to understand how strategic planning acts combining with implementation and evaluation generates institutional growth and efficiency. Through effective organizational management TVETs can link their goals to national development needs and maximize their resources to deliver better institutional results. Administrators can adopt proven strategies associated with decision-making through the study findings to strengthen governance systems.

1.5.2 Staff Members

The study demonstrates that strategy constructs the workplace and professional advancement while producing operational excellence for staff members. The knowledge of strategic management effects on institutional performance enables staff members to contribute actively to strategy execution for teaching quality improvement and curriculum relevance enhancement and delivery of better student support services. Quality strategic procedures result in increased job contentment together with enhanced employee drive.

1.5.3 Students

The research findings will help TVET students receive better quality training and educational experiences in TVET institutions. Through proper strategic management institutions stay aware of industry changes to provide students with skills necessary for employment markets. An efficient TVET system management leads to improved educational quality and greater employment possibilities and start-up opportunities for graduates.

1.5.4 Policy Makers

The study delivers critical information to policy makers about strategic management effects on TVET performance which assists their creation of evidence-based policies for institutional excellence. Such findings enable government officials to create policies that strengthen funding procedures together with curriculum development and regulatory systems to achieve effective TVET performance and national skills targets.

1.5.6 Researchers

The base for strategic management research practices exists in this study which further advances academic studies of vocational education strategic practices. The research will

add to current academic knowledge through its collection of empirical data regarding strategic management effects on performance in TVET institutions. Future researchers should use these findings as their base to study fresh aspects regarding strategy execution and sustainability alongside innovation in TVET institutions.

Overall, this study is significant as it seeks to enhance the effectiveness of TVET institutions in Kiambu County by providing actionable recommendations for improving their strategic management processes. It will contribute to strengthening Kenya's TVET sector, ultimately supporting economic growth and sustainable development.

1.6 Scope and Delimitation of the Study

This research focused on the technical and vocational schools strategic management practices and performance measures. The sole independent variables that were studied in the study include goal setting, strategy analysis, strategy development, strategy execution, assessment and control. The object of the study was public technical and vocational schools in Kenya, which are found in the Kiambu County only. This study did not explore privately operated vocational training centers or informal apprenticeship programs since it had an exclusive focus on the official recognized TVET institutions in Kiambu County. The study will be conducted in the period between January and September of 2025 and will take a duration of nine months.

1.7 Theoretical Framework

This study adopted multiple theories which directed the research objectives. The study adopted five major theories which include goal setting theory, resource-based view theory, Mintzberg's strategy typology, McKinsey 7S Model, and Systems theory. According to Locke and Latham's Goal-Setting Theory (1990) clear goals result in improved

performance together with enhanced motivation by supplying focus alongside quantifiable standards and specific directions. According to this theory strategic goals should be precise along with being demanding and reachable to deliver better productivity compared to non-specific or uncomplicated aims. TVET institutions could use the Goal-Setting Theory to establish SMART goals as part of their strategic management process to enhance their performance.

The Resource-Based View (RBV) Theory (Barney, 1991) posits that an organization's sustainable competitive advantage comes from its unique resources and capabilities, which are valuable, rare, inimitable, and non-substitutable (VRIN framework). In strategic analysis, TVET institutions could use RBV to assess their internal strengths, such as well-trained instructors, industry linkages, specialized training equipment, and strong governance structures. TVETs could distinguish themselves from their rivals while enhancing their institutional outcomes through proper utilization of their unique characteristics (Grant, 2022).

Strategy Typology by Mintzberg (1987) identifies five strategic types named intended, deliberate, emergent, realized and unrealized. The framework understands that strategy development occurs through dynamic evolution because it reacts to elements both inside and outside an institution. The theory had applications in TVET institution strategy formulation by allowing them to manage planned strategies from government directives with emergent strategies that respond to changes in the workforce and technology.

The McKinsey 7S Model (Peters & Waterman, 1982) demonstrates that effective strategy implementation reaches success through seven aligned organizational elements which

include strategy, structure, systems, shared values, style and staff and skills. To successfully execute strategic plans within TVET institutions, an organization needs properly developed governance structures together with optimized operational systems and qualified workforce.

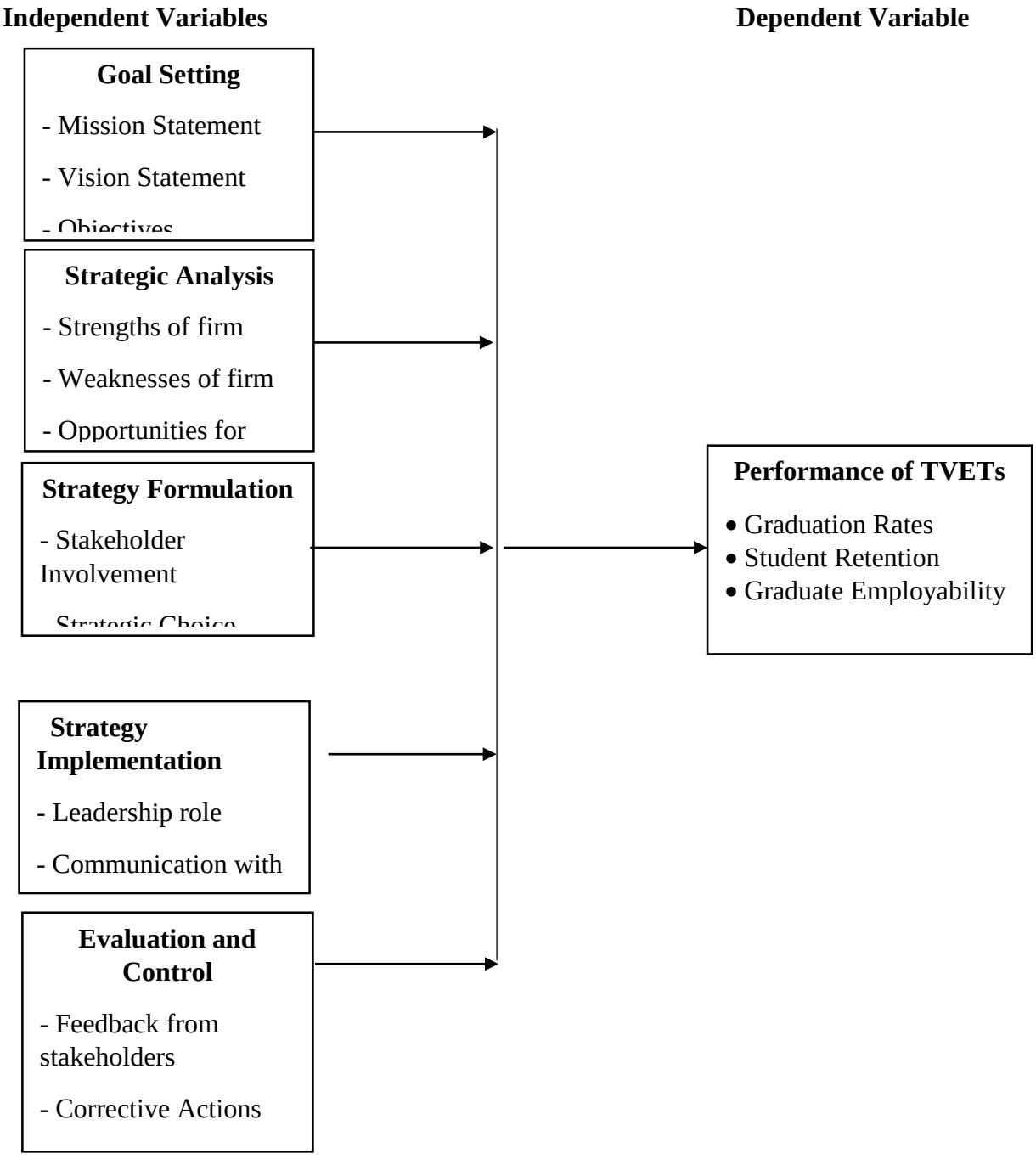
Ludwig von Bertalanffy's Systems Theory (1968) regards organizations as open systems which need sustainable operational success through continual environmental interactions combined with feedback mechanisms. Evaluation and control in TVETs depended on interconnected systems that require examination of performances together with feedback mechanisms and changeability measures. TVETs should use Systems Theory to create flexible evaluation systems which monitor graduate job placement success rates through survey feedback to check curriculum match with industry requirements. The TVET can modify its training programs based on results that show a specific industry lacks necessary skills. Strategic objectives receive continuous evaluation for purposes of readjustment according to altering external conditions.

1.8 Conceptual Framework

The research rationale was to evaluate the effectiveness of the Kenyan Technical and Vocational Education and Training programs offered publicly to achieve the desired outcomes. Strategic management processes which comprised of goal setting, strategic analysis, strategic development, implementation, assessment and control were all components of the independent variable. The factors mentioned above were necessary in order to develop institutional capacity, improve the quality of education, develop student retention programs, and improve the completion rates. The dependent variable in this study

was the effectiveness of TVET. A graphical representation of the variable relation appears in Figure 1.1.

Figure 1.1: Conceptual Framework



CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The chapter provides an analysis of strategic management processes alongside performance evaluation of TVET institutions. The analysis relies on research materials found in online articles as well as journals and books together with other publication types. The sections of this review group the research into a theoretical review followed by literature evidence and an analysis of knowledge gaps.

2.1 Review of Theories

As earlier discussed briefly in the theoretical framework, there are several theories that guided this study. The theories included goal setting theory, resource-based view theory, Mintzberg's strategy typology, McKinsey 7S Model, and Systems theory respectively. These theories were discussed in detail highlighting their proponents, assumptions, critique, and application to the study.

2.1.1 Goal Setting Theory

During the late 1960s Edwin Locke introduced Goal-Setting Theory until Gary Latham jointly refined its core principals in 1990. Specific challenging goals along with proper feedback help boost motivation and performance according to the theory (Locke & Latham, 1990). The main concept behind this theory shows how well-defined objectives help people perform at higher levels because specifications give necessary guidance and enhance dedication while keeping participants focused. The theory exists as a widely-used organizational framework which educators and trainers adopt to improve performance and productivity within their training institutions.

Goal-Setting Theory exists based on multiple fundamental assumptions. First, it assumes that setting specific and challenging goals leads to higher performance than vague or easy goals (Locke & Latham, 2002). Second, it presumes that individuals are naturally motivated to achieve goals that they perceive as meaningful. Third, it suggests that feedback is critical for goal attainment, as it helps individuals adjust their efforts. Finally, the theory assumes that individuals must be committed to their goals and possess the necessary abilities to achieve them. Without commitment or capability, goal-setting may not yield the desired outcomes.

One of the major advantages of Goal-Setting Theory is that it provides a structured approach to improving performance by encouraging focused effort and persistence (Lunenburg, 2011). It also enhances motivation and job satisfaction, as individuals experience a sense of accomplishment when goals are met. Additionally, the theory emphasizes the importance of feedback, which helps in refining strategies for achieving goals. However, a major limitation is that overly ambitious goals can lead to stress, burnout, or unethical behavior if individuals feel pressured to meet unrealistic targets (Ordóñez et al., 2009). Furthermore, if goals are not aligned with organizational capabilities, they may lead to frustration and demotivation.

The theory proved suitable for studying goal-setting effects on performance within Technical and Vocational Education and Training institutions in Kiambu County. Notably, TVETs operate within a competitive environment where clear objectives—such as increasing student enrollment, enhancing graduate employability, and improving training quality—are crucial for success. By setting specific and measurable goals (e.g., raising graduation rates by 15% over three years), TVET administrators could improve

institutional effectiveness. Additionally, providing regular feedback on student performance, staff productivity, and curriculum outcomes ensures that adjustments can be made to meet strategic objectives.

2.1.2 Resource-Based View Theory

The Resource-Based View (RBV) Theory was developed by Jay Barney in 1991, building on earlier work by Edith Penrose (1959). The theory posits that an organization's competitive advantage is derived from its internal resources, which must be valuable, rare, inimitable, and non-substitutable (VRIN framework) (Barney, 1991). The internal capabilities of firms represent the main focus of Resource-Based View rather than conventional external models like Porter's Five Forces model. The business world along with performance evaluation of education relies heavily on RBV as a widely used theory.

RBV is based on several key assumptions. First, it assumes that resources within organizations are heterogeneous, meaning different institutions have unique resource endowments (Wernerfelt, 1984). Second, it assumes that resources are imperfectly mobile, meaning they cannot easily be transferred or replicated by competitors (Barney, 1991). Third, it suggests that organizations can sustain a competitive advantage if they possess VRIN resources—those that are valuable (create efficiency or effectiveness), rare (not widely available), inimitable (difficult to copy), and non-substitutable (cannot be replaced by alternative resources).

A key advantage of RBV is that it emphasizes long-term competitive advantage by focusing on internal strengths rather than reacting to external threats (Peteraf, 1993). It also helps organizations identify core competencies, which can be leveraged for strategic

growth. However, a major limitation of RBV is that it underestimates the influence of external factors, such as market conditions and regulatory changes (Priem & Butler, 2001). Additionally, identifying and developing unique resources can be time-consuming and expensive, making it difficult for some organizations to apply the theory effectively.

The application of this theory demonstrated success for studying the impact of strategic analysis on operational results from TVET institutions in this specific research context. The performance of TVETs expands when institutions use qualified instructors who teach modern curriculum in contemporary educational facilities connected to relevant industrial partners. The institutions maintain higher market success rates because of their acquired resources. The RBV framework enables TVET administrators to conduct strategic analysis for determining performance-related internal resources so they can create strategies to improve these resources.

2.1.3 Mintzberg's Strategy Typology

The 1987 framework by Henry Mintzberg introduced his Strategy Typology which presents organization strategy development and execution from a flexible standpoint. The process of strategic development in organizations varies according to Henry Mintzberg because it combines both deliberate planning and organic emergence that depends on shifting environmental conditions. According to Mintzberg (1987) organizations develop five distinct strategic approaches that include planned strategies and executed strategies as well as strategies formed through changing environments and actual implemented strategies and unrealized strategies which do not materialize (Mintzberg, 1987). The strategy development process becomes clearer through this framework because it shows how organizations must remain flexible in their decision processes.

The assumptions which underpin Mintzberg's typology include multiple points. The theory accepts that strategic development does not exclusively utilize logical executive framework because it may originate from systemic learning and adaptive environmental changes (Mintzberg & Waters, 1985). The model implies organizations face unexpected challenges as well as new opportunities after implementing their strategies. According to the conceptualization it promotes an ongoing cycle of strategy development instead of single-time approach. The model presupposed that formal planning methods together with spontaneous adjustments jointly form the basis of strategic management success.

According to Mintzberg (1994) the dynamic nature of strategy formulation is recognized through his typology which makes organizations adaptable to changes. Thorough strategy-making requires deliberate planning procedures and emergent adaptation processes to make it an achievable method for strategic decision formulation. Despite its value as strategic understanding tool it proves challenging for organizations with strict planning requirements to use because it fails to provide distinct predictive elements (Whittington, 2001). Inadequate management of the emergent strategy approach could result in dimensions of inconsistency coupled with a lack of organizational focus.

Mintzberg's Strategy Typology provided organizations with a valuable framework that explains strategic responses from institutions toward different formulation strategies. The nature of TVET institutions demands strategic flexibility since they need to respond to fast-changing labor needs and evolving policies together with technological advances. A TVET system will begin with a designed plan for introducing new technical training according to industry needs through deliberate strategy yet it will later add emergent strategies to include AI-supported educational technology. Adaptability in TVET institutions leads to improved

competition and impact on student employability alongside better institutional performance.

2.1.4 McKinsey 7S Model

Through their work at McKinsey & Company Tom Peters and Robert Waterman Jr. and Richard Pascale designed the 7S Model throughout the late 1970s timeframe. Seven organizational elements comprise the framework under the names Strategy, Structure, Systems, Shared Values, Style, Staff, and Skills which together determine organizational success. Organizations can achieve successful strategy implementation through maintaining conventional partnership between their organizational elements according to the model. Organizational assessment through this framework serves as an evaluation method for all types of organizations to enhance operational performance according to Corporate Finance Institute (n.d.).

According to McKinsey & Company (2008) the McKinsey 7S Model operates based on the essential requirement of shared values and staff variables in combination with structure and strategy for complete organizational success. Organizations need to adopt a complete strategy for change since changes to one element automatically create effects across all other elements based on this model framework. Kumar and Geetika (2019) state the model need controlled alignment of all seven elements to improve organizational-wide execution performance.

Through its integrated framework, the McKinsey 7S Model enables organizations to view all difficult organizational elements in a comprehensive way which makes the diagnosis and alignment of change projects more efficient. Analyzing the seven elements of this

framework leads to advanced resource requirements and lengthened time requirements for alignment activities. The model mainly investigates organizational internal aspects while neglecting potential outside environmental factors which influence performance outcomes.

The research draws benefits from this theory to analyze the performance effects that result from implementing institutional strategies. A TVET institution seeking to introduce technology-driven courses needs to support their strategic initiative (Strategy) through suitable organizational Structure and current administrative Systems together with systematic alignment with core values (Shared Values) according to Karemu, and Gongera (2024). Leadership styles need to be combined with faculty skill development and human resource operational methods to endorse the strategy implementation. The analysis of strategic elements' mutual relationship provided essential information about implementation procedure success rates and their influence on regional TVET institutions' performance.

2.1.5 Systems Theory

In the 1940s and 1950s Ludwig von Bertalanffy established Systems Theory as a method to examine interconnected systems through their multipart interdependent framework which serves unified functional objectives. According to this principle of management an organization behaves as a continuously open system by processes continuously with environmental factors so that modifications in individual subsystems create substantial impacts throughout all systems and the complete organization (Adams et al., 2014).

Systems Theory works based on multiple essential conditions. Organizations consist of multiple connected subsystems which include teams and departments that unite to reach

their organizational goals. The theory asserts that interconnected subsystems depend on each other because any disturbances inside one subsystem automatically affect both the adjacent subsystems along with the overall operational capability of the entire system. As a part of its foundational aspects the theory maintains that organizations remain open to environmental factors which they must constantly adapt to. The model stresses the critical role of feedback systems since they help organizations improve themselves through continuous regulation (Mele, Pels, & Polese, 2010).

Systems Theory presents a beneficial organizational method because it integrates whole-system understanding which helps managers make better choices by solving complex business issues. Organization adaptability develops because they understand both internal operations and external environmental adjustments need timely responses. A major drawback exists due to the expensive and time-consuming process of comprehending subsystems interactions in their entirety because this approach may cause organizations to become frozen through excessive analysis. There are cases where managers who dedicate too much attention to interrelationships may dismiss urgent specific problems within subsystems (Indeed Editorial Team, 2023).

The evaluation process and control systems require analysis using Systems Theory because it provides essential insights into institutional performance dimensions. TVET administrators can monitor the overall institutional impact by viewing their institution as an integrated system made up of academic departments together with administrative units as well as support services. The adoption of a new curriculum within the academic subsystem demands parallel modifications to worker competency improvement programs and budget distribution as well as educational assistance programs. The evaluation process

of strategy performance and control requires continuous monitoring between organizational components to verify that strategic plans match institutional goals and adjust properly to environment shifts. Research demonstrates that combined management systems deliver enhanced performance results to educational organizations (Karemu & Gongera, 2024).

2.2 Empirical Review of Literature

The section provides an examination of existing empirical research regarding the studied area. Research objectives were used to structure the findings that investigated the effects of goal setting together with strategic analysis and strategy formulation and implementation and evaluation and control on performance.

2.2.1 Goal Setting and Performance

Akinlabi, Dogo, and Asikhia (2021) conducted research to examine how goal setting affects performance levels of registry staff working at southwest universities throughout Nigeria. The research depended on secondary desktop review of literature to obtain its primary information. The critical review of literature showed that southwest Nigerian universities remain popular for university education in Nigeria yet face an ongoing deterioration of their academic performance. Other researched papers confirmed that specific goal-setting practices create positive effects on educational facility worker performance.

Oloruntoba and Akanazu (2024) performed a literature review-based study focusing on strategic goal-setting along with organizational effectiveness in a selection of trading and manufacturing companies. The research underlines strategic goal alignment with organizational mission vision and values while building its foundation from the Goal

Setting Theory (GST). Organizational performance benefits positively from strategic goal setting according to study results which focus on leadership and cultural development as well as structural elements and strategic planning and resource management. The evaluation stressed the vital role of SMART goal-setting combined with feedback systems and proper resources to bridge the performance and goal setting association.

Muzzam and Tiwana (2024) evaluated how SMART goals influence employee commitment levels within business organizations. Qusai conducted expo facto research by using purposive sampling to choose their sample group. The research data came from 18 family business managers using case study methodology while they completed Organization Commitment Scale developed by Meyer and Allen (1997). Managers received training about proper goal and objective development through the intervention. All subjects received two identical questionnaires which they answered at separate points: before the intervention and one week following its implementation. The analysis from paired sample t test demonstrates how SMART goal setting creates significant positive changes in employee organizational commitment levels at a $p<.01$ statistical significance. This study chose to focus exclusively on employee commitment directed at the organization. The research investigated the effects smart goals have on TVETs' performance within Kiambu County of Kenya.

Jonyo (2018) investigated the relationship between mission statements and visions in determining the performance outcomes of private universities operating across Kenya. The authors applied positivist concepts in their work and chose the correlational research method. The sample was comprised of nineteen Kenyan institutions that are members of the Commission of University Education, all of which are privately owned. The

participants (136) included the board of directors, vice chancellors, department heads (such as those of the finance school, sports school, human resource school, research school, and quality assurance school), and the academic deans in the business school. The consensus methodology was applied. Regression analyses and correlations provided inferential statistics, whereas frequency distributions, percentage distributions, and calculation of means provided descriptive statistics in the study. This research study contributed to the current investigation by providing a positive relationship between strategic vision and organizational performance.

2.2.2 Strategic Analysis and Performance

Kurniawan and Waisarayutt (2019) examined SWOT analysis as a factor in creating sustainable development plans for Local Enabler Communities (TLE) in all parts of Indonesia. The Local Enablers performed Internal Factor Evaluation (IFE) and External Factor Evaluation (EFE) first then used Social Business Ecosystem (2) SWOT analysis to understand their present condition and operational methods before creating suitable strategic directions for The Local Enablers. A research investigation took place from July to December 2018 to analyze members and stakeholders of TLE communities located at Universitas Padjadjaran in Jatinangor West Java Province of Indonesia using Focus Group Discussion and in-depth interview methods. A SWOT analysis performed by The Local Enablers identified both internal and external elements to produce strength, weaknesses, opportunities and threats assessment results. Study findings demonstrate that TLE exists between relationships between EFE and IFE matrices. The present TLE strategy matches with the best possible strategic position determined from SWOT and Space analysis. A strategic course for TLE based on its SWOT analysis and Space matrix positions requires

market share growth and new acquisitions together with competitive product concentration to keep this strategic position.

Aguoru, Orsaah and Umogbi (2018) conducted a critical assessment of strategic analysis and implementation effects on service quality at a prominent Nigerian telecommunication network provider. A survey research design employed structured questionnaires to obtain data which staff members at MTN randomly answered from the northern central parts of the country. The research established its hypotheses while performing validity tests and reliability measurements before applying suitable descriptive and inferential statistical methods for analysis. Research findings indicated that business environmental factors influence organizational performance to a degree of 4.12. The organization has enough resources to reach its goals (4.3). The evaluation of internal resources acquired by the organization bolstered service quality deliveries (4.25). The implementation of strategic analysis by MTN enabled the company to enhance its service quality. The purpose of this research was to determine if strategic analysis produces meaningful effects on TVET institution performance within Kiambu County in Kenya.

Okwemba along with Njuguna (2021) explored how environmental monitoring influences the performance of Chemelil Sugar Company. The research applied open system theory as its foundation. Researchers employed descriptive research as their methodology. The target population was 60. The research selected department heads as its primary group for data collection. The research instruments used in this study consisted of questionnaires. Because the research population was small and subject to high levels of accuracy the study adopted census methodology. The research utilized purposive sampling as its technique. The research discovered that environmental scanning produces positive and significant effects

on performance results. The performance level rises by 0.840 units when environmental scanning practices increase by one unit while maintaining all other conditions static.

Sekere (2023) conducted a study to assess environmental scanning effects on small and medium manufacturing enterprise performance in Kenya using positivism research methodology and a cross-sectional descriptive design. The research surveyed 622 manufacturing SMEs that belong to the Kenya Association of Manufacturers (KAM) membership register. In the study, structured questionnaires were utilized to collect the data of 243 managers who were selected through stratified random selection. The authors examined the data both through the descriptive and inferential techniques. The performance of the small and medium manufacturing enterprises in Kenya is greatly influenced by the environmental scanning since the null hypothesis that was tested was not supported by the study.

2.2.3 Strategy Formulation and Performance

Chijioke, Vu, and Olatunji (2018) performed a study which researched strategy formulation through the evaluation of company vision, mission and long-term objectives and their effect on strategic performance. Strategic management literature provides an analytical framework for studying how mobile telecommunication companies in Nigeria benefit from strategy formulation drivers to achieve improved strategic performance. The research explored a single telecommunications sector in Nigeria using survey data to receive information from mobile telecommunication company managers. One hundred and twenty managers participating in this study came from finance/audit and sales/marketing and customer service and engineering teams of head offices and eight regional offices belonging to four mobile telecommunication companies operating throughout Nigeria. An

analysis of data happened through descriptive statistics along with multiple regression techniques provided by the authors. The analysis employed Statistical package for social sciences (SPSS 25) through its version 25 as the software tool. The research determined that mobile telecommunication firms in Nigeria benefit from joint effectiveness between their strategy formulation drivers.

Okwemba and Njuguna (2021) conducted an assessment of the impact of the strategy performance on the Chemelil sugar business in Kenya, which is situated in the Kisumu County. The researchers used descriptive research to conduct their inquiry. This ad was targeting the department heads working in Chemelil Sugar Company. The population survey of the plant census involved all the heads of the department. Descriptive and inferential statistics were employed by the researchers to filter the data obtained due to self-administered surveys. Investigation results revealed that performance and strategy formulation process had a strong relationship. Based on the results of the model summary in the creation of strategies, the variance in the organizational performance was 27.4 percent. The statistical study demonstrated a strong positive relationship between the strategy design and the performance.

Mabuka and Kaluyu (2022) focused on the impact of strategy generation on the performance of Airtel Company Limited. The target population of this study was the 184 full-time employees at the Nairobi County center based at Parkside Towers. To select the people to survey, this study was based on consensus surveys. The researchers employed structured questionnaires in order to collect primary data. The statistical methods employed were correlation, analysis of variance (ANOVA) and multiple regression analysis. Involvement of stakeholders enhances better strategy formulation which translates into a

smooth running of the process and organizational success. The findings indicate that the company is most successful when the stakeholders are incorporated in the decision-making process because the scores of the individuals were between 0.638 (standard deviation) and 2.123 (mean). The survey established that employee ideas help generate alternative tactics at Airtel in Kenya with the mean rating of 4.012 and a standard deviation of 0.869. The variables that affected the organizational success significantly were strategic choice practice and organizational success (b=0.363) and Environmental analysis practices and organizational success (b=0.253) and Stakeholders involvement practices and organizational success (b=0.053) produced statistically significant relationship with organizational success at Airtel in Kenya. Based on the findings, the methodologies of creating a strategy are essential in the performance of an organization.

Owich, Katuse, and Ngari (2018) studied how the creation of a strategy affected the performance of organizations. In this study, there were 325 top managers of companies that are listed in the NSE. The stratified sampling method used different sets of respondents and sectors as the strata. This data set had a sample of 179 senior managers. A sample survey was conducted through the use of a standardized survey questionnaire. To make sure that the questionnaire was legitimate, pilot test was performed before the actual research. The questionnaire has a satisfactory reliability of 0.7 with a Cronbach alpha of 0.7 in the pilot study. Among the 179 respondents, 147 respondents gave responses, which is 82.1. Descriptive and inferential techniques were applied after data gathering had been completed. Although regression provided inferential statistics, the statistical analysis comprised means and standard deviations in contrast to frequencies to describe the data.

The positive and undisputed relationship was observed between strategic formulation and performance.

2.2.4 Strategy Implementation and Performance

Onyegbula, Nwoye, and Daniel (2023) analyzed the impact of strategic implementation on financial services sector supervisory agency performance in Nigeria through their research. This research evaluated the direct effects that technology adaptation and strategic leadership together with strategic communication and resource availability and organizational structure have on agency performance levels. The research utilized a descriptive method to receive primary information from 342 personnel working at CBN, NDIC, SEC and NAICOM. It analyzed the data in two types of statistics. The ordinary least squares (OLS) regression findings (at 5% level) revealed a positive and statistically significant relationship between the organizational performance and technology adaptation, strategic leadership, strategic communication, resource availability, and organizational structure. The implementation of the strategy has a major effect on the performance of the financial services supervisory authorities in Nigeria as the research findings have shown.

Mathore (2019) analyzed the institutional outcomes of DTB bank in Kenya by studying commercial banks in the country. The research adopted both case study and interviews as primary methods to collect information from respondents. The research employed a qualitative method for its analysis framework. Bank performance revealed a beneficial relationship with strategic implementation according to the study results. Staff members throughout the institution demonstrate separate understanding of execution processes yet

execution factors may limit progress because leaders who notice institutional realities can manage interference.

The study conducted by Somi (2020) studied the impact that implementation strategies have on government parastatal performance throughout Kenya. The research design followed a descriptive survey to study 42 government parastatals based in Nairobi. Strategic evaluation demonstrated strong implications with the performance outcomes of these parastatals according to research findings. A significant relationship existed between reward systems and parastatal performance outcomes.

Chepkwony (2020) conducted research into how strategy implementation, evaluation and control actions affect performance levels at the Office of the Auditor General. For this analysis the researchers chose a descriptive survey design to study 438 staff members at the Auditor's office who include junior managers, top leadership and supervisory teams. The study found that strategic implementation and evaluation and control measures strongly affected the institution's outcomes yet the ability to signify performance results along with reward relations to performance and creating a performance-based tradition and boosting performance transparency yielded minimum benefits.

Mailu, Ntale and Ngui (2018) conducted a study to evaluate the relationship between implementation strategies and pharmaceutical organizational performance in Kenya. The research examined how organizational structure and organizational resources together with organizational culture influenced pharmaceutical industry strategy implementation in Kenya. This survey research used descriptive methods to investigate all the 64 pharmaceutical businesses operating in Nairobi Kenya. The researcher used survey data

that underwent descriptive statistic analysis after questionnaire distribution. The presented results included both tables and graphical representations to support further analysis between study objects. Multiple regression models helped determine how well organizations perform based on their implementation of strategies. Scientific results show that strategy implementation exerts meaningful effects on organizational performance levels. That study proved all three factors including organizational structure and organizational resources together with organizational culture significantly affect pharmaceutical industry performance.

2.2.5 Evaluation and Control and Performance

Ali (2019) performed a descriptive study about strategic management practices and performance of SMEs in Bangladesh. The research utilized simple random data collection techniques for creating questionnaires which were distributed to 69 participants. Investigation employed descriptive analysis together with inferential analysis for processing data. Strategic evaluation demonstrated an extremely influential positive relationship with SME performance levels. Businesses that implement efficient strategy evaluation procedures gain survival protection and growth possibilities and lasting competitive benefits. The performance analysis at Kiambu County TVET institutions in Kenya was the primary focus of this present investigation.

Sirai (2021) investigated the financial performance of Juba-based SMEs in South Sudan regarding strategic evaluation and control. The authors utilized the cross-sectional research design for this project. A sample of 381 companies was chosen using the Krejcie and Morgan table for correlation with the overall 4,951 registered firms listed under the Republic of South Sudan, Ministry of Justice and Constitutional Affairs of 2019.Analysis

was conducted with firms in Juba, South Sudan. Structured questionnaires served as the tool to collect data during the study. This research showed that strategic evaluation practice demonstrated statistically significant relationships with financial performance indicators for Small and Medium Enterprises operating in Juba. Financial performance of SMEs in Juba, South Sudan experiences reduced benefits from strategic evaluation because the government implements more non-standard regulations toward these businesses.

An investigation by Okwemba and Njuguna (2021) assessed the influence of strategy evaluation on Chemelil Sugar Company's performance based in Kisumu County of Kenya. A descriptive research approach was designed to analyze a sample incorporating 60 participants from departmental heads, sectional heads, superintendents and foremen in the study population. The research findings show that strategy evaluation creates positive outcomes for organizational performance levels. Research needed to determine if strategic analysis generated favorable effects on performance outcomes for TVET institutions.

Kitonga, Bichanga and Muema (2016) studied the relationship between strategic evaluation and performance effects on non-profit organizations within Nairobi County. The researchers gathered their data through interviews with NPOs and their top management team project managers who belonged to not-for-profit organizations within Nairobi City County in Kenya. The regression analysis validated that every dimension of strategic evaluation demonstrates a positive relationship with organizational performance. Strategic decisions together with human capital resources produce meaningful correlations with organizational performance according to the study results but ethical practices and organizational control fail to demonstrate significant relationships with performance

outcomes. Strategic evaluation showed a direct positive dependency with organizational performance according to their research findings.

The study conducted by Abdalla (2019) examined strategy evaluation and its effects on institutional outcomes through research at the Star limited company. The research aimed to determine the relationship between strategy evaluation methods and institutional results. A descriptive research approach characterized the study design which included random selection from 200 organizational employees across different departments from the Centre Star Company to yield 60 participants who took part in the analytical process. Strategy evaluation provided institutional direction through adherence to their goal and function alignment with targets while setting common traditions and causes, according to survey results.

2.3 Knowledge Gap

This paper draws its knowledge gap findings from the literature review using a conceptual, contextual and methodological framework. Several reviewed studies concentrated their research on varying conceptual elements between employee performance and organizational effectiveness and employee commitment and service quality and financial performance. Akinlabi, Dogo, and Asikhia (2021) conducted research to examine how goal setting affects performance levels of registry staff working at southwest universities throughout Nigeria. Each component of strategic management process received isolated research attention in the evaluated studies. Oloruntoba and Akanazu (2024) performed a literature review-based study focusing on strategic goal-setting along with organizational effectiveness in a selection of trading and manufacturing companies. The research

integrated every concept from strategic management process to investigate its effects on Technical and Vocational Education and Training institutions' performance.

The analyzed studies performed investigations in multiple sectors which included manufacturing industry together with SMEs and finance sectors as well as non-profit organizations and government institutions. Onyegbula, Nwoye, and Daniel (2023) analyzed the impact of strategic implementation on financial services sector supervisory agency performance in Nigeria through their research. This research focused primarily on the education sector especially those government-run Technical and Vocational Education and Training Institutions.

Some of the studies incorporated in the study were based on already published empirical studies. The studies that were considered had inadequate sample populations and others employed case studies. As a method of the current inquiry, a descriptive survey study design was adopted. The census-like variables were incorporated in the study because all the public TVET institutions in Kiambu County were considered. The results were inclusive to the extent that it could be generalized in the TVET institutions beyond the Kiambu County.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

The research methodology of the study explains the steps that were followed to measure the strategic management practices and performance outcomes of TVETs. Starting with the concept of the research, the methodology expounds on the targeted participants of the study, the sampling, the data measuring tools, data collection methodology, pre-test procedures, and the analysis plans. The research design includes a section about ethical issues which will receive proper management within the study's framework. It serves as the last section of this chapter.

3.1 Research Design

This descriptive survey research was aimed at investigating how strategic management practices influence the performance outcomes of the public TVET institutions in Kiambu County in Kenya. The descriptive research design fitted the study since it made it possible to systematically collect data and analyze the strategies of strategic management within the institutional context (Creswell and Creswell, 2018). The design framework assisted researchers in finding essential patterns alongside institutional barriers to strategic management procedures which enhanced their knowledge of student completion effects.

3.2 Target Population

This study focused on all eight public TVETs institutions operating in Kiambu County of Kenya as the target population. These institutions were chosen for research because they occupy prime positions throughout Kiambu County to address educational demands of different segments of society through basic skill development which strengthens both job

market readiness and self-employment abilities. The eight TVET institutions have a population of total of 675 trainers which formed the target population for this proposed study. Table 3.1 showed the trainers' distribution in the eight TVET Institutions.

Table 3.1: TVET Trainers Target Population

S/NO.	TVET Institution	Trainers Target Population
1.	Kiambu National Polytechnic	281
2.	Thika Technical Training Institute	231
3.	Nachu Technical and Vocational College	50
4.	Gatundu South Technical and Vocational College	20
5.	Lari Technical and Vocational College	25
6.	Limuru Technical and Vocational College	35
7.	Githunguri Technical and Vocational College	18
8.	Ruiru Technical and Vocational College	15
Total		**675**

Source: TVETA 2025

3.3 Sample Size and Sampling Techniques

3.3.1 Sampling Techniques

The entire population being researched was the reference point of acceptable respondents (Cooper & Schindler, 2011). This research was performed by several sample procedures. A combination of probability and non-probability sampling methods was used to determine the size of the sample to be used in the study. In probability sampling, stratified sampling was used to classify the TVET institutions into three categories namely, technical training institutes, technical vocational colleges and national polytechnics. All eight institutions in the county of Kiambu County, which are public TVET institutions, were selected using stratified random selection method. Under this sampling technique, the entire population of interest is invited to participate in the study. This is normally done to ensure that the

population under research is well represented. Multistage sampling was applied to classify the various departments of the selected TVET institutions. The participants of the study consisted of trainers working in every department, who were randomly selected.

3.3.2 Sample Size

Calculating sample size is vital for getting precise results for both quantitative and qualitative survey designs. In their study, Mugenda and Mugenda (2013) contend that if the sample is well chosen, a sample of 10-30% of the population is good enough for making generalizations about the entire study. The aim of this research was to use Yamane (1967) formula for calculating sample size to determine the respondents' sample size. The formula is stated as follows:

$$n = N / (1 + Ne^2)$$

Where:

n is the required sample size,

N is the total population (in this case, 675),

e is the margin of error (set at 0.05 for a 95% confidence level).

The sample size shall be computed as follows:

$$N=N/(1+Ne^2)$$

$$n=675/(1+675x0.05^2)$$

$$n=675/(1+675x0.0025)$$

$$n=251$$

Therefore, the sample size for trainers' respondents was 251. Further, to calculate the specific sample size for each TVET Institution, the following formula was used;

Category sample size= (Category population/total population) x Total Sample Size

Table 3.2: Summary of the Sample Size

S/NO.	TVET Institution	Trainers Target Population	Sample size	Percentage Sample Size
1.	Kiambu National Polytechnic	281	104	41.43
2.	Thika Technical Training Institute	231	86	34.26
3.	Nachu Technical and Vocational College	50	19	7.57
4.	Gatundu South Technical and Vocational College	20	7	2.79
5.	Lari Technical and Vocational College	25	9	3.59
6.	Limuru Technical and Vocational College	35	13	5.18
7.	Githunguri Technical and Vocational College	18	7	2.79
8.	Ruiru Technical and Vocational College	15	6	2.39
Total		**675**	**251**	**100**

3.4 Data Collection Instruments

Primary data collection methods were employed to have a holistic view of the strategic management processes and their effect on the TVET institutions in Kiambu County. Structured questionnaires were made to collect the data of the study. Questionnaires were used to survey the sample of trainers used in the study. The first part of the survey entailed the participants to include personal information such as name, birth date, gender, etc., whereas part two and three were specific to address the research questions and objectives of the study.

3.5 Data Collection Procedures

A prerequisite for starting the research was obtaining authorization from the university which provided researchers with permission to collect data. The researcher sought the Institutional Review Board (IRB) approval as part of best processes in research ethics

before the data collection phase started. Since public data collection was planned the researcher obtained permission through NACOSTI which stands for the National Commission of Science Technology and Innovation. The researcher acquired all necessary authorized documents beyond the university authorization and NACOSTI research permit. After obtaining the documents from the authorities, the researcher visited TVET institutions to conduct data collection. Following institution management consultation, the staff members received permission to participate in data collection activities. The research objectives were completely explained to each participant. The respondents received questionnaires after gaining consent from the authorities. A drop and pick method served as the chosen collection method. The respondents had one to two weeks to undertake the questionnaires after their distribution. The researcher retrieved questionnaires when respondents finished them before beginning the analytical process.

3.6 Piloting of the Research Instruments

The researcher used one TVET institution, which was not included in the sample, but had numerous features of the study population as a pilot to the research instruments. This preliminary tool was meant to help the researcher to know the research bias, whether the questions measured what they intended to measure, whether the language used was understandable and whether the respondents would have a uniform interpretation of each question. We did this in order to ensure that the research tools were as reliable and valid as practicable. Babbie (2020) contends that researchers can improve content validity by administering pilot testing followed by making adjustments on the tools based on the feedback of the testers after which the full test is performed. Even though it was not included in the sample size, Kabete National Polytechnic has significant characteristics that

were examined in the pilot research. This research sample included 10 percent of the research sample that was to be piloted by this TVET institution. Mugenda and Mugenda (2003) proposed that 10 percent of the sample rate is sufficient to conduct a pilot research. Therefore, 25 respondents were selected randomly in Kabete National Polytechnic and handed out the questionnaires.

3.7 Reliability and Validity of Research Instruments

The validity of the research findings is based on the validity and reliability of the instrument of data collection. This is so because, as Creswell and Creswell (2018) observe, strategic management process research at TVET schools requires the careful development of elements related to dependability and validity.

3.7.1 Reliability of Research Instruments

According to Orodho (2004), reliability refers to the degree to which one measurement method can provide similar results when used on multiple occasions. To determine the reliability of the instrument, we used a split-half method to determine the consistency of the results that the same results would be obtained through the repetition of the accuracy test of the same concept. This was carried out during the pilot study. The Cronbach Alpha technique was used to test the reliability. This would be applicable in examining whether data collecting instruments are in agreement with each other. Mc Millan and Schumacher (2001) note that the Cronbach Alpha method is the most appropriate reliability test when conducting research necessitates the use of questionnaires that have many possible answers. Generally speaking, the questionnaires may be considered reliable and can proceed to the next phase of data gathering when the recorded values become 0.7 and above. A value below 0.70 implies that the instrument cannot be relied upon, in this case,

supervisors are supposed to develop new instruments (Creswell, 2014). The general Cronbach Alpha in this study was 0.878. The validity of the questionnaire was also established because all of the variables of the study had a greater than 0.7 value.

Table 3.3: Reliability Results

Variable	No. of Items	Cronbach Value	Verdict
Goal Setting	6	0.824	Reliable
Strategic Analysis	6	0.706	Reliable
Strategy Formulation	6	0.914	Reliable
Strategy Implementation	6	0.874	Reliable
Evaluation and Control	6	0.736	Reliable
Overall Instrument	39	0.878	Reliable

3.7.2 Validity of Research Instruments

According to Kothari and Garg (2014), validity is used to determine the capacity of a tool to find what it is meant to measure. Secondly, Njeri and Orodho (2003) describe validity as the quality of a measurement, which brings on board the phenomenon that the results of the analysis are as intended in the study. The three types of reliability include content, concept and face validity (Mugenda and Mugenda, 2012). Content validity is all about finding out whether the questions in the survey actually measure the variables that the researcher has established and which he/she is out to test. To make sure that the instrument was content-valid, the researcher obtained the review of an expert in the field or area of study. This process served as an initial screening process to filter out things that were identified to be conceptually inconsistencies.

The face validity of a test may be determined by the extent to which it appears to measure what it purports to measure. In the pilot study, the researcher will have given the research instruments to the participants. The researcher used a subjective evaluation of the apparent validity of the measure based on their responses. Lastly, there was construct validity which

was the last category of validity to be discussed. This term refers to the extent to which a concept is practically defined in line with its theoretical definition. The construct validity was determined in order to ensure that the instrument was cultural bias free. The researcher would then assign the responsibility of interpreting the theoretical meaning of the measured notion of his or her colleagues as they operated the equipment.

In their concluding move, this study asked professional opinion of the supervisors in Catholic University of Eastern Africa. The researcher requested the supervisors to assess the content of the questionnaire in terms of relevancy and then they should provide their response. The recommendations were then put in place.

3.8 Data Analysis Procedure

The data were systematically sorted and purged so as to make sure that all of the questions were filled in so as to carry out the analysis. The data was coded and entered into SPSS version 29. The findings of the coded data were tabulated, analyzed, and discussed. A portion of the quantitative assessment involved combination of descriptive and inferential testing to analyze. The study summary tools that were used to provide descriptive statistics were means, standard deviations, and percentages. The study design led to significant trends in the area of institutional strategic management practices at TVET institutions. Through descriptive statistics, we could evaluate the impact of SMP on TVET performance in Kiambu County and how the respondents perceived it to be.

The research variables were analyzed with the help of inferential statistics, and the trends in strategic management processes at the TVET institutions were defined with the help of descriptive statistics. The instruments of the inferential analysis were multiple linear regression and correlation. It was found that Pearson correlation enabled the identification

of significant variable correlations and their strengths with respect to television education and training performance in Kiambu County and the predictive value of the strategic management process. Statistical techniques were applied to test the study findings that support policy recommendations with information. The inferential analysis was done using multiple linear regression and correlation. Through regression and correlation, we realized that there are significant links between variables and the degree of these links, and we evaluated the predictability of the strategic management strategy on the performance of the TVET in Kiambu County. The statistical techniques enabled researchers to test the study findings that supported policy recommendations through empirical evidence. The research employed this formula:

$Y= \beta 0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + \varepsilon$

Where:

Y = Performance of TVET

X_1 = Goal Setting,

X_2 = Strategic Analysis,

X_3 = Strategy Formulation

X_4 = Strategy Implementation

X_5 = Evaluation and Control

B_0 is constant and β_1, β_2, β_3, β_4, and β_5 are coefficients of variables.

ε = Error term

Before running the regression model, the study conducted diagnostic tests to test whether there was any violation of classical linear regression model. The study will conduct the

following diagnostic tests; multicollinearity, autocorrelation, normality, heteroscedasticity and function misspecification (Greene, 2012).

3.9 Ethical Considerations

The research followed recognized ethical research standards in order to preserve both research validity and integrity together with ethical fidelity. The study needed ethical attention to protect participants' rights, dignity and welfare throughout the complete research. This research unanimously applied all necessary ethical principles from APA (2020) which cover informed consent procedures alongside maintaining strict confidentiality standards.

Every participant obtained sufficient study information to give valid consent because the team presented complete descriptions about goals, methods and timeline together with risk and benefit details. The informed consent form explained to participants about their voluntary nature before providing them with the option to withdraw at any time and maintaining confidentiality so responses stay limited to academic purposes. Through the consent process, participants received complete understanding regarding study implications before obtaining their agreement for participation according to ethical rules (Resnik, 2021).

Research participants experienced total confidentiality alongside anonymous status during every phase of the study. Survey responses got their personal identifiers removed to ensure participant identity protection. The research project used numeric codes for responses instead of disclosing participants' personal names. Data storage occurred in protected

electronic files that had password restrictions preventing unauthorized access by anyone except the researcher and their supervising staff.

Throughout the research process, the study adhered to ethical guidelines published by both the APA (2020) and other regulatory bodies set ethical standards. Research guidelines based on fairness along with transparency and non-maleficence together with respecting participant rights formed the base of this study. The study deployed strategies which aimed to prevent negative psychological and social impacts and professional challenges from study participation. Anti-coercive measures protected participants from discriminatory actions and undue influence and special attention was given to students to avoid any perception of institutional influence (Bryman, 2016).

The ethical team handled and disposed research data with complete responsibility and care. The stored research data followed institutional data retention guidelines before being destroyed completely during the specified period. Results were portrayed objectively to ensure participants' real experiences appear in research findings without any modifications from researcher bias or manipulation. The ethical guidance from both the IRB and existing research ethics helped resolve possible dilemmas that occur during the study (Flick, 2018).

CHAPTER FOUR

RESULTS AND DISCUSSION OF FINDINGS

4.0 Introduction

This chapter presents the results of the study and discusses them concerning the effects of strategic management processes on the efficiency and effectiveness of TEIs in the Kiambu County, Kenya. The following were covered in this chapter: demographics, descriptive statistics, inferential analysis and response rate.

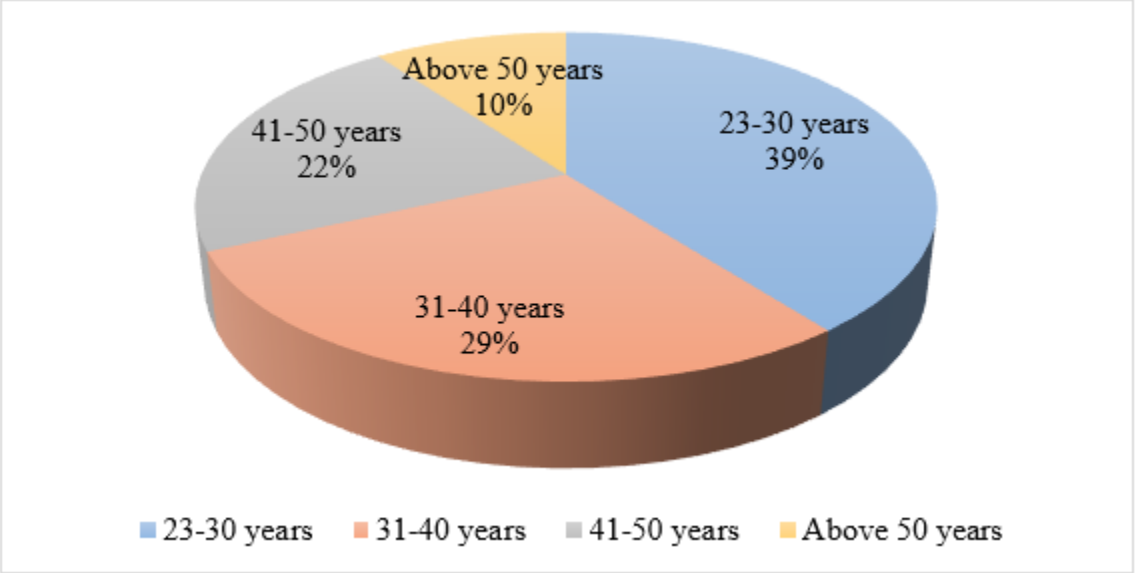
4.1 Response Rate

In the process of collecting data, there were 251 questionnaires that were distributed to the respondents across the TVET institutions in Kiambu County, Kenya. However, in the process of collecting them back after the assigned period had elapsed, there were only 238 questionnaires that were collected back. This translated to a response rate of 94.8%. considering that this response rate was above 70%, the data was considered to be sufficient for data analysis.

4.2 Demographic Information

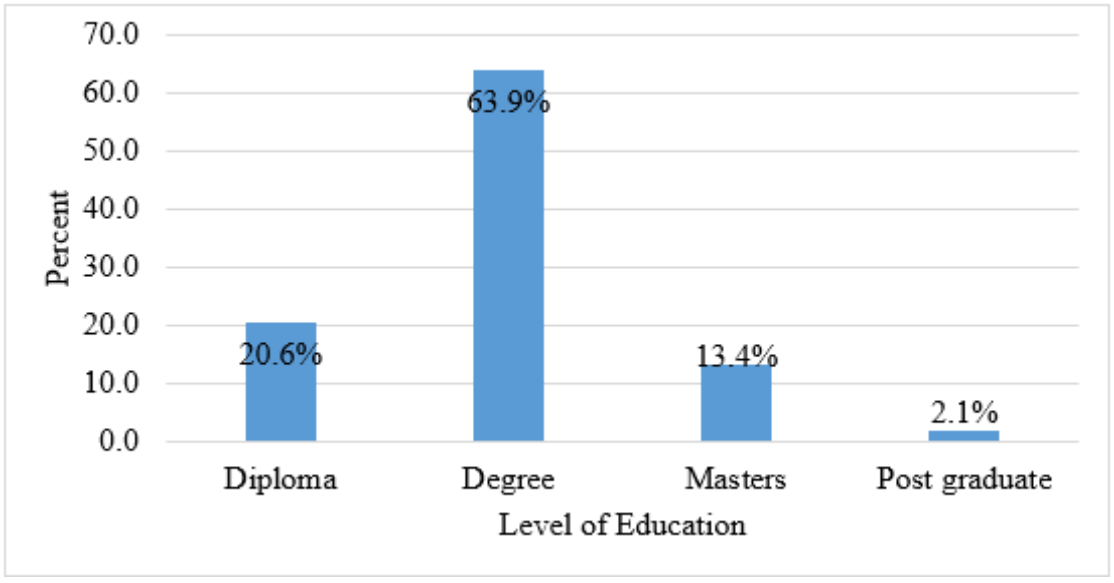
From the data collection instruments, the first section was addressing the demographic information of the respondents. The key areas that were examined included age bracket, education level, position/department from which they operated from, and finally the working experience. The responses for the examined categories of the demographic information are as captured in this section respectively.

Figure 4.1: Age Bracket of the Respondents



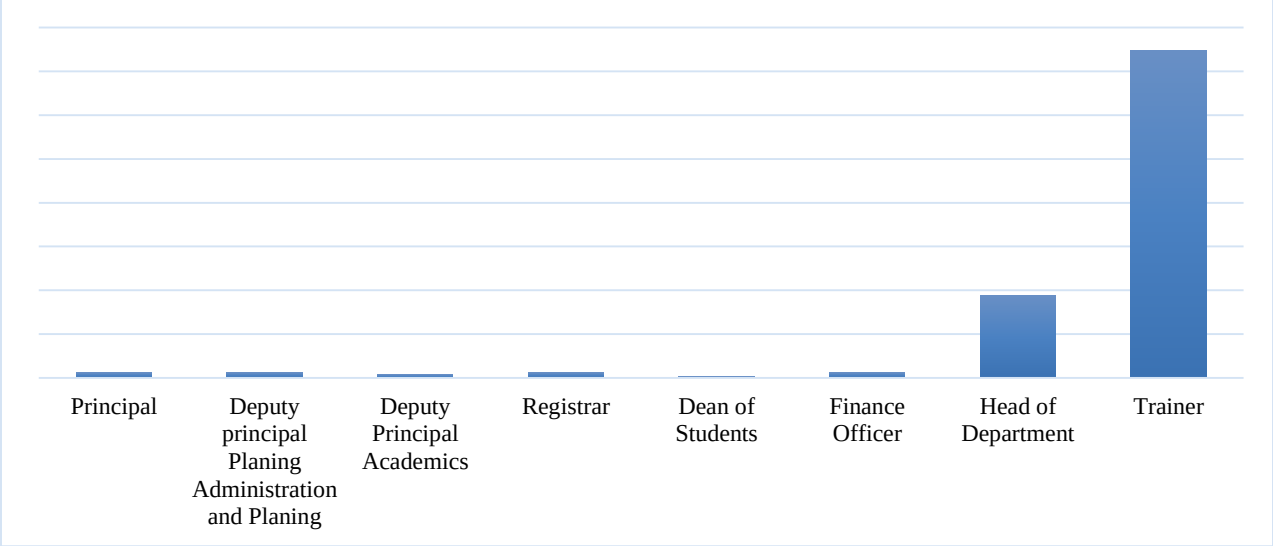
As shown in Figure 4.1, majority (39%) of the respondents were aged between 23-30 years, followed by 29% who were between 31-40 years of age, and 22% were between 41-50 years. The remaining 10% were above 50 years. This shows that the employees working at TVET institutions in Kiambu county cut across different age brackets.

Figure 4.2: Educational Level



When asked to indicate their level of education, 63.9% of the staff members working at the TVET institutions were degree holders followed by 20.6% with diploma level. On the other hand, 13.4% and 2.1% had Masters and postgraduate degrees respectively. aligns with empirical studies that emphasize the critical role of staff qualifications in enhancing institutional performance and learner outcomes. For instance, Ngure and Kanyi (2021) found that higher academic qualifications among TVET instructors in Kenya significantly influenced curriculum delivery, student motivation, and innovation in teaching methodologies. Similarly, Oketch et al. (2020) argue that TVET institutions staffed by highly qualified educators are better positioned to bridge the skills gap between education and industry demands. The implication of this finding is that while the current educational qualifications of staff are commendable, there is a need for continuous professional development and upskilling—especially at postgraduate levels—to align with evolving labor market needs and foster competitiveness in vocational training.

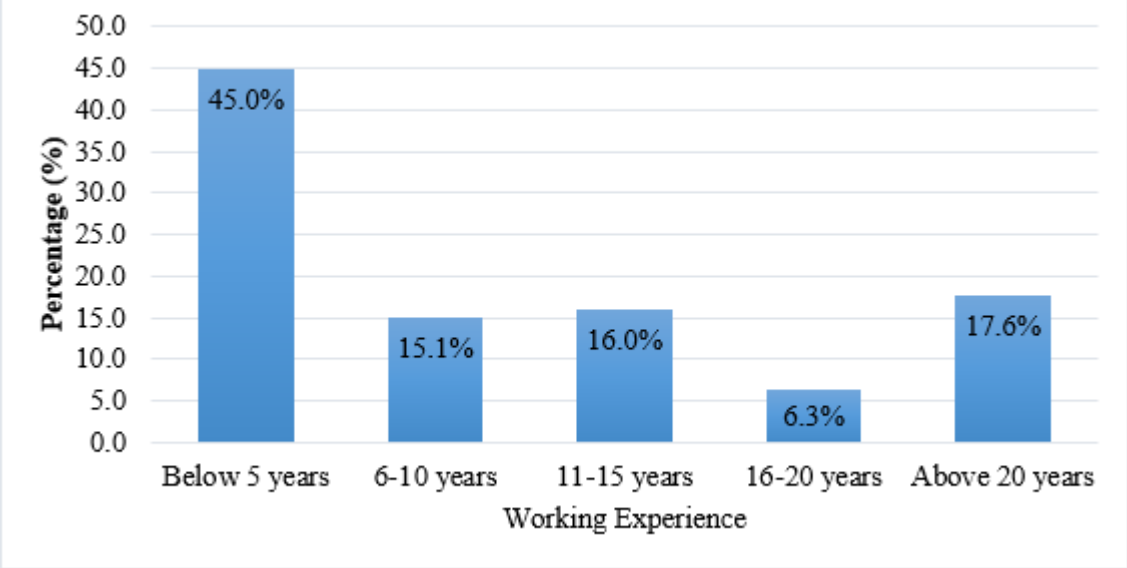
Figure 4.3: Position/Department



The participants were further asked to indicate their working position in their respective TVET institutions. The largest number of the participants (74.8%) were trainers, followed

by 18.9% who were head of departments. While those who indicated that they were principals, deputy principal planning administrations, finance officers and registrar were 1.3% each. Whereas 0.8% and 0.4% were deputy principal academics and dean of students respectively

Figure 4.4: Working Experience



Regarding years of service, 17.6 percent of the respondents had a long tenure of more than 20 years in the institution, with majority having a tenure of less than 5 years. It should be noted that 16% had 11-15 years of work and 15.1% had 6-10 years of work. Six percent of the inmates have served sixteen to twenty years. This goes to show that the participants whose backgrounds were all well-grounded in their respective TVET institutions were in a good position to provide adequate and relevant data on the effects of strategic management processes on efficiency and effectiveness of TVET institutions in the Kiambu County, Kenya.

4.3 Descriptive Analysis

In the analysis, there are descriptive statistics that were adopted in analyzing the study variables. These statists included percentages, means and standard deviation respectively. Notably, a 5-point Likert scale was adopted in the descriptive analysis. the descriptive analysis is presented based on the study objectives and the key adopted is as follows; 1-Strongly disagree (SD), 2- Disagree (D), 3-Undecided (UD), 4-Agree (A), 5-Strongly Agree (SA), μ- Mean, and σ- Standard Deviation.

4.3.1 Descriptive Analysis for Strategic Goal Setting

This research was meant to investigate the Technical and Vocational Education and Training Institutions in Kiambu County in Kenya and how the definition of goals influenced their performance. The respondents were given several statements that evaluated strategic goal setting in TVET institutions and asked to respond accordingly to the extent of their agreement or disagreement with the statements. Table 4.1 presents the responses.

Table 4.1: Descriptive Statistics for Strategic Goal Setting

Statements	SA	A	UD	D	SD	μ	σ
The strategic goals of this TVET are clearly defined.	61.3	30.3	7.6	0.4	0.4	4.52	0.692
The strategic goals align with the institution's mission and vision**.**	55.9	39.9	2.1	1.7	0.4	4.49	0.667
The strategic goals set are specific, measurable, achievable, realistic and time-bond (SMART).	59.7	34.9	4.6	0.4	0.4	4.53	0.647
The institution sets realistic and attainable strategic goals.	50.8	40.8	6.7	1.3	0.4	4.40	0.709
Staff members understand the strategic goals of the institution.	25.5	44.5	23.9	4.0	2.1	3.90	0.897
Strategic goals reflect the needs of stakeholders (students, employers, government).	31.1	50.0	13.9	4.6	0.4	4.07	0.819
Average Score						**4.32**	**0.739**

Concerning the fact or not that the long-term goals of their TVET programs are crystal clear, most respondents (30.3% and 61.3% the same) expressed their hearty agreement. The rest 0.8% of the participants disagreed or strongly disagreed with the statement and 7.6% were indecisive. The mean score of the statement was also 4.52 with SD of 0.692. This is to say that the majority of the employees in the TVET institutions agreed that the institutions had well defined long-term objectives.

Although 55.9% and 39.9% of the respondents answered that the strategic objectives of the institution are in consonance with its purpose and vision, 2.1% identified themselves as indifferent, 0.4% strongly disagreed, and 1.7% disagreed. The average score of the statement was 4.49 with a standard deviation of 0.667. This implies that majority of the individuals who participated in the survey feel that the long term goals of their respective organizations are aligned with their declared purpose.

Among the ones queried on whether or not the strategic objectives as stated are SMART, 59.7% strongly agreed, 34.9% agreed, 4.6% were unsure and 0.8% disagreed or strongly disagreed. The assertion was supported by a standard deviation of 0.647 and a mean score of 4.53. It is an indication that the majority of the individuals surveyed believe that the goals are SMART, or specific, measurable, achievable, applicable, and time bound.

Although 50.8 percent agreed and 40.8 percent partially agreed that the institution establishes attainable and reasonable long-term goals, 6.7 percent were still uncertain, 1.3 were disagreeing and 0.4 enthusiastically disagreeing. The obtained mean score of 4.40 with the standard deviation of 0.709 indicated that this statement was accepted by the majority of the respondents. Most members (44.5) of the staff feel that the institution has

clear strategic objectives with 25.5% strongly agreeing, 4.0 disagreeing, 2.1 strongly disagreeing and 23.9 not sure. The mean value of the statement was 3.90 with a standard deviation of 0.897. This implies that majority of the survey participants hold the view that the staff within the TVET institutions is well-informed in respect to the long-term goals of such institutions.

Also, half of the respondents believed that strategic goals ought to consider needs of stakeholders such as students, employers and government. One third of them strongly agreed, with a low percentage disagreeing or unsure. The standard deviation of the statement was 0.819 with the mean score of 4.07. By this it implies that the strategic goals of the TVET institutions in Kiambu County were largely backed by the members of staff, whose efforts were rooted in the needs of the stakeholders in these institutions. The standard deviation was 0.739 and the average mean score of the statements used to measure strategic goal setting in TVET institutions in the Kiambu County was 4.32. As the greater part of the employees accepted the comments, it can be concluded that they were positive, in general. The strategic goals by the institutions are favorable in terms of purpose, vision and objectives.

4.3.2 Descriptive Analysis for Strategic Analysis

The purpose of this research was to determine whether or not technical and vocational training institutes in Kiambu County, Kenya, benefited from strategic analysis. Consequently, we asked respondents to assess how much they agreed or disagreed with a series of statements designed to gauge strategic thinking in TVET programs. Here are the answers, as shown in Table 4.2.

Table 4.2: Descriptive Statistics for Strategic Analysis

Statements	SA	A	UD	D	SD	μ	σ
Our institution conducts regular SWOT (Strengths, Weakness, Opportunities, Threats)	32.4	37.4	25.3	0.4	4.5	3.92	1.003
The strategic analysis results are documented and used in institutional planning.	33.6	47.1	16.8	2.5	0	4.12	0.771
Our institution regularly analyses trends in student enrollment and labor market demand of the courses to offer.	38.2	48.3	8.9	4.6	0	4.20	0.785
Our institution regularly analyses stakeholder input (industry, government, alumni and community)	32.4	42.4	19.3	5.5	0.4	4.01	0.881
Our institution conducts environmental analysis (political, economic, social, technological) regularly to inform planning.	28.6	41.6	21.8	7.6	0.4	3.90	0.916
Average Score						**4.03**	**0.871**

Respondents who were asked about the commonness of our institution conducting SWOT (Strengths, Weaknesses, Opportunities, Threats) analyses strongly agreed, 37.4 and 32.4 percent, respectively, but 4.5 and 0.4 percent of respondents strongly disagreed. A quarter had been sitting on the fence. Our mean was 3.92 with standard deviation of 1.003. The findings illustrate that a majority of the TVET institutions are using SWOT analysis on a regular basis, except a few staff members.

According to 47.1 per cent and 33.6 per cent of those interviewed, respectively, the findings of the strategic analysis are documented and taken in the planning of the institution, the 2.5 and 0 per cent of those interviewed strongly disagreed with this assertion. Only 16.8% were not able to make up his/her mind. The mean of the statement was 4.12 with the standard deviation of 0.771. It means that the majority of the employees of the TVET institution

under discussion are convinced that the results of strategic analyses are documented and included in the planning process. Close to half of the respondents (48.3) stated they believed they frequently (almost 40 percentage) assessed data on student graduation and course demand in the job market to select the courses they would offer. The lowest percentage was just under 4 percent who were dissenting and 8.9 percent who decided to remain on the fence. The statement was tested with the standard deviation of 0.785 and an average of 4.20. The majority of the staff members were positive by agreeing with the statement.

The level of agreement and strong agreement was 42.4 percent and 32.4 percent respectively when we questioned whether our school regularly examines stakeholder response (business, government, alumni, and community) feedback. A disagree rate of 0.4% and an agree rate of 5.5% was also registered. Our average score was 4.01 having a Standard Deviation of 0.881 and the remaining 19.3% were still undecided. This implies that most of the individuals in the survey found what was spoken acceptable. The percentage of respondents who were in agreement or strongly agreed with the statement that our institution regularly utilizes environmental studies to guide planning were 41.6, 28.6, 0.4 and 4.6. An average score of 3.90 was obtained with a standard deviation of 0.916 with 21.8 percent remaining on the lean side. This indicates that most workers had similar feelings towards the comments.

The statements to evaluate strategic analysis at the TVET institutions at Kiambu County gave a mean of 4.03 and a standard deviation of 0.871. What this implies is that most of the employees shared the same sentiments on the comment. This proves how the TVET

institutions tended to include SWOT and environmental analyses in their planning mechanisms.

4.3.3 Descriptive Analysis for Strategy Formulation

This research was aimed at learning the performance of training institutes of technical and vocational education in the Kiambu County, Kenya, after they had adopted new strategies. As a result, there is a question that required the respondents to rate their perceived level of agreement or disagreement on a set of statements that sought to measure strategy development in TVET programs. Table 4.3 displays the answers.

Table 4.3: Descriptive Statistics for Strategy Formulation

Statements	SA	A	UD	D	SD	μ	σ
Institution strategies are developed based on a clear understanding of stakeholder needs.	51.3	29.8	16.4	1.7	0.8	4.29	0.859
Staff members are actively involved in the strategy formulation process.	35.3	45.4	13.4	5.1	0.8	4.09	0.871
Strategy formulation is a collaborative process involving all relevant departments.	50.0	40.8	6.3	0.4	2.5	4.35	0.828
Resource availability is considered during strategy formulation.	30.3	49.6	12.6	2.9	4.6	3.98	0.983
Strategies are designed to optimize the use of available infrastructure and human resources.	43.3	49.6	1.6	3.8	1.7	4.47	2.761
Institutional performance data is used to shape future strategies.	35.3	49.2	12.2	2.5	0.4	4.52	3.812
Average Score						**4.28**	**1.686**

To the question of whether institutional plans are prepared after thorough deliberations on the demands of the stakeholders, 51.3% strongly agreed, 29.8% agreed, 16.4% not sure, 1.7 not sure and very opposed 0.8. A standard deviation of 0.859 and a mean score of 4.29 were also obtained based on the statement. This implies that the majority of employees in

TVET institutions hold that the efforts that are in place were built on a firm understanding of what the stakeholders need.

Although 35.3% strongly agreed and 45.4% agreed that the staff members are actively involved in developing the plan, 13.4% responded with uncertainty and 0.8% and 5.1% responded with disagreement respectively. The resultant mean score of the statement was 4.09 and a standard deviation of 0.871. This implies that the majority of the staff at the TVET institutions agreed that they were working on the strategy of the institution.

In the issue of whether all key departments collaborate during the strategy building process, half of the respondents (50.0% to be precise) agreed, 40.8% agreed and 6.3% were not sure. Two percent and four percent disagreed and strongly disagreed respectively. The assertion was supported by an average score of 4.35 and the standard deviation of 0.828. This implies that the majority of the respondents who responded to the survey were in full agreement. Out of the questionnaire respondents who were queried about the consideration of resource availability in the strategy design, 30.3% strongly agreed, 49.6% agreed, 12.6% were non-committal, 2.9% disagreed and 4.6% strongly disagreed. Most of the respondents agreed with the statement with the mean of 3.98 with a standard deviation of 0.983.

Most of the respondents (49.6%) and a considerable number (43.3) of the respondents hold the opinion that there are strategies that are made to ensure that there is maximization of the available human and physical resources. Only a small minority (3.8) does not agree with it, 1.7% strongly not and 1.6% not sure. The statement was assessed with standard deviation of 2.761 and average mark of 4.47. The implication of this is that the majority of the responders concurred with the statement. Future plans are premised on the data related to the performance of the institution upon an inquiry on what to do next. Although, 35.3

percent were in agreement and 49.2 percent were extremely in agreement, only 0.4 percent were in disagreement and 2.5 percent were indifferent. Twelve point two percent were undecided. The standard deviation of the statement was 0.819 with the mean score of 4.52. It is evident in the outcome of the survey that most of the individuals who participated in the survey concurred with the statement. An average of 4.28 in the statements that measured the strategy development was obtained with a standard deviation of 1.686. This implies that the majority of the TVET workers in the Kiambu County affirmed that the stakeholders were invited to take part in the strategy development, resources were made available, and demand of the stakeholders were taken note during the strategy development process.

4.3.4 Descriptive Analysis for Strategy Implementation

This research study was conducted in the locality of the technical and vocational education and training institutes in Kiambu County, Kenya, with a view of establishing the effect of plan execution on their performance. Based on this, statements measuring strategy implementation in TVET institutions were introduced and the respondents were requested to respond to the statements in terms of agreement or disagreement.

Table 4.4: Descriptive Statistics for Strategy Implementation

Statements	SA	A	UD	D	SD	μ	σ
The institution's organizational structure supports effective strategy implementation.	43.7	42.9	10.1	2.9	0.4	4.36	0.823
Role and responsibilities in strategy implementation are clearly defined.	43.3	38.2	15.3	0.4	2.8	4.37	0.755
The leadership team is committed to successful implementation of strategies.	52.5	34.5	10.9	0.4	1.7	4.31	0.901
Leaders provide clear guidance on strategic priorities and objectives.	52.1	33.2	14.3	0	0.4	4.21	0.891

Strategic goals and implementation plans are effectively communicated to all staffs.	52.1	33.2	9.6	3.4	1.7	3.81	0.983
Communication on strategy implementation is transparent and inclusive.	43.3	41.2	12.2	0.4	2.9	3.86	0.815
Average Score						**4.15**	**0.861**

Regarding the question whether the institution is organized in a manner that has made the execution of strategies successful, most of the respondents (43.7% and 42.9% respectively) would answer yes. On the contrary, 10.1% of the respondents were not sure, 2.9% opposed, and 0.4% strongly opposed. As a result of the statement, a standard deviation of 0.823 and a mean score of 4.36 were also obtained. This implies that most of the workers in the TVET institutions concurred with the statement.

Nevertheless, 43.3% strongly agreed and 38.2% agreed the fact that all people are aware of their role to play in the implementation of the plan. The second category was 15.3% not sure, 2.8% opposed and 0.4 percent neutral. Having a standard deviation of 0.755, the statement had an average score of 4.37. The above implies that, in the majority of the cases, the staff of the TVET institutions in Kiambu County concurred that everyone was aware of his or her job description when the time to implement the plan came.

To answer the question of whether the leadership team are committed to successful implementation of plans, 34.5 percent responded a yes, 52.5 percent responded a yes with a strong commitment and 1.7 percent and 0.4 percent responded no. These were only 10.9% who were unable to decide. The standard deviation of the statement was 0.901 and the mean score of the statement was 4.31. What this means is that it is a statement that most responders agreed to. Among the respondents, 52.1% agreed and 33.2% strongly agreed that leaders offer clear direction on the strategic goals and objectives; 14.3% were uncertain

and 0.4% strongly disagreed. Most of the respondents concurred with this statement as seen in the mean value of 4.21 and standard deviation of 0.891.

According to the majority (52.1%) and agreement (33.2%), the strategic objectives and plans of execution are effectively communicated to all the staffs. There were only 3.4% in disagreement, 1.7% in strong opposition and 9.6% in uncertainty. The standard deviation of the statement was 0.983 and the mean score of the statement was 3.86. What this means is that most of the people who responded to the survey highly agreed with the statement.

On whether there is open and inclusive communication on the implementation of the strategy, he was asked to answer it. The results were as shown in the following percentages, 43.3 strong agreement, 41.2 agreement, 12.2 uncertain and 0.4 and 2.9 disagree and strongly disagree respectively. Findings of a standard deviation of 0.815 and an average score of 3.86 were in support of the claim. One can deduce that this could be a statement that was well acquented by most respondents.

The mean score regarding the statements that assessed the strategy execution was 4.15 with a standard deviation of 0.861. This implies that the comments were accepted by majority of the responders. Of special interest was their agreement on the following points concerning the strategic implementation process; the firms had strong organizational structures; the roles and responsibilities clearly established in most of the institutions; strong leadership dedication; clear strategic priorities and objectives; and good communication of the goals and implementation plans.

4.3.5 Descriptive Analysis for Evaluation and Control

This study was meant to explore further on the association between strategy evaluation and control as well as the success of training institutes in technical and vocational training in the Kiambu County in Kenya. Therefore, to measure strategy evaluation and management in TVET institutions we requested the respondents to assess their level of agreement or disagreement with some of the assertions. Table 4.5 displays the answers.

Table 4.5: Descriptive Statistics for Evaluation and Control

Statements	SA	A	UD	D	SD	μ	σ
Feedback from staff and stakeholders is regularly gathered to assess strategic performance.	20.1	54.2	18.1	1.3	6.3	3.81	0.983
The institution acts on feedback received to improve strategic initiatives.	21.0	54.6	16	5.9	2.5	3.86	0.903
Corrective actions are promptly taken when performance gaps are identified.	26.5	44.5	22.2	3.4	3.4	3.87	0.955
The institution has a clear process for identifying deviations from strategic goals.	22.7	54.6	17.2	5.1	0.4	3.94	0.799
Strategy evaluation results are used to inform future decision-making.	37.8	42	15.2	2.9	2.1	4.11	0.910
There is a structured framework for ongoing monitoring and evaluation of institutional strategies.	21.4	42.8	26.1	7.6	2.1	3.74	0.950
Average Score						**3.89**	**0.917**

Out of the respondents who were asked whether they regularly get input by personnel and stakeholders to assess strategy performance, 54.2% said yes, and 20.2% said strongly yes. On the other hand, 18.1% of the surveyed participants were undecided, 1.3% disagreed, and 6.3% strongly disagreed. The standard deviation and the mean score of the statement were also 0.983 and 3.81 respectively. This piece of evidence indicates that to the purpose of determining the strategic performance of the TVET institutions within the Kiambu

County, the staff and stakeholders were regularly gathered as was somewhat concurred with by most staff members.

Nevertheless, there was only a disagreement rate of 5.9 percent, highly opposed rate of 2.5 percent and uncertain rate at 21.0 percent on whether or not the institution utilizes feedback to improve strategic endeavors. The statement was rated with the standard deviation of 0.903 and the average score of 3.86. This implies that most of the respondents in Kiambu County were partly agreeing with the fact that the assessment input was utilized to enhance the strategic efforts in the TVET institutions.

Where performance performance gaps are identified, then remedial actions are taken in haste as shown. Out of the respondents of the survey, 44.5 percent agreed, 26.5 percent highly agreed, 3.4 percent greatly disagreed, 3.4 percent disagreed and 22.3 percent were not sure. The statement was rated with a standard deviation of 0.955 and a mean of 3.87. What this is to point to is that the statement received consensus by most of the responders. Among the participants interviewed regarding how the institution identified deviations of strategic goals, 22.7% agreed and strongly agreed; 54.6% agreed and strongly agreed; 17.2% were not sure, 5.0% strongly disagreed and 0.4% strongly disagreed. The score obtained was a mean of 3.94 with standard deviation of 0.799. One may conclude based on this that the overwhelming majority of the respondents believed that the TVET institutions in the Kiambu County had put in place measures that would alert when the objectives were going off course.

The results of the strategy evaluations guide the decision-making in future as most (42.0) and a large percentage (37-8) agree strongly. On the other hand, 2.9% disagreed, 2.1% was

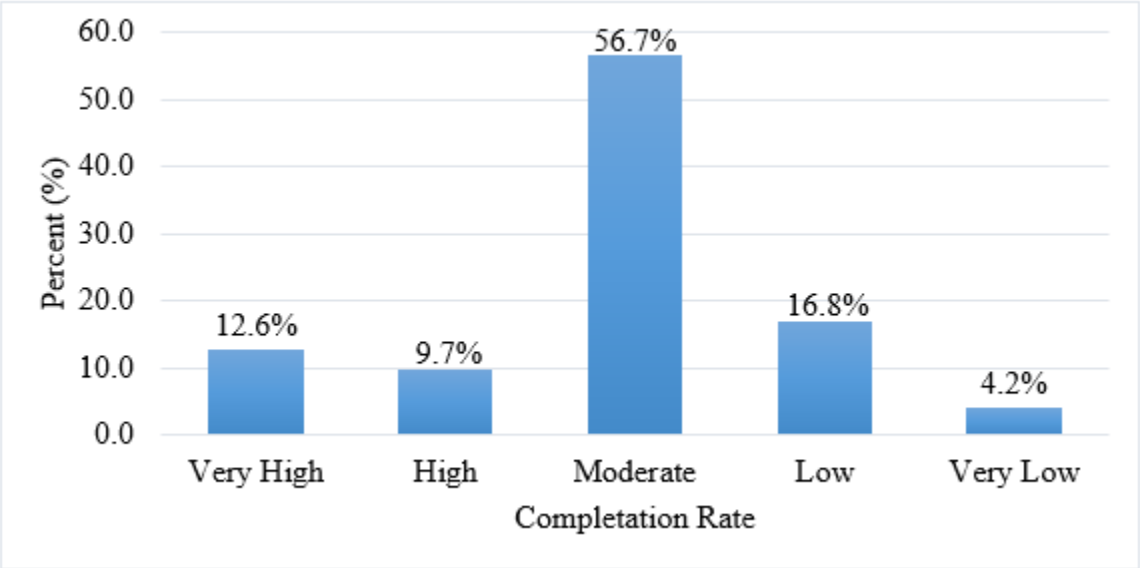
in bitter disagreement and 15.1% undecided. The standard deviation of the statement was 0.910 and the mean score of the statement was 4.11. What this means is that most of the respondents who completed the survey were of the strong opinion with what they said. Only slightly more than a half (42.9% to be precise) of the respondents responded in the affirmative that institutional initiatives are regularly monitored and assessed; nearly a third (26.1) was not sure; and a tiny fraction (7.5) and a big majority (2.1) had a negative answer. The statement was supported by results obtained in terms of the standard deviation of 0.950 and an average score of 3.74. Apparently, then, the majority of the survey takers were indifferent of the statement.

The overall results concerning the evaluation and control statements had a standard deviation of 0.917 and an average mean score of 3.89. It implies that the assessment and management practices at the workplaces were only partially agreed by the majority of TVET staff members in the Kiambu County.

4.3.6 Descriptive Analysis for Performance of TVET Institutions

The efficiency of the technical and vocational education and training institutions of Kiambu County was the dependent variable in this study. Several statements were posed to measure the performance. The initial question will require you to answer a question on the graduation rate of your school in the past five years. The given answer can be seen in Figure 4.5.

Figure 4.5: Student Completion Rate in TVET Institutions in Kiambu County



Most of the respondents in the Kiambu County rated the completion rate of the students in the TVET colleges as moderately good with only 16.8% rating it as poor as indicated in Figure 4.5. Another 12.6 was considered as very high and 9.7 as high lending credibility to the moderate ratings. The rating of the rest of 4.2 percent was very low. The comments provided to the respondents were an evaluation of the overall performance of the TVET institutions within the Kiambu County and were requested to express the level of agreement or disagreement after viewing the completion rates of the students. The results can be observed in Table 4.6.

Table 4.6: Performance of TVET Institutions in Kiambu County

Statements	SA	A	UD	D	SD	μ	σ
The institution has a high graduation rate compared to other TVET institutions.	16.0	36.6	29.4	17.6	0.4	3.50	0.951
Most students have completed their programs within the expected timeframe.	21.8	46.2	8.1	23.5	0.4	3.66	1.079
Student dropout rate in the institution has reduced significantly over the past 5 years.	18.9	30.3	34.5	13.4	2.9	3.49	1.038

The number of graduates who have secured employment 1 year after completions has increased.	22.4	34.5	28.3	13.1	1.7	3.63	1.024
The performance of the institution in terms of student accomplishment has improved over the past five years.	37.1	39.1	22.1	0	1.7	4.10	0.859
Average Score						**3.68**	**0.990**

The mean score of 3.68 and the standard deviation of 0.990 were obtained to the statements that evaluated the performance of the Kiambu County TVET institutions. This may be interpreted to mean that the majority of the employees were not really in agreement with what was said to them. According to the mean scores and standard deviation, it is determined that majority of the students have completed their programs within the projected limit period (μ=3.66, σ=1.079) and the institution boasts of a good graduation rate as compared to other similar TVET schools (μ=3.50, σ= 0.951).

When it came to the rate of student dropouts, the statement got a mean of 3.49 and a standard deviation of 1.038. This statistic with a slight difference in perceptions depicts that it is generally thought that student dropout is a major issue in the school by the respondents. This data demonstrates that student retention remains an average issue in TVET schools that could also affect their performance, completion, and education payoff.

The mean of 4.01 with a standard deviation of 0.881 of the statement that one year after graduation more graduates had been hired, resulted in the mean. This finding revealed that the majority of the respondents who participated in the survey concurred with the statement. This study holds that TVET schools are preparing trainees better to work in the workforce because they are trying to ensure that their training programs are more specific to the industry requirements. It tells a lot about the focus of the program on the practical implementation, the links with the industry, and academic quality. The statement

concerning the enhancement of the performance of the institution regarding the success of students in the last five years got an average of 4.10 with a standard deviation of 0.859. This implies that most of those individuals who completed the survey believed the item to be true. This finding indicates that the strategic management practices in the institution are effective.

4.4 Diagnostic Tests

Diagnostic tests were further carried out in this study in order to countercheck whether the data was fit for further inferential analysis such as the correlation and regression model. For these tests, autocorrelation, multicollinearity tests, normality tests, and heteroscedasticity were examined.

4.4.1 Autocorrelation

Since basic linear regression assumes data is independent, autocorrelation will arise when the residual (errors) of the regression models are correlated among observations. The Durbin-Watson (DW) test was used to determine residuals autocorrelated on the first order. The DW statistic can assume values ranging between 0 and 4, with the values near 2 that represent the absence of autocorrelation. The overall rule of thumb is that the DW between 1.5 and 2.5 normally indicates no significant autocorrelation, DW greater than 2.5, is negative autocorrelation, and DW less than 1.5 is positive autocorrelation (Gujarati and Porter, 2009). Table 4.7 showed that the value of Durbin-Watson obtained was 1.590. This analysis showed that there was no significant autocorrelation of the data.

Table 4.7: Normality Results

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.431[a]	.186	.172	3.68283	1.590

a. Predictors: (Constant), Evaluation and Control, Strategy Formulation, Goal Setting, Strategy Implementation
b. Dependent Variable: Performance of TVET Institutions

4.4.2 Multicollinearity

In the process of conducting multiple regression analysis, it is not possible to isolate the influence of individual independent variables on the dependent one because their levels of correlation are high; a situation called multicollinearity. This may lead to inflated standard errors of the coefficients, so that the estimates become statistically significant even in presence of the real impact (Wooldridge, 2016). One common method of identifying multicollinearity is checking Variance Inflation Factor (VIF), a value larger than 10 is a significant red flag and a value of 5-10 is a moderate red flag (Gujarati and Porter, 2009). Multicollinearity should be eliminated because it causes undesirable consequences on the validity and trustworthiness of the regression results. The VIF recorded values were between 1 and 3 which was the highest value as in Table 4.8. Therefore, the problem of multicollinearity did not arise in the regression model because this study did not discover any traces of it in the data.

Table 4.8: Multicollinearity Results

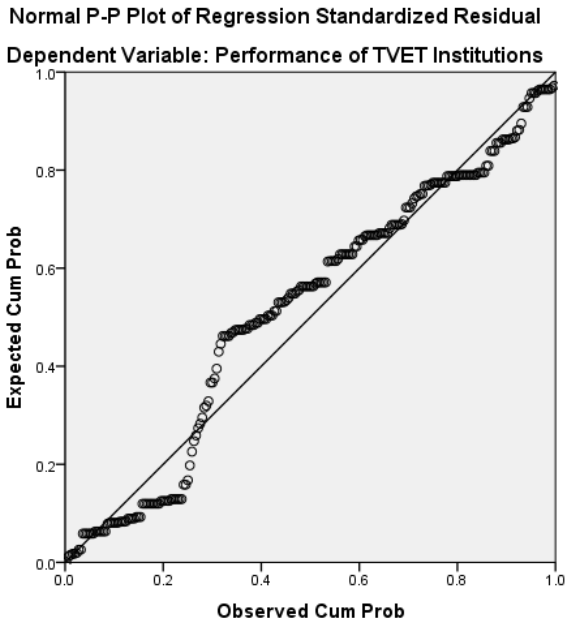
Model		Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	Goal Setting	.648	1.544
	Strategic Analysis	.370	2.704
	Strategy Formulation	.699	1.431
	Strategy Implementation	.292	3.428
	Evaluation and Control	.385	2.596

4.4.3 Normality

In carrying out the normality tests, the p-p plot was used. As presented in Figure 4.6, most of the points lie close to the diagonal line, especially in the middle and upper ranges, which

indicates that the residuals were approximately and normally distributed. Moreover, there are small deviations from the line at the lower end (lower quantiles), but they are not extreme and are were generally acceptable as expressed by Field (2013). Therefore, the normality assumption was met for the regression model.

Figure 4.6: Normality Results



4.4.4 Heteroscedasticity

In this study, Breusch-Paga test was adopted in testing for heteroscedasticity. This test is a statistical method used to detect heteroscedasticity in a regression model—this occurs when the variance of the error terms is not constant across all levels of the independent variables. In the Breusch-Pagan test, the null hypothesis states that the residuals have constant variance (homoscedasticity), while the alternative hypothesis suggests heteroscedasticity is present. The test is performed by regressing the squared residuals from the original model on the independent variables (Wooldridge, 2016). As presented in Table

4.9, the p-value for the Breusch-Pagan test was 0.952 which is greater than 0.05. Therefore, this study concluded that there was no heteroscedasticity.

Table 4.9: Heteroscedasticity Results

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	372.442	5	74.488	.245	.942[b]
	Residual	70490.666	232	303.839		
	Total	70863.108	237			

a. Dependent Variable: res_squared
b. Predictors: (Constant), Evaluation and Control, Strategy Formulation, Goal Setting, Strategic Analysis, Strategy Implementation

4.5 Inferential Analysis

In supporting the descriptive statistics, further statistical analysis was done. In this case of inferential analysis, both the correlation and multiple linear regression analysis were used. These helped in identifying the strengths of associations as well as the relationship between the study variables. The results are as presented in this section.

4.5.1 Correlation

Correlation analysis was conducted in this study in order to check the strengths of association between the study variables. For the correlation analysis, Pearson correlation was utilized. The results are as presented in Table 4.10.

Table 4.10: Correlation Results

		GS	SA	SF	SI	EC	PTI
Goal Setting (GS)	Pearson Correlation	1					
	Sig. (2-tailed)						
Strategic Analysis (SA)	Pearson Correlation	.502**	1				
	Sig. (2-tailed)	.000					
Strategy Formulation (SF)	Pearson Correlation	.393**	.477**	1			
	Sig. (2-tailed)	.000	.000				
Strategy Implementation (SI)	Pearson Correlation	.563**	.769**	.521**	1		
	Sig. (2-tailed)	.000	.000	.000			
Evaluation and Control (EC)	Pearson Correlation	.524**	.698**	.467**	.754**	1	
	Sig. (2-tailed)	.000	.000	.000	.000		
Performance of TVET Institutions (PTI)	Pearson Correlation	.247**	.312**	.197**	.292**	.426**	1
	Sig. (2-tailed)	.000	.000	.002	.000	.000	
	N	238	238	238	238	238	238

**. Correlation is significant at the 0.01 level (2-tailed).

The results of the correlation indicated that goal setting (r=0.247, p<0.05), strategic analysis (r=0.312, p<0.05), strategy formulation (r=0.197, p<0.05), strategy implementation (r=0.292, p<0.05), evaluation and control (r=0.426, p<0.05) are positively and statistically significantly associated with the performance of TVET universities in Kiambu County as evidenced by the results of the Based on these findings, some of the actions in the strategic management process are paramount in the success of an organization. The higher performance outcomes are achieved the more the institutions are likely to have systematic goal-setting procedures, complete environmental analysis, properly aligned their strategies, and continually employ evaluation and implementation systems. These are small correlations that prove it. This is consistent with what Wanjiku and Gathenya (2022) found: strategic planning procedures improve service delivery and operational performance by a significant margin at the technical training institutions in Kenya.

These findings are supported by Otieno and Namada (2023) who emphasize the necessity of consistent strategic evaluations and monitoring processes. The highest correlation (r =

0.426) indicates how essential they are to the institutions, in order to adapt and remain competitive with regard to the evolving demands in education. On the same note, Mwangi and Kinyua (2021) discovered that appropriate goals set forth by the institutions and well-crafted plans implemented by the institutions can result in increased student satisfaction and growth. Accordingly, these results give some credibility to the long-running body of literature that hypothesized strategic management to be the foundation of successful TVET performance improvement, and requires a more focused institutional focus on continued strategic appraisal and goal congruence.

4.5.2 Multiple Linear Regression Analysis

A further inferential analysis was conducted in order to examine the relationship between the independent and dependent variables of the study. For this type of analysis, a multiple linear regression model was adopted. The results are presented using the model summary, analysis of variance (ANOVA), and coefficient tables respectively.

Table 4.11: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.433[a]	.188	.170	3.68580

a. Predictors: (Constant), Evaluation and Control, Strategy Formulation, Goal Setting, Strategic Analysis, Strategy Implementation

The R-Squared of the model was observed to be 0.188 and the adjusted R-Sq had a value of 0.170. This proved that out of the success factors of TVET institutions in Kiambu County, Kenya, 18.8 percent could be due to the strategic management practices. Consequently, although the practice of strategic management does have an impact on the performance of institutions, other factors explain a significantly larger percentage (81.2) of the performance. This implies that to realize improved performance outcomes in the entirety, TVET colleges must not just concentrate on strategic management but other

variables such as sufficient financing, competence of the staff, infrastructure, industry alignment, and services to the students.

Table 4.12: ANOVA Results

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	728.464	5	145.693	10.724	.000[b]
	Residual	3151.754	232	13.585		
	Total	3880.218	237			

a. Dependent Variable: Performance of TVET Institutions
b. Predictors: (Constant), Evaluation and Control, Strategy Formulation, Goal Setting, Strategic Analysis, Strategy Implementation

As presented in the ANOVA Table 4.12, the calculated F-statistics observed was 10.724 with a p-value of 0.000<0.05. In comparison to the tabulated f statistics (2.5665), the calculated f-statistics was found to be greater hence the conclusion that the linear regression model was fit and significant. The study therefore, rejected the null hypothesis and concluded that there is a statistically significant relationship between strategic management processes and performance of TVET institutions in Kiambu County, Kenya.

Table 4.13: Coefficient

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	8.235	2.020		4.076	.000
	Goal Setting	.063	.097	.047	.645	.020
	Strategic Analysis	.081	.102	.077	.790	.030
	Strategy Formulation	.001	.046	.002	.032	.004
	Strategy Implementation	.124	.104	.130	1.190	.035
	Evaluation and Control	.417	.089	.445	4.668	.000

a. Dependent Variable: Performance of TVET Institutions

Positive and significant coefficients of goal setting and performance with in TVET institutions (b= 0.063, p=.020<0.05). The performance of the TVET institutions in Kiambu County and goal setting is statistically related and hence the null hypothesis is rejected.

This shows that, other things held constant, an increase of one unit in goal setting results in an increase of 0.063 units in the performance of TVET institutions in Kiambu County. According to this research, there is a slight positive impact of goal-setting on institutional performance. When the goals are defined and aligned to the institutional missions and expectations of the stakeholders in TVET institutions, student success, program efficiency, and overall institutional effectiveness are all positively influenced. Mwangi and Kinyua (2021) discovered that it is more effective in technical training institutes as workers are more focused when they have clear goals and the use of resources is enhanced. This is a conclusion that is consistent with their observations. Wambugu and Kimemia (2023) state that the importance of goal setting lies in the provision of a course of action and performance standards which enhance institutional responsibility and continuous development.

The analysis of strategic performance and that of TVET institutions had positive and statistically significant coefficients ($b= 0.081$, $p=.030<0.05$). The null hypothesis is rejected because we find that strategic analysis is indeed associated with the performance of institutions of TVET in the Kiambu County. This indicates that, other things held constant, the performance of TVET institutions in Kiambu County will improve by a unit of 0.081 in relation to a unit increase in strategic analysis. This finding provides insights into the necessity of having fine-tuning analysis of the internal and external environment to enhance the efficiency of institutions. Organizations may find it useful to conduct SWOT analysis, an abbreviation that means strengths, weaknesses, opportunities and threats, in order to better allocate resources and make informed decisions. Otieno and Namada (2023) found out that institutions that habitually conduct strategic reviews are in a better position

to adapt to changing policy and market environments and this observation supports their assertion. In addition, Kariuki and Muriithi (2022) note that strategic analysis can help TVET institutions to become more agile and adaptable and enhance their performance and the employability of their graduates. This will help them to shape their programs in accordance to the needs of the labor market. To remain receptive and competitive, it can be recommended that TVET institutions add regular strategic audit and stakeholder studies as part of their planning cycle.

The design of the strategy and the performance of the TVET institutions had a positive statistically significant relationship ($b= 0.001$, $p=.004<0.05$). As a result, the study established a statistically significant relationship between the performance of TVET institutions of the Kiambu County and the development of their strategies hence, the null hypothesis was rejected. This shows that, other things being constant, there is a probability of 0.001 unit increase in performance at each unit of plan design in the Kiambu County TVET institution. This conclusion shows that this variable cannot affect the work of the institution significantly. The findings indicate that in cases where there is no effective implementation, measurement, and consonance with institutional realities, strategies developed can fail to significantly affect the outcomes despite the fact that strategy formulation can be a significant aspect of strategic management. In line with the arguments by Mwangi and Kinyua (2021), who emphasize on the necessity of execution and flexibility in addition to well-considered strategies, this favors their stand. Besides, in state-owned TVETs where red tape frequently slows down the process, Otieno and Namada (2023) found that performance was more affected by assessment and implementation than by plan design. The conclusion is that in spite of the fact that long-term planning is still

required, TVET institutions and organizations should unveil short-term objectives, engagement of stakeholders, and effective implementation procedures in order to transform their plans to visible positive changes in performance.

The positive and statistically significant correlation existed between the performance and the strategy implementation of the TVET institutions (b= 0.124, p=.035<0.05). The analysis therefore statistically identifies a relationship between the performance of TVET institutions in the Kiambu County and the implementation of the strategies and thus the null hypothesis is rejected. This shows that performance at the TVET institution in Kiambu County improves by 0.124 units with each increase in the implementation of the plan at the same level all holding other factors constant. This finding shows how effective strategic plans are in determining the success of institutions. Through these conclusions, it is apparent that absence of proper implementation, such as assigned roles and responsibilities, timelines, and allocation of resources, can scuttle even the most well-planned plans. Wambugu and Kimemia (2023) observed that institutions with a high focus on leadership commitment, staff involvement, and performance monitoring achieved higher results in their study. They came up with the conclusion that the most important relationship between planning and performance is strategy execution. Similarly, Otieno and Namada (2023) emphasize that one of the most common challenges in public TVET colleges is that these institutions have rigid bureaucracies that, when managed effectively, result in a direct enhancement of service delivery and student outcomes and increase institutional responsibility. The research discovered that evaluation and control and performance of the TVET institutions had positive and statistically significant coefficients (b= 0.417, p=.000< 0.05). This study reports significant correlation between assessment and control and

performance of TVET institutions in Kiambu County (P=0.00313). This thus rejects the null hypothesis. The findings show that, other factors held constant, a one-unit increase in assessment and control processes increased the performance in TVET institutions by 0.417 units in Kiambu County. This conclusion supports the significance of this element of strategic management. This suggests that when the performance of institutional tactics is monitored and assessed and adjusted on a regular basis, performance is greatly enhanced. This will give a guarantee of the achievement of the objectives, identification of problems within a short time and decision making based on all the available information. According to Otieno and Namada (2023), the ability of the public TVETs to respond to the constantly evolving needs of the education and employment markets is due to the significant role assessment and control systems play in the agility of the institution. Well-organized performance monitoring and feedback systems positively influence school accountability, resource use, and student achievement, as Kariuki and Muriithi (2022) put it.

From the overall multiple linear regression analysis, the predicted model was summarized as follows based on the results presented in Table 4.

Performance of TVETs= $8.235 + 0.063X_1 + 0.081X_2 + 0.001X_3 – 0.124X_4 + 0.417X_5$

Where:

X1 = Goal Setting,

X2 = Strategic Analysis,

X3 = Strategy Formulation

X4 = Strategy Implementation

X5 = Evaluation and Control

CHAPTER FIVE

SUMMARY OF THE FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the summary of the findings, conclusions, and recommendations of strategic management processes and performance of TVET institutions in Kiambu County Kenya. Additionally, the chapter also provides suggestions for future studies.

5.1 Summary of the Findings

In this study, data collection method enabled the researcher to acquire a response rate of 94.8. As far as the demographics were concerned all the respondents were above 23 years of age. All the respondents possessed some type of bachelors, masters or postgraduate degree; the best educated possessed degrees, then diplomas and then post graduate degrees. The questionnaire covered all the numerous departments in TVET institutions. Moreover, as all responders were highly experienced workers of the institution under consideration, they were in a good position to make valuable comments on the overall performance and strategic management practices of the TVET programs that they were representing. This section further summarizes the findings based on the study objectives;

5.1.1 Goal Setting

The statements on strategic goal setting in TVET institutions in the county of Kiambu had a mean of 4.32 and standard deviation of 0.739 that indicated that the statements were largely accepted by the best of the respondents. Some of them were not sure or agreed, and some strongly disagreed, and the statement, though the majority thought that their TVET strategic objectives are well presented. Although a majority of them agreed that the strategic objectives of the institution are aligned with its purpose and vision, there were

few individuals who felt bad or even disagreed on the same. A small percentage did not agree, some of them were not certain, and most of them admitted that the strategic goals identified are SMART, or specific, measurable, achievable, realistic, and time-based. Although the majority believes that the long-term goals set by the institution are realistic and attainable, only a few people were uncertain or disagreed highly.

Most of the personnel feels that they know the long-term goals of their TVET schools, with a small percentage not having such information. Most employees in the Kiambu County believed that the technical and vocational education and training (TVET) institutions in the county had strategic objectives that were driven by their stakeholders. Few individuals, however, were either confused or vehement against the comment. The inferential statistics showed a positive and statistically significant correlation between goal setting and the performance of TVET institutions in the Kiambu County in Kenya. The coefficients at the 5% level of significance also indicated that the performance would be improved by a 0.063 unit in case of every 1 unit increase in goal setting.

5.1.2 Strategic Analysis

The few employees who were uncertain or not in agreement with the statement that SWOT analysis was regularly used in their TVET institutions were few but the huge majority of the staff members concurred. Even though the majority believe that the results of strategic analysis are captured and applied in the institutional planning process, 16% of them remain uncertain and few people differ. Most of faculty and staff members had a positive attitude towards their place of work since they concurred that their school was constantly considering the changes in student numbers and the demand of the courses they offer in the employment market.

Majority of the respondents concurred with the statement that our institution frequently incorporates the feedback of the stakeholders (business, government, alumni and the general population) whereas few respondents were not sure or disagreed. The majority concurred with the statement that our institution regularly uses environmental studies in the process of planning and a few individuals were non-committal or opposed. The findings of the inferential analysis revealed that the relationship between the performance and strategic analysis of the TVET institutions in Kiambu County was statistically significant. At a constant level of the other factors, the coefficients also indicated that, at 5 per cent level of significance, a 1-unit increment in the performance of the TVET institutions in Kiambu County raised the performance by 0.081 units.

5.1.3 Strategy Formulation

It is based on a definite understanding of what the stakeholders require that the institutional initiatives have been established, as perceived by most members of staff in the TVET. This was not so the case with the few who remained on the fence or had a different opinion. Although, some staff members did not have confidence in or disagreed, most of the staff members believed that they were actively involved in creation of strategy in their TVET institutions. When questioned on whether the process of creating the plan includes all the relevant departments, the great majority of the respondents said that they agreed. Few of them remained undecided or opposed the statement with most of them affirming that strategy formulation considers resource availability.

Majorities believe that strategies are developed to maximize on the available, both physically and in the human aspect. On the other hand, few individuals were uncertain or in disagreement. Most respondents indicated that institutional performance data is utilized

in shaping future initiatives. The inferential analysis results indicated a positive and significant correlation between the design of the strategy and the performance of TVET institutions. Also, significant at 5 percent level, the performance of TVET institutions improved by 0.001 unit every unit increase in strategy development, other variables being constant.

5.1.4 Strategy Implementation

Most of the respondents held that the structure of the institution can enable successful implementation of the strategies whilst a small segment were unsure and the minority was against. Some of them were uncertain and others differed, however, majority of people in Kiambu County believe that the TVET institutions have clear roles and responsibilities as regards strategies implementation. Some of them were uncertain, but among others there were strong disagreements, however the overwhelming majority of the respondents believed that the leadership team is committed to driving initiatives to fruition. Few individuals were not sure or strongly opposed the statement that leaders give good guidance on strategic objectives and objectives at the TVET institutions, but the majority of individuals were of this opinion.

Most of the respondents indicated that all employees were highly informed about the strategic goals and plans of the organization that would reach them. Others were however on the fence and others were strongly against. Just a small percentage oppressed it and most of them thought that communication of strategy implementation is open and inclusive. A few were unsure. The inferential data showed that the performance of the TVET institutions had a positive statistically significant relationship with the implementation of strategies. All other things being identical the coefficients also revealed that at the 5 percent

level, TVET institutions in Kiambu County realized a 0.124 unit performance improvement with each unit increase in implementation of the strategy.

5.1.5 Strategy Evaluation and Control

The moderate majority of the staff members opined that staff and stakeholders would be regularly brought together where the strategic effectiveness of the TVET institutions in Kiambu County would be evaluated. Most of the respondents in Kiambu County who undertook the survey were considered to be on the fence regarding whether the findings of the evaluation assisted in the long-term planning of the TVET institutions or not. It was also agreed that when the performance gaps are identified, the remedial activities are carried out within a short period of time. But only a quarter were fence sitters. Most of the respondents believed that there was a clear process used by the TVET institution in detection of when objectives are not being followed as intended with 5 per cent displaying a strong opposition.

The findings of strategy evaluations form the basis of decisions regarding the future, as the majority of people have concurred. But other individuals were not certain and the others vehemently opposed. A small majority was undecided, and the minority was divided, when interviewed on whether there is a codified structure on how to go about monitoring and evaluation of institutional initiative, further. Most of the respondents concurred. The inferential study found that there was a positive and statistically significant correlation between the performance of the TVET institutions, and evaluation and control. The significance level that was identified as 5 percent was observed to mean that the performance of TVET institutions in the Kiambu County in Kenya improved by 0.417 units

of the performance of every single unit of increase in assessment and control holding other parameters constant.

5.1.6 Performance of TVET Institutions

Although few of the respondents ranked the completion rate of the students in the TVET institutions of Kiambu County as low, majority ranked it moderate. The statements which evaluated the performance of the TVET institutions in Kiambu County gave a mean score of 3.68 and a standard deviation of 0.990. This translates to the fact that the majority of the employees were in agreement with what was said only to some extent. Most of the students concur to a lower degree that the institution has a high rate of graduation compared to other TVET schools, and most students have completed their programs within the estimated time as indicated by standard deviation and mean scores.

The findings revealed that albeit there exists a fair degree of disagreement, the respondents were of the general opinion that the issue of student dropout is a major one at the school. This information indicates that the retention of students is an average issue in TVET schools and this could affect their performance, completion rates and the education payoff. According to most of the respondents, there has been an increase in the percentage of graduates who secured employment within the first year of graduation.

5.2 Conclusions

Based on the objectives of the study, a number of findings are made. The main aim of this study was to examine the performance of the Technical and Vocational Education and Training Institutions in the Kiambu County in Kenya after having set objectives to themselves. As per the findings, strategic goal setting is highly regarded in all the TVET

institutions in the Kiambu County. Most of the technical and vocational education and training (TVET) schools have long-term goals which are SMART, practical, relevant and which meet the needs of all the concerned stakeholders. Moreover, these goals are clear, and only a small part of employees admits disagreement or indifference; it is an indication of the need to engage in additional interaction and consultation. The study also established that the institutional success has a positive and statistically significant relationship with goal setting. A goal-setting process that is clear, inclusive, and well-communicated is essential in order to enhance the institutional alignment, focus, and quantifiable results.

This study was aimed at finding out whether strategic analysis was beneficial to technical and vocational training institutes located in Kiambu County in Kenya. It should be noted that the survey has determined that TVET institutions in Kiambu County have a high frequency of strategic analysis, which they deem as a necessary element in setting goals. The institutions analyze the enrollment patterns and labor market needs on a regular basis, document and utilize the results of the strategic studies in the planning process; and conduct SWOT analyses. Institutions also carry out comprehensive environmental assessments to help in decision-making and to involve key stakeholders. These activities demonstrate institutional commitment to data-driven planning and reality-based alignment. The correlation between strategic analysis and institutional performance is very high thus showing that these are bearing fruits.

As a majority of the staff members testified to an organizational system that promotes strategy execution, clear roles and responsibilities, committed leadership, and strategic purpose conveyed, this research established that strategic execution is mostly nurtured in TVET institutions in the Kiambu County. The general consensus was that the institution

has the potential to implement its strategies well although some of the staff members were not sure or they did not agree. This is enhanced through application of open and inclusive communication strategies and the same raises staff involvement and enable the institution to implement its goals. Excellent execution is essential in achieving an institutional success as revealed by statistically significant positive correlation between the implementation of plans and performance. These results highlight the importance of leadership buy-in, enhancing the internal communication, and strong implementation models in the long-term performance improvement.

Investigating the condition of the assessment and control during the TVET institutions in the territory of Kiambu County, the researcher discovered that the procedures are held in a high esteem and are conducted on a regular basis. The TVET institutions continuously review their programs, the input of the evaluation is used to implement improvements, and issues that may occur when they lose their path towards their strategic goals are solved. Most of the employees concurred that evaluations assist in making decisions in the future although some of them were still uncertain that there are systems that work to ensure that things are kept an eye on. To conclude, evaluation and control are associated with the institutional performance positively and statistically significant. This strong effect shows that TVET institutions should apply systemic and responsive assessment techniques to enhance strategic responsiveness, accountability, and performance enhancement.

5.3 Recommendations of the Study

From the summary of the findings and conclusions made in this study, there are several recommendations provided. Regarding strategic goal setting, this study observed that strategic goal setting is widely embraced in TVET institutions in Kiambu County and

positively contributes to performance. Therefore, the study recommends that TVET institutions should enhance inclusivity and communication in the goal-setting process. This involves involving a broader range of stakeholders—including staff, students, industry partners, and community representatives—to ensure goals are not only SMART (Specific, Measurable, Achievable, Realistic, and Time-bound), but also relevant and widely understood. Regular workshops, planning retreats, and structured feedback loops should be used to improve clarity, ownership, and alignment with the institutional mission and vision.

In terms of strategic analysis whereby it was established that there is a positive and statistically significant contribution to performance, the study recommends that TVET institutions should institutionalize regular, evidence-based environmental scans and stakeholder consultations. This includes setting up dedicated strategic analysis committees or units that review trends in enrollment, labor market demand, and political, economic, social, and technological (PEST) factors. Results should be documented and used systematically in strategic planning and resource allocation to ensure responsiveness and agility in decision-making.

In light of the findings on strategy formulation, which showed a minimal contribution to performance, institutions should re-examine the formulation process to ensure that strategic plans are not only well-developed but also actionable and aligned with implementation capabilities. This includes simplifying complex strategies into clear, operational plans with timelines, responsibilities, and measurable outcomes. Engaging staff across all levels during formulation will enhance realism, feasibility, and ownership.

Regarding strategy implementation, which showed a moderately strong influence on performance, TVET institutions should focus on strengthening leadership accountability, clarifying roles and responsibilities, and improving internal communication. Institutions should adopt implementation scorecards and regular performance reviews to track progress on strategic goals. Capacity building for middle and frontline managers is also essential to translate strategic priorities into day-to-day actions.

For evaluation and control, which had the strongest effect on performance, the study recommends that TVET institutions should prioritize the development of robust monitoring and evaluation (M&E) systems. These systems should include routine performance reviews, feedback mechanisms, early-warning systems for strategic deviation, and transparent reporting structures. Institutionalizing M&E will enable continuous learning, accountability, and timely corrective actions to enhance outcomes.

From a theoretical perspective, the findings reinforce the relevance of the Strategic Management Process Theory, which emphasizes goal setting, environmental scanning, strategy formulation, implementation, and evaluation as integral components that collectively enhance organizational performance. Future studies should explore the interplay between these components in different educational contexts to refine the model for non-profit or public institutions.

From a practical standpoint, TVET institutions in Kenya and similar settings should adopt a holistic and integrated approach to strategic management. This involves ensuring that each phase—goal setting, analysis, formulation, implementation, and evaluation—is not treated in isolation but is interconnected and aligned with institutional objectives.

Embedding strategic management into institutional culture through policy, training, and leadership development is essential to sustaining performance improvements.

5.4 Suggestions for Further Studies

Future studies should explore the influence of external factors—such as government policy, funding mechanisms, and technological advancements—on the strategic management processes within TVET institutions. While this study focused on internal strategic elements like goal setting, formulation, and implementation, understanding how external dynamics interact with these processes could offer a more comprehensive view of what drives institutional performance. Additionally, comparative studies across counties or regions could help identify contextual factors influencing the effectiveness of strategic management in different socio-economic and institutional environments.

Further research could also examine the role of organizational culture, staff motivation, and leadership styles in shaping the success of strategy execution in TVET institutions. Longitudinal studies that track performance over time in relation to strategic management cycles would provide deeper insights into cause-and-effect relationships. Moreover, incorporating student and employer perspectives in future research would enrich understanding of how strategy impacts educational outcomes and workforce relevance, thereby guiding more inclusive and effective strategic planning in the TVET sector.

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APPENDICES

Appendix I: Introduction Letter

Dear Sir/Madam,

REF: REQUEST TO CARRY OUT DATA COLLECTION.

I am a student of the Catholic University of Eastern Africa pursuing an MBA Degree in Strategic Management. As a requirement in fulfillment of this degree, am currently carrying research entitled "**Strategic Management Processes and Performance of Technical and Vocational Education and Training Institutions in Kiambu County, Kenya**".

You have been chosen as you are well positioned to provide reliable information that will enable the study achieve its objectives. I intend to research the above through the use of questionnaires.

The purpose of this letter is to request you to respond to the attached questionnaire. Any information given shall be treated as confidential and will be used purely for academic purposes. A final copy of the document shall be availed to you upon request.

Thank you in advance for your time and cooperation.

Regards
Sammy Kamau Waititu
skwaititu@gmail.com
0722266310
Researcher

Appendix II: Questionnaire

This questionnaire aims to gather insights into the strategic management processes in Technical and Vocational Education and Training (TVET) institutions in Kiambu County, Kenya. The study seeks to understand how goal setting, strategic analysis, formulation, implementation, and evaluation, control and goal setting affect the performance of these institutions.

Your responses will remain confidential and will be used only for academic purposes.

By use of a tick (√), kindly select the answer that best suits your response.

Section A: Background Information Section A:

1. Age
   a) 23-30 years [ ]
   b) 31-40years [ ]
   c) 41-50years [ ]
   d) Above 50 years [ ]
2. Education Level
   a) Diploma [ ]
   b) Degree [ ]
   c) Masters [ ]
   d) Post graduate [ ]
3. Position/Department
   a) Principal [ ]
   b) Deputy principal Planning Administration and Planning [ ]
   c) Deputy Principal Academics [ ]
   d) Registrar [ ]
   e) Dean of Students [ ]
   f) Finance Officer [ ]
   g) Head of Department [ ]
   h) Trainer [ ]
   i) Any other, specify, _____
4. Working experience
   a) Below 5 years [ ]
   b) 6 to 10 years [ ]
   c) 11-15 Years [ ]
   d) 16-20 Years [ ]
   e) Above 20 Years [ ]

Section B: Goal Setting

5. Indicate your extent of agreement or disagreement on the following statements regarding the strategic goal setting. Key: (1) Strongly Disagree; (2) Disagree; (3) Undecided; (4) Agree; (5) Strongly Agree.

Statements	**5**	**4**	**3**	**2**	**1**
The strategic goals of this TVET institution are clearly defined.					
The strategic goals align with the institution's mission and vision.					
The strategic goals set are specific, measurable, achievable, realistic, and time-bound (SMART).					
The institution sets realistic and attainable strategic goals.					
Staff members understand the strategic goals of the institution.					
Strategic goals reflect the needs of stakeholders (students, employers, government).					

Section C: Strategic Analysis

6. Indicate your extent of agreement or disagreement on the following statements regarding the strategic goal setting. Key: (1) Strongly Disagree; (2) Disagree; (3) Undecided; (4) Agree; (5) Strongly Agree.

Statements	**5**	**4**	**3**	**2**	**1**
The institution regularly conducts a SWOT analysis to assess internal strengths and weaknesses.					
The institution actively explores opportunities identified through SWOT analysis.					
PESTEL analysis and its findings are integrated into the institution's planning.					
The institution conducts GAP analysis to compare current performance with strategic goals.					
Action plans are developed based on GAP analysis findings.					
Overall, strategic analysis has improved the performance of the institution.					

Section D: Strategy Formulation

7. Indicate your extent of agreement or disagreement on the following statements regarding the strategic strategy formulation. Key: (1) Strongly Disagree; (2) Disagree; (3) Undecided; (4) Agree; (5) Strongly Agree.

Statements	**5**	**4**	**3**	**2**	**1**
Institutional strategies are developed based on a clear understanding of stakeholder needs					
Staff members are actively involved in the strategy formulation process.					
Strategy formulation is a collaborative process involving all relevant departments.					
Resource availability is considered during strategy formulation.					
Strategies are designed to optimize the use of available infrastructure and human resources.					
Institutional performance data is used to shape future strategies.					

Section E: Strategy Implementation

8. Indicate your extent of agreement or disagreement on the following statements regarding the strategy Implementation. Key: (1) Strongly Disagree; (2) Disagree; (3) Undecided; (4) Agree; (5) Strongly Agree.

Statements	**5**	**4**	**3**	**2**	**1**
The institution's organizational structure supports effective strategy implementation.					
Roles and responsibilities in strategy implementation are clearly defined.					
The leadership team is committed to the successful implementation of strategies.					
Leaders provide clear guidance on strategic priorities and objectives.					
Strategic goals and implementation plans are effectively communicated to all staff.					
Communication on strategy implementation is transparent and inclusive.					

Section F: Evaluation and Control

9. Indicate your extent of agreement or disagreement on the following statements regarding the evaluation and control. Key: (1) Strongly Disagree; (2) Disagree; (3) Undecided; (4) Agree; (5) Strongly Agree.

Statements	**5**	**4**	**3**	**2**	**1**
Feedback from staff and stakeholders is regularly gathered to assess strategic performance.					
The institution acts on feedback received to improve strategic initiatives.					
Corrective actions are promptly taken when performance gaps are identified.					
The institution has a clear process for identifying deviations from strategic goals.					
Strategy evaluation results are used to inform future decision-making.					
There is a structured framework for ongoing monitoring and evaluation of institutional strategies.					

Section G: Performance of TVET

10. How would you rate the overall student completion rate in your institution in the past 5 years?

a. Very High [ ] b. High [ ] c. Moderate [ ] d. Low [ ]
e. Very low [ ]

11. Indicate your extent of agreement or disagreement on the following statements regarding the performance of your institution. Key: (1) Strongly Disagree; (2) Disagree; (3) Undecided; (4) Agree; (5) Strongly Agree.

Statements	**5**	**4**	**3**	**2**	**1**
The institution has a high graduation rate compared to other TVET institutions.					
Most students have completed their programs within the expected timeframe.					
Student dropout rates in the institution has reduced significantly over the past 5 years.					
The number of graduates who have secured employment 1 year after completion has increased.					
The performance of the institution in terms of student accomplishment has improved over the past five years.					

Thank you for your cooperation

Appendix III: University Research Letter

Appendix IV: Research Licenses

Appendix v : Turnitin report